

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar IV

CODE NO. : ED 219 **SEMESTER:** 4

PROGRAM: Early Childhood Education

AUTHOR: Lorna Connolly Beattie, 759-2554 ext. 438
Office E3207 lorna.connolly-beattie@saultc.on.ca

DATE: Jan. 2004 **PREVIOUS OUTLINE DATED:** Jan 03

APPROVED:

	_____	_____
	Dean, Health and Human Services	DATE

TOTAL CREDITS: ONE

PREREQUISITE(S): ED 218, 209, 272

COREQUISITES: ED 210, ED 273

HOURS PER WEEK: 2

Copyright ©2003 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

Course Name

Code No.**I. COURSE DESCRIPTION:**

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning for children's learning and for guiding children's behaviour.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Report regularly on skill development and competencies outlined for Semester Four Fieldwork.Potential Elements of the Performance:

- provide specific examples of one's interactions to support self-analysis of one's teaching behaviours
- complete self-assessment reports thoroughly in order to assist in planning strategies for growth
- use thoughtful consideration in assessing one's strengths and suggest realistic alternatives for change

2. Design and implement developmentally appropriate activities for implementation in child care settingsPotential Elements of the Performance:

- design curriculum to support the observed developmental needs of children
- utilize available resources for preparing age-related inclusive activities
- prepare curriculum in a professional manner
- determine the merit of prepared plans and suggest alternatives for improvement

Course Name

Code No.**3. Participate actively in classroom discussion and group work**Potential Elements of the Performance:

- record child and or staff interactions in placement situations
- volunteer information recorded in field placement in a classroom
- share information and opinions in small groups
- function responsibly as part of a small group with respect to assigned work

4. Discuss and evaluate methods for managing challenging behaviours in early childhood environmentsPotential Elements of the Performance:

- complete required readings and interpret the implications for early childhood educators
- formulate developmentally appropriate strategies for guiding behaviour

5. Refine Observation Skills And Develop Competency In The Assessment Of Peer Relations.Potential Elements of the Performance:

- Use appropriate data collection techniques
- Observe and monitor children's skills in peer group entry, emotional regulation, conflict resolution and in maintaining play
- Summarize observational data
- Propose strategies for assisting children in improving social skills

III. TOPICS:

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. Researching and developing activity plans
4. Analyzing teaching strategies and integrating new skills
5. Assessing children's peer relations and levels of skills
6. Meeting the Challenge : Effective Strategies for Challenging Behaviours

Course Name

Code No.**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Meeting the Challenge, Barbara Kaiser and Judy Sklar Rasminsky.1999
2. Second Year Seminar Workbook , from last semester (needed for Making Friends assignment)

V. EVALUATION PROCESS/GRADING SYSTEM:**1. SELF ANALYSIS OF TEACHING BEHAVIOURS: 20%**

1. Using semester III final evaluation, complete your "INTRODUCING THE STUDENT TO STAFF" form.
2. Make TWO copies: one "Intro Sheet" for your placement binder and one as a reference for this assignment.
3. Using this "Intro Sheet", your working copy of the Semester IV Evaluation Form, and your mid-term evaluation, summarize your strengths. Identify competencies to work on and formulate a plan for successfully completing Semester IV placement.

*** Make a photocopy of the mid-term and submit the original to your seminar teacher.**

2. VIDEO-TAPE ANALYSIS and ACTIVITY ASSESSMENT- 20%

Make arrangements to have yourself video-taped in your field placement setting. Steps must be taken to ensure parental permission for children to be videotaped (form in placement binder)

The Sault College camcorder has been reserved on Mondays and Tuesdays for this purpose. You must book the recorder in the LRC. Your student card is required. Purchase your own video-tape cassette!

Course Name

Code No.**STEPS:**

- a) Complete a form for an activity and submit according to required procedures.
- b) Have yourself video-taped presenting this activity to the children; remember to make sure that the entire process of the activity is on tape (introduction to conclusion).
- c) Review the tape and analyze your teaching thoroughly, using the Video-tape Self-Analysis Form. Your *grade will be based on your own ability to assess and describe your teaching techniques*, not on the quality of the videotape itself. **THIS ANALYSIS MUST BE TYPED**
- d) Submit your VIDEO TAPE SELF-ANALYSIS, the completed ACTIVITY PLAN, and the VIDEO ACTIVITY EVALUATION. *No late tapes will be accepted!*

3. ATTENDANCE, PARTICIPATION AND ASSIGNMENTS - 40%**a) Attendance = 20%**

Attendance and participation in seminar classes are crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to seminar discussions, while always maintaining confidentiality and respect for others. After one absence, students will be deducted 5% for each additional absence or for arriving 10 minutes beyond the start of class.

b) Participation = 10%

Students are asked to share experiences from their field placements. The purpose is to examine scenarios in order to best determine the appropriate positive teaching strategies. Students are expected to make constructive suggestions to peers. The course instructor will monitor student contributions.

c) Interaction Report = 5%

Each student will present one Interaction Report to the class over the course of the semester. This must be presented on the assigned date.

d) Seminar Self-Evaluation Form = 5%

Submit completed form by due date.

 Course Name

 Code No.

4. ASSESSMENT OF PEER RELATIONS: 10%

This observation is based on the video Making Friends and the forms in Seminar III Workbook:

At your placement, observe and monitor children's skills in peer group entry, emotional regulation, conflict resolution and in maintaining play. Choose one child who appears to be having difficulty with one of these social tasks.

5. TESTS - 10%

Students will be assigned readings from the text Meeting the Challenge. Random in-class testing will take place on the content.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50-59%	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

Course Name

Code No.

W Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1101 or call Extension 493 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Disclaimer for meeting the needs of learners:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

All assignments are due **IN SEMINAR CLASS** on the date assigned by the instructor. The late policy of the ECE Department will be enforced. Late assignments will be deducted 5% for each day late. No assignments will be accepted after one week past the due date.

Course Name

Code No.

VII. PRIOR LEARNING ASSESSMENT:

Not yet available

VIII DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.