

**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**

**AUTHOR:** **ECE Faculty**

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**DATE:** January 2009 **PREVIOUS OUTLINE DATED:** January 2008

**APPROVED:** "Angelique Lemay"

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	<b>CHAIR</b>	<b>DATE</b>

**TOTAL CREDITS:** 1

**PREREQUISITE(S):** ED 108, ED 115, ED 130

**COREQUISITE(S):** ED 110, ED 131

**LENGTH OF COURSE:** 2 Hr/Wk

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*For additional information, please contact Angelique Lemay Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

## 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:***

- analyze and implement a variety of observational methods and strategies**  
(Reflection of CSAC Vocational Standard #3 Generic Skills, #7)
  - develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
  - record and interpret observations using various methods
- communicate professionally** (Reflection of CSAC Vocational Standard #6, Generic Skills #1, #2, #5,)

Potential Elements of the Performance:

- ensure confidentiality
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- provide field practice examples in a comprehensive, concise, factual and objective manner.

- evaluate own progress in the early childhood education related to the competencies outlined for Semester TWO** (Reflection of CSAC Vocational Standard #1-9, Generic Skills #6, #10, #13))

Potential Elements of the Performance:

- present concrete oral examples of achieved field practice competencies
- present documented examples of achieved field practice competencies
- identify one's strengths
- engage in self-evaluation
- clarify one's own role in the field practice setting

- evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It*.**

Potential Elements of Performance

- Use observing and recording skills to identify conversation styles
- Design and implement an action plan that will support the child in conversation skills
- Evaluate own skills using a video recording of planned activity.

III. TOPICS:

- Strategies for success in field placement
- Activity Planning
- Learning Language and Loving it Certificate Training Video #1
- Observing and Recording Targeted Behaviours

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- ❖ **Previously Purchased or purchased for other courses**
  - ❖ Jamieson, J. Bertrand and Ibrahim E. (Eds). *Science of Early Childhood Development*. [online resource ] Winnipeg, MB: Red River College: retrieved from <http://www.scienceofecd.com>
  - ❖ Doherty, G. (n.d.). *Occupational Standards for Child Care Practitioners*. Ottawa: Canadian Childcare Federation.
  - ❖ Wylie, Sally, (2004). *Observing Young Children –A Guide to Early Childhood Educators (2<sup>nd</sup> ed.)*. Toronto: Nelson Publishing
  - ❖ Saifer, Steffen. (2003). *Practical Solutions to Practically Every Problem. (Revised)*. Minnesota: Redleaf Press
  - ❖ Weitzman, Greenberg (2002) *Learning Language and Loving It 2<sup>nd</sup> Ed.* Toronto: The Hanen Centre.
  - ❖ LMS access / internet access

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

\* Kostelnik, *Developmentally Appropriate Curriculum*. 4th Ed Pearson Publication ISBN 013-049658-8

\* *Day Nurseries Act*.

\* Cherry, *Creative Art for the Developing Child*. School Specialty Children's Pub. ISBN: 0-13-087308-X

V. EVALUATION PROCESS/GRADING SYSTEM:

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.

### **In-Class Activities**

**45%**

Students are expected to participate in various activities (in and out of class) throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. Students who are not prepared, choose not to participate, are absent, arrive late or leave early and consequently are absent during the activity will receive a mark of "0" for the activity. These activities will not be rescheduled. (details of each activity will be discussed in class)

*The following points are attributed to the type of activities that the student participates:*

*Learning Language and Loving It review / activity = 5pts*

*Video training =5pts*

*Group Discussions =4 pts*

*Small group / individual activities/ exercise=3pts*

*Lecture = 2pts*

### **Assignments:**

**55%**

<i>Journal</i>	<i>10%</i>
<i>Observation Assignment</i>	<i>10%</i>
<i>Activity Plan</i>	<i>10%</i>
<i>Learning Language and Loving It Observation and Video #1</i>	<i>25%</i>

In addition, this component will be part of a larger LLLI Certificate that graduating ECE students will earn by the time they complete the ECE Program. Therefore, participation will be tracked and only ECE students completing the number of hours prescribed by the Hanen Centre will receive the certificate. Components of LLLI will be presented in this course and in ED 131, ED 116, ED 218 and ED 219.

***(details and due dates will be discussed in class and posted on LMS)***

VI. SPECIAL NOTES:

Disability Services:

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 Disability Services 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 postsecondary institutions.

Communication:

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March*, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

**Class Activities:**

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
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 "STUDENT CODE OF CONDUCT" in the Sault College Handbook.

**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 not marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day** which commences at the end of the class in which the assignment was due, **Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic "0" for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exist and student's require an extension. Granting extensions is up to the discretion of the instructor.
5. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. 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.
7. 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

**Learning Environment**

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Computers are permitted in class for course material only.
- Cell phones are turned off or on vibrate during class time.
- Students will refrain from talking while others in the class are speaking or working
- Personal conversations will be held outside of class time
- Ground rules will be established and reinforced by the student/faculty in the class. Discussions will be conducted respectfully and all students are expected to reflect attitudes reflected in the professional code of ethics.
- Information shared within the classroom will not be discussed outside of the classroom.
- Students are expected to maintain information shared within Seminar class as confidential and not discussed outside of the scheduled class time that is facilitated by the teacher.
- 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
- Students are reminded to be sensitive to those who are sensitive / allergic to scents, foods and act accordingly.

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.

**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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.