SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar II

CODE NO. :   ED 116   **SEMESTER:**   2

PROGRAM: Early Childhood Education

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DATE: Jan/2006   **PREVIOUS OUTLINE DATED:**   Jan/2005

APPROVED:

_____   _____
Dean   **DATE**

TOTAL CREDITS: 1

PREREQUISITE(S):   ED 108, ED 115, ED 130
COREQUISITE(S):   ED 110, ED 131

LENGTH OF COURSE: 15 Weeks   **TOTAL CREDIT HOURS:**   30 Hours
2 Hr/Wk

I.   COURSE DESCRIPTION:

Attendance at this weekly discussion seminar is required to assist the student in interpreting and following through on theories and methods of teaching and observing the young child. Emphasis is placed on confidentiality and on the development of professional and ethical behaviours crucial for working in the Early Childhood Education field. Assigned observations and placement activities will form a basis of discussion in this integrative seminar.

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 Personal Skill Development Related To The Competencies Outlined For Semester Two.

Potential Elements of the Performance Include:

➢   ensure confidentiality
➢   provide field work examples in a comprehensive, concise, factual and objective manner
➢   demonstrate self-awareness and intrapersonal communication skills through an effective evaluation of one's own performance and skills.

2.   Design Developmentally Appropriate Activities For Implementation In Child Care Settings.

Potential Elements of the Performance include:

➢   plan developmentally appropriate experiences based on the results of observations and acquired knowledge.
➢   evaluate and revise curriculum to ensure individual and group needs

3.   Analyze The Components Which Provide A Nurturing Environment For Children.

Potential Elements of the Performance Include:

➢   *complete observations using various data collection techniques*
➢   *summarize observational information*
➢   *describe the characteristics of a supportive environment*

4.   Assess One' s Effectiveness In Promoting Children's Development.

➢   *provide examples to support one's self-analysis of teaching behaviours*
➢   *suggest alternatives for improving teaching techniques*
➢   *provide examples on the mid-term and final evaluations which summarize current skill development*

III. TOPICS:

Module 1: **Self-Reflection and Teaching Strategies for Semester II Field Practice**
Module 2: **Understanding the Children I work with**
Module 3: **Activity Planning**
Module 4: **Observing and Recording Targeted and Unanticipated Behaviours**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

<u>Developmental Profiles; Pre-Birth Through Twelve</u>. By K. Eileen Allen and
Lynn R. Marotz. 4th Ed. Thompson Delmar

<u>Observing Young Children: A guide for Early Childhood Educators</u>.
By Sally Wylie 2nd Edition. Thompson-Nelson

Student Teaching: Early Childhood Practicum Guide 5^tMachado / Botnarescue, ^h
Ed. Thompson-Delmar. ISBN 1-4018-4853-2

ECE Field Practicum Activity Planning Guide by Connolly, AK
Graphics – Campus Shop

Resource Books
may be used to assist the student in their field practice.

1. * Kostelnik, ***Developmentally Appropriate Curriculum***. 3rd Ed Pearson
Publication ISBN 013-049658-8
2. * Eliason / Jenkins **A Practical Guide to Early Childhood Curriculum**. (Revised) Monarch
Books. ISBN: 1-929610-31-9
3. * *Day Nurseries Act.*
4. * Cherry, ***Creative Art for the Developing Child***. School Specialty Children's Pub. ISBN:
0-13-087308-X
5. * Cherry, ***Creative Movement for the Developing Child***. School Specialty Children's
Publication ISBN 0-7682-0466-6
6. **Practical Solutions to Practically Every Problem**.(Revised Saifer,)   Monarch Books.
ISBN 1-929610-31-9

***Previously purchased or purchased in other courses.**

V.   EVALUATION PROCESS/GRADING SYSTEM

Participation: **5%**

- . Each student will be evaluated on his or her participation during class discussion, and other in-class activities. Criteria used to evaluate participation will be discussed in class.

Assignments   **95%**

In-Class Activities   *30%*
Attendance and participation in seminar classes is crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to each seminar discussion while always keeping in mind confidentiality and respect for others. (due dates will be discussed in class)
- Weekly Field Work Discussions
- Learning and teaching a song and fingerplay
- Responses to video #1: Reframing Discipline

Placement Observations (due dates will be discussed in class   *20%*
- Developmental Milestones Outline
- Interaction Report
- Developmental Profile Checklist
- Event Sampling observation and record.

Activity Planning Forms (due dates will be discussed in class)   *30%*

- Students will complete and submit 3 activity planning forms:
  1 Art, 1 Story, 1 Group

Self-Reflection Practices **(** due dates will be discussed in class   *15%*
- Initial Goal Setting Assignment
- Mid-term Goal Setting Assignment
- Personal / Professional Portfolio

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X   A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

NR   Grade not reported to Registrar's office.

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 your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:
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.

Substitute course information is available in the Registrar's office.

Important Notes to Students:

Class Activities:
1. Attendance plays an important role in successful learning and skill development, so students are expected to attend
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement Code of Conduct"

Assignments:
1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. All assignments must be typed and stapled or they will be returned to the student un marked.
3. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
4. Late submissions *will be deducted 5% per day*.
5. Assignments *more than one week late will not be accepted*.
6. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
7. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
8. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

Tests/Quizzes:
Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. An alternative date must be arranged before the next class

Learning Environment
In the interest of providing an optimal learning environment, students are to follow these two expectations;
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- If you leave a class while the class is still in progress you will receive a mark of "0" for any missed activities/discussions that take place during the missed portion of the class.
Students are to keep private conversations out of the classroom

Missed Classes
If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters
Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks).   Leaving the room should be for emergency reasons only.

Food and Drink
Students may eat and drink in class, however eating large "meals" during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.
Dates for projects or tests may be revised depending upon course content/flow

**VII.	PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**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.