

**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 2015 **PREVIOUS OUTLINE DATED:** Jan 2014

**APPROVED:** *“Angelique Lemay”* *Nov. 2014*

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	<b>DEAN</b>	<b>DATE</b>
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**TOTAL CREDITS:** 2

**PREREQUISITE(S):** ED135

**CO-REQUISITE(S):** ED131, ED136

**SUBSTITUTE(S):** ED116

**HOURS/WEEK:** 2

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*For additional information, please contact Angelique Lemay, Dean, School of Community Services and Interdisciplinary Studies. (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:

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

1. **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

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.

4. **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.
- Teaching strategies to support inclusive and responsive relationships with children.
- Planning 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 LMS 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** 2<sup>nd</sup> 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** 2<sup>nd</sup> Ed. Toronto: Pearson Education Inc.
- Marotz, L., and Allen, E. (2013) *Developmental Profiles: Pre-birth Through Twelve.* 7<sup>th</sup> Ed., Belmont, CA: Wadsworth/Cengage Learning
- Access to course materials on **LMS**

**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](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>

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

**Learning Language and Loving It: Let the Child Lead**

**25%**

As part of the Learning Language and Loving It for Early Childhood Educator Certificate training, students will complete an observation, action plan, video recording and analysis and a feedback session with faculty based on the Let the Child Lead strategies. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes*

**Seminar Journal**

**20%**

Students will keep a journal of their self reflection and insights linking course content with their field placement experience. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes*

**Professional Practice**

**5%**

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. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes*

**Resource Sharing Discussion Posts**

**25%**

Students will participate in an online discussion through LMS Discussion and share a variety of resources / ideas that will become a portfolio of resources to be used in their field placement. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes*

**Field Debrief Reflections and Discussions**

**25%**

As part of the process of integrating theory and practice, students will prepare and submit through LMS 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.** *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes*

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 submission format**

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted. All assignment submissions must be sent in PDF format. If the professor is unable to “open” or read the submission,; the student will be notified by email and receive a mark of “0” for the assignment.

### **Submission due dates:**

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

### **Late submissions:**

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).

*NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course.*

**Requests for Extensions:**

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

*NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.*

**Learning Environment**

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

1. 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.
2. 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.
3. 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.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.

Students are responsible for obtaining course material missed due to class absence

**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 LMS.**

**VII. COURSE OUTLINE ADDENDUM:**

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