# 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

**AUTHOR:**  Andrea Welz      759-2554     ext. 2563
andrea.welz@saultcollege.ca

**DATE:**  Jan. 2014    **PREVIOUS OUTLINE DATED:**  Jan 13

**APPROVED:**                 *"Angelique Lemay"*              *Nov. 2013*

_____   _____
                              **DEAN**                                  **DATE**

**TOTAL CREDITS:**  4

**PREREQUISITE(S):**  Co-requisites: ED 289, ED 290
Prerequisites: ED 286, ED 287, ED 223

**HOURS/WEEK:**  4

**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  VLO #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  VLO#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 VLO# 1 and 2)*
      Potential Elements of the Performance:
      - identify the purpose of curriculum
      - identify elements of developmentally appropriate practice (DAP) for early years' curriculum
      - use a variety of observation tools/techniques to help design DAP environments and experiences, 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 developmentally appropriate, current and relevant
      - recognize and express the value of diversity  in curriculum presentation

4. **Demonstrate an understanding of the Day Nurseries Act and other documents used to plan curriculum as it pertains to indoor and outdoor curriculum planning.** *(Reflection of VLO#7)*
   <u>Potential Elements of the Performance</u>:
   - identify the relevant sections of the Day Nurseries Act related to curriculum planning
   - examine provincial documents pertaining to curriculum planning and use these to evaluate curriculum approaches.

5. **Act in a professional manner** *(Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6)*
   <u>Potential Elements of the Performance</u>:
   - contribute one's own ideas, opinions and information while demonstrating respect of those of others
   - communicate clearly, concisely, and effectively in  written, spoken, and visual form
   - work collaboratively with others
   - take responsibility for one's own actions, decisions,  and consequences
   - apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
   - cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
   - demonstrate reflective practice.

## 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:

1.   Card-stock paper folder, in solid colour

2.   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*

*3.* Bisback, K. and Kopf-Johnson, L., (2010). ***An Introduction to School-Age Care in Canada.***  Toronto:  Pearson Education Canada.

4.   Crowther, I. (2011). ***Creating Effective Learning Environments. 2nd Edition***. Toronto:  Thomson Canada Ltd. (previously purchased)

5.   Dietze, B. and Kashin, D.  (2012)  ***Playing and Learning in Early Childhood Education***.  Toronto:  Pearson

6.   College of Early Childhood Educators (2011)  Professional Standards. Not available in the bookstore.  Only portions will be used.   It can be downloaded   from http://collegeofece.on.ca   (will be discussed in class)

7.   Ontario Coalition for Better Child Care. (2010). *A Guide to Child Care and Early Learning in Ontario*.  Toronto: Better Child Care Ontario

8.   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.

9.   Ontario Ministry of Education. (2010*).  **Full Day Early Learning – Kindergarten***. It can  be  downloaded from: http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html

10. ***Day Nurseries Act  Early Childhood Educators* (2nd ed.)**.  Toronto:  Nelson Publishing

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

## V.   EVALUATION PROCESS/GRADING SYSTEM:

### IN-CLASS EXPERIENCES                                              25%

*A number of in-class learning experiences will be offered. These experiences are designed to engage students in their learning, providing opportunities to* reflect on their participation level, team building skills and other aspects of their learning.

### ASSIGNMENTS                                                              75%

**1. Portfolios: Documenting A Journey**            40 %
  Students will create a purposeful collection of information that will identify a child's interests, development and growth.

**2. Creating Curriculum**                                    35 %
  Students will submit their completed field journals, along with answers to a variety of questions about curriculum development.

---

**PLEASE NOTE:**
Regarding Student Progression through the three
Co-Requisite Core ECE courses:
*Teaching Methods IV, Seminar IV, Field Practice IV*

---

- 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 successfully complete the requirements of these three co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average** must be maintained to graduate from the program.

---

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. 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, including weekends. There wil be a (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.
- 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

## METHOD OF ASSESSMENT (GRADING METHOD):

The following semester grades will be assigned to students

| 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. |

## VI.    SPECIAL NOTES:

ECE Program Manual:
Students are expected to be familiar with and adhere to the policies and practices outlined in the ECE Program manual.  This information will be reviewed at the beginning of the semester and will be posted on LMS.

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.

## VII.    COURSE OUTLINE ADDENDUM:

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.

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.

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.  Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office.  Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:
The College considers **Desire2Learn (D2L)** 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 this Learning Management System (LMS) 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.

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 due to liability issues. 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.

<u>Student Portal:</u>
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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more.  Go to https://my.saultcollege.ca

<u>Eectronic Devices in the Classroom:</u>
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction.  With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member.  Recorded classroom instruction will be used only for personal use and will not be used for any other purpose.  Recorded classroom instruction will be destroyed at the end of the course.  To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester.  Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College