

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT**  
COLLEGE

## COURSE OUTLINE

**COURSE TITLE:** Teaching Methods IV

**CODE NO. :** ED247 **SEMESTER:** Four

**PROGRAM:** Early Childhood Education

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**APPROVED:** “Angelique Lemay” Dec. 2010

	CHAIR	DATE
<b>TOTAL CREDITS:</b>	4	

**PREREQUISITE(S):** Co-requisites: ED 210, ED 219  
Prerequisites: ED 209, ED 218, ED 223

**HOURS/WEEK:** 4

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## I. COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods III. It will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application,

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Demonstrate a thorough understanding of child development and learning styles that becomes the framework for planning developmentally appropriate curriculum.** (*Reflection of CSAC Vocational #1*)

Potential Elements of the Performance:

- identify developmental milestones and variations in children
- describe the implications of various learning style theories on planning curriculum.
- utilize developmentally appropriate and inclusive practices in all aspects of curriculum planning

2. **Utilize a variety of observation techniques to enhance curriculum planning.** (*Reflection of CSAC Vocational #3*)

Potential Elements of the Performance:

- select appropriate observation/data collection techniques
- utilize appropriate techniques to identify children's skills, abilities and interests

3. **Plan individual and group programs and curriculum to meet the developmental needs of children.** (*Reflection of CSAC Vocational #2*)

Potential Elements of the Performance:

- identify the purpose of curriculum
- describe various approaches to curriculum planning.
- identify elements of developmentally appropriate practice (DAP) for early years' curriculum
- design developmentally appropriate experiences, based on the results of observations, which enhance children's emerging skills and interests.
- use the results of new research, literature, and other resources, as appropriate, to develop curriculum and programs which are current and relevant
- recognize and express the value of diversity and commonality in curriculum presentation

4. **Demonstrate an understanding of the Day Nurseries Act and other standards used to evaluate curriculum planning as it pertains to indoor and outdoor curriculum planning.** (*Reflection of CSAC Vocational #7*)

Potential Elements of the Performance:

- identify relevant sections of the Day Nurseries Act
- identify how standards are used in curriculum planning

5. **Communicate professionally** (*Reflection of CSAC Essential Employability Skills*)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and correctly in the written, spoken, and visual form

### III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- Defining curriculum and the standards used in planning curriculum.
- Curriculum and how children learn
- Observing children to identify emerging skills and interests

Curriculum planning basics

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Curtis, D. and Carter, M. (1996). ***Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum.*** .N.J.: Pearson Education Inc.
- Use of a camera (some placements require you to use their cameras, cameras can be signed out at the Sault College library)

#### ***Texts purchased in other courses but used in this course***

1. Crowther, I. (2007). ***Creating Effective Learning Environments. 2<sup>nd</sup> Edition.*** Toronto: Thomson Canada Ltd.
2. Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources.*** Canada: Thomson Canada.
3. Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). ***Science of Early Child Development.*** [online resource]. Winnipeg, MB.: Red River College. Retrieved from <http://www.scienceofecd.com>

4. Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education***. N.J.: Pearson Education.
5. Ontario Ministry of Child and Youth Services. (2007). [\*\*Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007\*\*](#)  
Not available in the bookstore. Only portions will be used. It can be downloaded from. <http://www.gov.on.ca>.
6. Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem***. (Revised). Minnesota: Redleaf Press
7. Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators*** (2<sup>nd</sup> ed.). Toronto: Nelson Publishing
8. ***Day Nurseries Act Early Childhood Educators*** (2<sup>nd</sup> ed.). Toronto: Nelson Publishing

**Membership in the ECE Resource Room is strongly recommended**

#### V. EVALUATION PROCESS/GRADING SYSTEM:

##### **TESTS 25%**

Test #1	15%
Test #2	10%

##### **IN-CLASS/WEEKLY ACTIVITIES 25%**

Students are expected to participate in various course-related, in-class/weekly activities and discussions activities 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. 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 participation components will be given a “0” for the identified activity. These activities will not be rescheduled for students. Details of the various activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

##### **ASSIGNMENTS 50%**

- **Curriculum Portfolio** 25 %  
Students will create a purposeful collection of information that will identify a child’s interests, development and growth. This information will be analyzed to assist in developing curriculum.
- **Field Planning Journal** 25 %  
Students will submit their completed field planning journals, along with answers to a variety of questions about curriculum development.

**METHOD OF ASSESSMENT (GRADING METHOD):**

Students will be assessed on the basis of their summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**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.

### Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

### Specific Class Information

#### Tests/Quizzes:

- Tests/Quizzes must be completed on the date scheduled. If students are unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class. Students arriving late after other classmates have left the testing area will not be able to write the test.

#### Learning Environment:

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

- Students should be aware that the expectations for their conduct in class are outlined in the Student Code of Conduct
- Students arriving late 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.
- Students are to keep private conversations out of the classroom.
- Electronic Devices are not to be used in the classroom without permission from the professor. Please see *Electronic Devices* posted on the Student Portal for more information.

#### 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.

*Specific Class Information continued...***Assignments:**

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
  1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
  2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day (20% maximum deduction). Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should 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.
- 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.