SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: Integrated Seminar IV

CODE NO. : ED290   **SEMESTER:** Four

PROGRAM: Early Childhood Education

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DATE: Jan 2017   **PREVIOUS OUTLINE DATED:** Jan 2016

APPROVED: 'Angelique Lemay'   June/16

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                         DEAN   **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): Co-requisites: ED 289, ED 247
Prerequisites: ED 286, ED 287, ED 223

HOURS/WEEK: 2

I.   COURSE DESCRIPTION:

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning for children's learning and for guiding children's behaviour.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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 *VLO #3 and 5*
Potential Elements of the Performance:
- use environmental rating scales to assess learning environments effectively
- develop strategies to record observational data that demonstrates professionalism and maintains confidentiality

2.   **prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers and community partners.**
*Reflection of *VLO #6, Generic Skills #1, 3*
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.
- communicate clearly, concisely, and correctly in the written, spoken, and visual form.

3.   **evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It.***   *Reflection of * VLO # 3*
Potential Elements of the Performance:
- use observing and recording skills to identify conversation styles and language development.
- design and implement an action plan that will support the child in developing conversation skills
- evaluate own skills using a video recording of a planned activity

4. **engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidenced-based practices in early learning and related fields.** *Reflection of *VLO #10*
   Potential Elements of the Performance:
   - assess personal learning needs and develop realistic strategies to meet educational goals
   - research and use support and resources for learning within personal and professional environments
   - develop a written personal development plan with specific learning goals, resources and timeframes
   - evaluate and document progress towards achieving professional learning goals and modify plan accordingly
   - assess personal health and well-being and develop strategies to maintain a healthy work-life balance
   - identify career opportunities
   - examine ethical dilemmas and build strategies to resolve them

5. **act in a professional manner** *Reflection of *VLO #6 and Essential Employability Skills #1, 5 and 6*
   Potential Elements of the Performance:
   - use self-reflection and self-evaluation skills in an ongoing manner
   - contribute one's own ideas, opinions and information while demonstrating respect of those of others
   - communicate clearly, concisely, tactfully, 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.
   - comply with ECE Confidentiality Policy, the ECE Program Guide, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of 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.

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. CECE Continual Professional Learning (CPL)
4. Learning Language and Loving It
5. Analyzing teaching strategies and integrating new skills
6. Using early learning environment assessment tools
7. Exploration of career possibilities in the field of early childhood education
8. Preparing to enter the work force
8. Developing observation skills

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Materials
1. Folder with prongs and pockets

Texts *Previously purchased in other courses*

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

2. Wolpert, E. (2005)   *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.* MN: Redleaf Press.(will be used in other semesters)

On-line Documents Only portions will be used. These will be discussed in class and will be posted on LMS. Other on-line resources may be added to this list.

- Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings.* Available online: http://www.edu.gov.on.ca/childcare/oelf/
  Or
  Ontario Ministry of Education. (2014). *Excerpts from 'ELECT'.*
  Available on-line:
  http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf

- College of Early Childhood Educators (2011) *The Code of Ethics and the Standards of Practice.* Available on-line:
  http://collegeofece.on.ca

- Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014.* Available on-line:
  http://www.ontario.ca/laws/regulation/r15137#top

- Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Available online:
  http://www.ontario.ca/edu

EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS   *40%*

1. CFC Lab School Experience ………………….... 15%
   You will spend one day at the lab school to use an assessment tool to assess and analyze learning environments.

2. Learning Language and Loving It – Video Analysis …15%
   You will complete your last video analysis. In addition, this component will be part of a larger LLLI Certificate that graduating ECE students will earn by the time they complete the ECE Program. Therefore, participation will be tracked and only ECE students completing the number of hours prescribed by the Hanen Centre will receive the certificate. Components of LLLI will be presented in this course and in ED131, ED137, ED287 and ED290.

3. Self-designed Activity 10%
   This optional assignment allows you to create a 'tool' that will be useful to you as a graduate.

   Notes about Assignments
   - You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class; these are also posted on LMS.
   - 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 Academic Dishonesty posted on the Student Portal.
   - You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

CONTENT INTEGRATION   *15%*
A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning, specifically field related. You will be expected to come to class prepared to present ideas and information. At times post-class reflections will be requested.
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FIELD PRACTICE EXCHANGE   *45%*
You will have the opportunity to share and reflect on field practice experiences using a variety of different modes.

Attendance at and participation in seminar classes is crucial to the integration of teaching theory and practice.

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***, <u>within the same semester,</u> in order to proceed to the next semester's co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence.

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.	

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.

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Communication:
The College considers **LMS** 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 the **Learning Management System** communication tool.

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, and 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

VII.   COURSE OUTLINE ADDENDUM:
The provisions contained in the addendum located in LMS and 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.