SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATIVE SEMINAR I
Code No.: ED 115
Program: EARLY CHILDHOOD EDUCATION
Semester: ONE
Date: SEPTEMBER 1993  PREVIOUS OUTLINE DATED: SEPT. 92
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RECEIVED
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SAULT COLLEGE
Integrative Seminar I - ED 115  
CoRequisite ED109

COURSE DESCRIPTION

This weekly seminar is crucial for helping students to understand the Early Childhood Educator's role in working with young children. Student experiences and ideas, as well as suggestions for interacting effectively in the field, will be exchanged.

In addition, professional responsibilities including reliability and confidentiality, are emphasized.

GOALS

1. To assist the students in acquiring the first level competencies of a beginning teacher, as outlined in the Progress Review Form.

2. To discuss various teaching methods which have application in the settings for young children

3. To provide the student with basic skills in effective interactions with children.

OBJECTIVES

1. The student will take responsibility for keeping an accurate record of hours worked (not to include lunch period), to have the time sheet signed and delivered to the College file, and likewise for the appropriate evaluation forms. The student should keep a copy of these records for future reference.

2. The student will actively participate in class discussions by providing examples of experiences, etc. at her/his placement.

3. The student will complete readings and assignments on time and bring to class for discussion purposes.

4. The student will begin to develop an ability to describe one's own behaviours and assess these realistically.

METHODOLOGY

This course is closely linked to the student's field placement. Class discussions will be based on the student's weekly activities in the placement setting. As well, readings and assignments from the text will assist in the student's orientation to teaching.
Week 1

Introduction to Student Teaching
. overview of course expectations, course outline
. ECE program policies and procedures
Readings: Text, Unit 1, pp 1-19
Assignment: Answer review questions, pp 18-19, #A&B
Due week 2

Week 2
Goals of The Student Teaching Experience
. relationships/responsibilities
. professional conduct & confidentiality
Readings: Text, Unit 2, pp 20-43
Assignment: pp 41-41, #C&E
Due week 3

Week 3
First Days
. how to get the most out of practice teaching
. pre-placement activities and considerations
. Introduction to:
   policy/procedures
   records
   observation
   team meetings
   first impressions/jumping to conclusions
Readings: Text, Unit 3, pp 44-60
Assignment: Answer Activity #B, pp 57-58
Due Week 4

Week 4
Group A, Block Placement
Group B, In Class

Week 5
Group A, In Class
Group B, Block Placement

Week 6
Overview of Child Development & Learning Theory
. theories
. implications to students
. the "how" of learning
   attention/compliance
   interaction
   convergent vs. divergent thinking
   problem solving
   learning modalities
   learning styles
   temperament
Readings: Text, Unit 4, pp 66-79
Assignment: Choose a child in your field placement setting and complete the sample observation, pp 52-53 (form provided in class)
Due Week 7 (after Block)
Week 7  Activity Planning
  . handout, Activity Planning Guide
  . concepts
  . using resources
  . sample activity plan
Assignment  Complete a sample Story-Telling Activity Form (same book for all)
            Due Week 8

Week 8  Activity Planning Con't
  . prerequisite skills
  . the art-process and concept statements
Assignment: Complete a sample Art Activity form
            Due Week 9

Week 9  Activity Planning Con't
  . vocabulary to develop
Assignment: complete a sample Story-Telling Activity form
            Due Week 10

Week 10  Activity Planning Con't
  . learning objectives
Readings: Text, Unit 9, pp 132-142
Recommended: Text, Unit 10, pp 143-154
Assignment: Complete a sample Art Activity form
            Due Week 11

Week 11  Activity Forms Revisited
Common Problems of Student Teachers
Readings: Text, Unit 18, pp 236-252
Assignment: Complete a Story Telling form and
            Art Activity Form
            Due Week 14

Week 12  Goals of Evaluation Discussion
  . knowing yourself and your competencies
  . self rating check, p. 245
  . dealing with Evaluations p. 249
Readings: Text, Unit 19, 253-264
Assignment: Complete a Student Teacher Evaluation Form
            as on p. 246 (form provided)

Week 13  Student Teachers Values & Ethics
  . values clarification and implications
  . NAEYC Code of Ethics
Readings: Text, Unit 21, pp 277-285

Week 14  Teaching Competencies
  . self-perception
  . self-analysis

Week 15  Activity Plan Roundup
  . activity plan critiques

Week 16  Concluding Seminar
TEXTS


2. Dictionary and/or Thesaurus

EVALUATION

Attendance and participation at seminar classes is crucial to the integration of teaching theory and practice. Each student must review the course outline and corresponding Progress Review Form, and must sign the Statement of Confidentiality.

Attendance 30%
Participation 20%
Assignments/Observations 40%
Self-Evaluation 10%

100%

COLLEGE GRADING POLICY

A+ = 90-100
A = 80-89
B = 70-79
C = 60-69
R = Below 60 (Repeat Course)

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.
TEXAS

1. Student Teaching - Early Childhood Preparation Outage, 5th Grade, 7th

2. Evaluation

Attendance and participation at seminar classes to ensure that the
Instructor is received feedback and progress. Each student must understand
the course outline and corresponding procedures. Review forms and meet
the standards of competency.

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Attendance

Participation

Assessment/Course

Self-Evaluation

10%

10%

10%

10%

10%

10%

COLLEGE GRADING POLICY

A+ = 90-100
A = 80-89
B = 70-79
C = 60-69
F = 59 or below (Repeat Course)

SPECIAL NOTE

Students with special needs (e.g., physical limitations, visual
impairment, mental impairment, learning disabilities, etc.)
should contact the academic administration. Accommodations are
available to ensure academic success and continuity. Contact
information.

Your instructor reserves the right to modify the course as necessary
to meet the needs of students.