

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Integrated Seminar 2

CODE NO. : ED137 **SEMESTER:** 2

PROGRAM: Early Childhood Education

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DATE: Jan 2014 **PREVIOUS OUTLINE DATED:** Jan 2013

APPROVED: *“Angelique Lemay”* *Nov. 2013*

DEAN **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): ED135

CO-REQUISITE(S): ED131, ED136

SUBSTITUTE(S): ED116

HOURS/WEEK: 2 hours / 15 weeks.

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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:

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*)

Potential Elements of the Performance:

- 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.

- Engage in reflective practices and demonstrate personal responsibility.** (*Reflection of Essential Employability Skill*)

Potential Elements of Performance

- Manage the use of time and other resource to complete projects
- Take responsibility for one's own actions, decisions, and consequences.
- Analyze and develop appropriate experiences for children.

III. TOPICS:

- Using Observations, making interpretations, and referencing the ELECT document.
- Strategies to support inclusive practices.
- How to plan and facilitate appropriate learning experiences.
- Learning Language and Loving it Certificate Training:
Checklists: Conversation Styles and Developmental Stage Development
Video Feedback #1: Let the Child Lead

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**Resources**

Access to the internet, Sault College Portal and D2L website links to

- ED137 Integrated Seminar
- ED136 Field Practice 2

The following TEXTS will be referred to at various times during the semester.

Purchased in other courses:

- Weitzman, Greenberg (2002) **Learning Language and Loving It** 2nd Ed. Toronto: The Hanen Centre.
- Wolpert, E. (2005) **Start Seeing Diversity: The Basic Guide to an Anti Bias Classroom.**
St Paul MN: Redleaf Press
- Bullard, Julie (2014) **Creating Environments for Learning Birth to age Eight** 2nd Ed. Toronto: Pearson Education Inc.
- Access to course materials on *Desire2Learn (D2L)* .

Documents available for students to access online for this course:

- Government of Ontario Publications **Day Nurseries Act: Revised Statutes of Ontario.** (available online)
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm
- **Day Nurseries Act for Child Care Supervisors of Ontario:** (available online) <http://childcarelearning.on.ca/>
- College of ECE **Code of Ethics and Standards of Practice:** (available online)
<http://www.collegeofece.on.ca/en/Public/News/Pages/The-Code-of-Ethics-and-the-Standards-of-Practice.aspx>
- Early Learning For Every Child Today: A framework for Ontario early childhood settings [\(available online\)](#)
<http://www.edu.gov.on.ca/childcare/oelf/>
- The Full-Day Early Learning – Kindergarten Program (draft) (available online)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

Materials**V. EVALUATION PROCESS/GRADING SYSTEM:****Assignments****45%**

An outline of each assignment will be attached to the syllabus distributed to students and posted on D2L.

NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. 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.

Professional Practice	5%
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Students will complete a mid term and end of term self evaluation at of their conduct according to the Professional Practices outlined in the CECE Standards of Practice and Code of Ethics.

Field Debrief Reflections and Discussions	50%
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As part of the process of integrating theory and practice, students will prepare and submit through D2L a weekly Debrief Reflection prior to the scheduled seminar class. During the class discussions, students will refer to their responses in the Debrief Reflection that they submitted prior to the class. The written – submitted portion will be evaluated. Students will engage in weekly discussions around a specific topic related to the field placement experience. Students will be required to bring any required materials (such as observations, plans, resources, documentation etc.) necessary to participate in the discussion. It will be up to the student to check D2L and class notes to record what materials to bring to the discussion. **NOTE: Seminar Discussion Protocol will be strictly enforced.**

The following semester grades will be assigned to students:

<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.	

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

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.

Confidentiality Protocol as per ECE Program Manual

- Students are to maintain the privacy of discussions within the classroom and respect and uphold confidentiality where this applies. In some classes students will have opportunities to share information about themselves and placements. In order to provide a safe environment students are expected to refrain from communicating (oral, written including electronic) about these conversations outside of the classroom setting

Assignment Submissions:

- Unless otherwise indicated by the instructor, assignments are to be submitted at the beginning of the scheduled class on the assigned due date.
- Students have one week from the assigned due date to submit their assignment, however a penalty of 5% will be deducted from their mark for each day the assignment is late. Assignments will not be accepted after the one week period unless negotiated prior to due date with the instructor.
- 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

Learning Environment:

- Students are responsible for contributing to a positive and supportive learning environment. Therefore, policies outlines in the Student Code of Conduct will be strictly enforced.
- Non-allergenic snacks are permitted in the class, however it is the responsibility of the student to clear the area of their garbage.
- Students are reminded to be aware to sensitivities to scents and are encouraged to refrain from wearing strong scents in class.
- Students will be given one reminder if side conversations interrupt the class, If the side conversations persist, the student(s) will be asked to leave the learning environment.
- Students will be given one reminder about the improper use of electronic devices during class. If the student continues to use their electronic device improperly during class, the student(s) will be asked to leave the learning environment. (See Policy on Electronic Devices).

Your professor 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. Students will be informed of any changes in class and through D2L.

VII. COURSE OUTLINE ADDENDUM:

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