

**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 2016 **PREVIOUS OUTLINE DATED:** Jan 2015

**APPROVED:** 'Angelique Lemay' June/15

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**DEAN** **DATE**

**TOTAL CREDITS:** 2

**PREREQUISITE(S):** ED135

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

**SUBSTITUTE(S):** ED116

**HOURS/WEEK:** 2

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*School of Community Services, Interdisciplinary Studies, Curriculum & Faculty Enrichment*  
*(705) 759-2554, Ext. 2737*

**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
- provide field practice examples in a comprehensive, concise, factual and objective manner.
- Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing.
- Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication.
- Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.
- Contribute to the effective working relationships to achieve goals.
- evaluate one's own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor's feedback
- be respectful, positive and open in all communication without judgment or personal bias

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
- practice self-reflection
- 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. Identify positive and inclusive teaching methods that reflect best practices within an early learning environment; (VLO #1, #2, #4)

**Potential Elements of Performance**

- **Analyze developmentally appropriate learning activities.**
- **Explain effective teaching strategies that support self-regulation and competence.**

5. **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
- 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:**

**Required textbooks that are purchased for other courses.**

Crowther, I. (2016). *Creating Effective Learning Environments. 4th Ed.* Toronto: Nelson Education Ltd.

Wolpert, E. (2005). *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.* St. Paul, MN: Redleaf Press

Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It.* (2<sup>nd</sup> Ed.) Toronto: Hanen Early Learning Program

Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3<sup>rd</sup> ed.). [Online resource]. Winnipeg, MB: Red River College

## Documents that are required and must be accessed and downloaded from online sources

Ontario Ministry of Education. (2015, June 8). **Ontario Regulation 137/15 Child Care and Early Years Act, 2014**. Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>

Best Start Expert Panel on Early Learning. (2014) **Excerpts from "ELECT"** Retrieved from <https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Ontario Ministry of Education. (2010 - 11). **The Full Day Early Learning - Kindergarten Program Draft Version**. Retrieved from [https://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten\\_english\\_june3.pdf](https://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf)

College of Early Childhood Educators. (2011). **Code of Ethics and Standards of Practice**. Retrieved 2015, from College of Early Childhood Educators: [https://www.college-ecce.ca/en/Documents/Code\\_Ethic\\_English\\_Web\\_August\\_2013.pdf](https://www.college-ecce.ca/en/Documents/Code_Ethic_English_Web_August_2013.pdf)

### Online course materials (LMS):

- Access to Learning Management System (LMS) for this course: Course notes, assignments, calendar features and email will be used throughout the semester
- Compatible software that ensures that all documents submitted through the LMS Assignment Drop box can be opened by Sault College word .doc or .docx" and or formatted as a PDF document or can be formatted so that the faculty can open the submitted document using Sault College software.

## 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

10%

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

10%

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** **35%**

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

*If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member*

**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.

**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.*

**Presentations**

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment

**Quizzes/ Tests**

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor of their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

**Learning Environment**

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

- Students are reminded to ensure that hand held electronic devices are on "silent" mode. Students are encouraged to move outside of the classroom environment should the need arise that they need to use their electronic device (such as a phone)
- Students are expected to refrain from engaging in conversations that are disruptive to the learning that is taking place in the classroom

- Students who wish to use an electronic device such as a tablet or laptop during class must first submit their request for permission to use the device as per the instructions located on LMS. Students who have not been given permission or who are using their electronic device for non-class use will be denied use of the device during the class.
- 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.
- 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.
- 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.
- 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**

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.