

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 2011 **PREVIOUS OUTLINE DATED:** January 2010

APPROVED: "Angelique Lemay" Dec/10

CHAIR **DATE**

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
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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 develop strategies to record observational data that demonstrates professionalism and maintains confidentiality)
- record and interpret observations using various methods

1. **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.

2. **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

3. **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:

- Establishing strategies for success in field placement
- Developing competence in Activity Planning and Facilitating activities.
- Learning Language and Loving it Certificate Training Video #1
- Observing and Recording Targeted Behaviours: Checklists

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 (2nd 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 2nd 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%	
A	80 – 89%	4.00
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.

PLEASE NOTE:

Regarding Student Progression through the three Co-Requisite Core ECE courses: ***Teaching Methods II, Seminar II, Field Practice II*** Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice, within the same semester,*** in order to proceed to the next semester’s co-requisite courses.

Experiential Learning Activities

55%

Students are expected to participate in course related experiential learning activities scheduled in and out of class. The focus of the activities will be to provide students with the opportunity to engage in experiential learning that reflects the theory being discussed

Types of Experiential Learning Activities:

Students will be given points for their preparation and full participation in the following learning activities:

Guest Speakers / Field Trip / Workshops= 10 points, Large Group discussions / activities = 5pts, Small group discussions / activities: 5 pts, Video training = 4pts, Individual reflective practices = 2 pts.

Criteria for Participation in Experiential Learning Activities

These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these learning activity components will be given a “0” for the identified activity. These activities will not be rescheduled for students. Students are expected to attend class fully prepared to participate with all required materials.

Quality of Participation in Experiential Learning Activities:

Students will be evaluated on the level and quality of their engagement, behaviour, and attitude during the Experiential Learning Activities based on a set of criteria reflecting professional standards.

Seminar Discussion Protocol:

- Sharing of experiences and problem solving any challenges faced when working in the human service/early childhood field will be a fundamental component of this course.
- In accordance with the ECE Field Practice Policies, all students are expected to maintain professional standards in keeping all discussions during Seminar class confidential.
- Discussions about Field Practice experiences must be expressed in general statements so that the identity of people / placement (past and present) remains confidential.
- Discussions about Field Practice will only take place during the scheduled class time and when the instructor is present.
- All discussions and debates held within the classroom will abide by principles of effective interpersonal communication.

Students who do not abide by these professional standards will be asked to leave the class and further consequences will apply as outlined in the ECE Field Practice Policies

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

Assignments:

	45%
<i>Journal</i>	10%
<i>Activity Plan</i>	10%
<i>Learning Language and Loving It Observation and Video #1</i>	25%

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.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

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 an "0" for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exists and request 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
8. If a student wishes to discuss the mark assigned to their submission, they must contact the instructor to make an appointment to review the assignment and evaluation. The student must come prepared by reviewing the assignment outline and expectations, the instructor's feedback on the submission and specific areas of concern or questions.

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

Learning Environment:

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

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.

<http://www.saultcollege.ca/Services/StudentServices/default.asp>

3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
4. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class..
5. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior, or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only with the permission of the instructor. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.