

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar IV

CODE NO. : ED 219 **SEMESTER:** 4

PROGRAM: Early Childhood Education

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DATE: Jan 2001 **PREVIOUS OUTLINE DATED:** Jan 00

APPROVED:

Judi Maundrell, Dean Health and Human Services	DATE
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TOTAL CREDITS: one

PREREQUISITE(S): ED 218, 209, 272

LENGTH OF COURSE: 16 weeks **TOTAL CREDIT HOURS:** 16

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*For additional information, please contact Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

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Code No.**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. report regularly on skill development and competencies outlined for Semester Four Fieldwork.Potential Elements of the Performance:

- provide specific examples of one's interactions to support self-analysis of one's teaching behaviours
- complete self-assessment reports thoroughly in order to assist in planning strategies for growth
- use thoughtful consideration in assessing one's strengths and suggest realistic alternatives for change

2. design and implement developmentally appropriate activities for implementation in child care settingsPotential Elements of the Performance:

- design curriculum to support the observed developmental needs of children
- utilize available resources for preparing age-related inclusive activities
- prepare curriculum in a professional manner
- determine the merit of prepared plans and suggest alternatives for improvement

3. actively participate in classroom discussion and group workPotential Elements of the Performance:

- record child and or staff interactions in placement situations
- volunteer information recorded in field placement in a classroom situation

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- share information and opinions in small groups
- function responsibly as part of a small group with respect to assigned work

4. interpret legal responsibilities and implication for managing challenging behaviours in early childhood environments

Potential Elements of the Performance:

- describe the tasks, responsibilities and liabilities of early childhood educators in relation to legislation, regulations, policies and procedures as it pertains to behaviour management

III. TOPICS:

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. Researching and developing activity plans
4. Analyzing teaching strategies and integrating new skills
5. Meeting the Challenge : Effective Strategies for Challenging Behaviours

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Meeting the Challenge, Barbara Kaiser and Judy Sklar Rasminsky.1999
2. Annual Editions , Early Childhood Education, 2000-2001.

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:****1. Self-Analysis of teaching behaviours - 20%**

Each student will evaluate his/her strengths and competencies currently displayed in the field placement setting.

- a) **Self Evaluation of Teaching Behaviours** Using the Field Placement Mid – term Report IV and the Field Work III Progress Review form , complete the assignment (form available on WebCT) and summarize in detail your current skills and teaching behaviours. Describe how your teaching behaviours and competencies have changed/improved over the semester. Submit to the instructor a typed assignment for grading by **March 9th = worth 10%**
- b) **Working copy of the Field Placement Progress Review for Semester IV.** Each student will keep a working copy will as an on-going record for self-evaluation purposes. The student must support his/her achievement in the competencies by providing concrete examples to demonstrate the given rating and how the competency has been met. This working copy will be handed in to the instructor for evaluation purposes:
April 6th = 10%

2. Video Tape Self Analysis - 30%

Students must submit these three items along with the video tape:

- Part A. Video Tape Review = 20%**
- Part B. Activity Planning Evaluation = 5%**
- Part C. Circle form fully and accurately completed = 5%**

You will make arrangements to have yourself video-taped in your assigned field placement setting, presenting a group time (circle) to the children. Steps must be taken to ensure parental permission for children to be videotaped. A sample consent form is your fieldwork binder. The Sault College camcorder has been reserved on Mondays and Tuesdays for this purpose. You must book the camcorder with Media Services in the LRC. Your student card is required. You must purchase your own videotape. Check if you need an extension cord.

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Steps to follow:

- a) complete a Circle Plan form; follow the normal procedures for approval prior to presentation of the circle in the placement.
- b) have yourself videotaped presenting the circle to the children; remember to make sure the entire process of the activity is on tape (from introduction to conclusion including transition)
- c) after the videotaping, review the tape and analyze your teaching thoroughly by completing Part A., B, and C on the "Video Tape Self-Analysis" form
- d) submit your videotape along with the **three** pieces of documentation (Video Tape Self-Analysis; Video tape and Circle form with appropriate research attached)

The videotape assignment will be submitted By March 9th. Those who do not follow this procedure will receive a grade of zero for this project.

3. Attendance, Participation and Assignments - 35%

Attendance and participation in seminar classes are crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to seminar discussions, while always maintaining confidentiality and respect for others.

a) Attendance = 20%

This weekly seminar is mandatory in order that s/he has the opportunity to discuss relevant issues/concerns about teaching young children. After one allowed absence, students will be deducted 5% for each seminar class missed up to a maximum of 20% of their final grade.

b) Participation = 10%

Students are asked to share experiences from their field placements. The purpose is to examine scenarios in order to best determine the appropriate positive teaching strategies. Students are expected to make constructive suggestions to peers. The course instructor will monitor student contributions.

c) Interaction Report = 5%

Each student will present two Interaction Reports to the class over the course of the semester (forms available in the Seminar workbook). This Interaction Report will then be submitted to the course instructor on the date presented. All interaction reports must be presented and submitted **by March 30 th. It is the student's responsibility to ensure that these presentations are made within the allotted timeframes.**

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4. Final Test - 15%

Students will be tested on content from the text *Meeting the Challenge* and any assigned readings from Annual Editions.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

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.

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Disclaimer for meeting the needs of learners:

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.

All assignments are due **IN SEMINAR CLASS** on the date assigned by the instructor. The late policy of the ECE Department will be enforced. Assignments will not be accepted more than 5 days after the due date.

VII. PRIOR LEARNING ASSESSMENT:

Not yet available