

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Integrated Seminar III

CODE NO. : ED 287 **SEMESTER:** 3

PROGRAM: Early Childhood Education Program

AUTHOR: **ECE Faculty**
Lorna Connolly Beattie
lorna.connolly@saultcollege.ca
Office #E3207, 705-759-2554 ext. 2438

DATE: Sept. 2014 **PREVIOUS OUTLINE DATED:** Sept. 2013

APPROVED: *“Angelique Lemay”* *July, 2014*

DEAN **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): ED 131, ED 136, ED 137

CO-REQUISITES: ED 223, ED 286

HOURS/WEEK: 2

Copyright ©2013 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay,
School of Community Services & Interdisciplinary Studies.
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Teaching activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning and implementing activities for children's learning, and as well, for guiding 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 ECE Program Standard Vocational Learning Outcome #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
- propose strategies for assisting children in improving skills
- analyze an early learning environment and provide constructive feedback

2. act in a professional manner

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and #10 and Essential Employability Skills Learning Outcomes #1,#5, #6, #8, #9 & #11)

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 for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of conduct and ECE Confidentiality Policy.

3. evaluate own progress in the field related to the competencies outlined for

Semester 3 *(Reflection of ECE Program Standard Vocational Learning Outcome #1-10; Essential Employability Skills #4 & 5)*

Potential Elements of the Performance:

- engage in self-evaluation
- identify and explain concrete examples of achieved field practice competencies and share these in field discussions
- develop strategies that will contribute to success in the field.
- clarify one's own role in the field practice setting

4. **Propose developmentally appropriate approaches for responding sensitively to and guiding child's behaviour.** (Reflection of ECE Program Standard Vocational Learning Outcomes #2, #3, #4, #7 and #8)

Potential Elements of the Performance:

- outline the goals for positive guidance
- establish a learning environment that supports positive behaviour in all children
- recognize standards and best practices related to guidance techniques
- use observation techniques to analyze learning environments related to children's behaviours
- document and report observations in a professional manner
- use a variety of positive guidance techniques that support self-regulation and positive behaviour in children
- analyze strategies to develop self-control, self-regulation, resiliency and autonomy
- describe developmentally appropriate means of intervening in conflict situations

5. **Evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It*.**

(Reflection of ECE Program Standard Vocational Learning Outcome #3)

Potential Elements of Performance

- use observing and recording skills to identify conversation styles and stages of language development
 - identify keys skills related to promoting peer interaction
- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *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.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*
-
- design and implement action plans that will support the child's ability to interact in groups and with peers
- evaluate own skills using a video recording of planned activities.

III. TOPICS:

- On-going discussions concerning field practice topics, as generated by the students and the professor
- Learning Language and Loving it: 2 video feedback sessions
- What is Developmentally Appropriate Behaviour? What is considered Challenging Behaviour?
- Issues and Strategies to Prevent Challenging Behaviour
- Issues and Strategies to Manage Challenging Behaviour

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kaiser, Barbara, Rasminsky, Judy Sklar. (1999) ***Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments***. Canadian Child Care Federation ISBN:-9685157-1-1

Previously purchased or Purchased for other courses:

- Weitzman, E. & Greenberg, J. ***Learning Language and Loving It*** 2nd Edition. The Hanen Centre 2002. ISBN0-921145-18-7
- Government of Ontario Publications. (1990) *Revised Statutes of Ontario*. Available online:
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm
- Ontario Ministry of Child and Youth Services. (2007). *Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007* Only portions will be used. It can be downloaded from. <http://www.gov.on.ca>.

V. EVALUATION PROCESS/GRADING SYSTEM:

Active Experiential Learning / Field Discussions / Reflective Practice /

Class Preparation Notes

55%

Students are expected to participate in course related experiential learning activities scheduled in and out of class. Students will be engaging in discussions related to their experiences in Field Practice. Much of the focus for Seminar III is on developing effective best practices for guiding children's behaviour and specific training around these issues will be part of this evaluation factor. Workshop(s) will also be presented by professionals in the community related to the course content. Included in this process is to actively reflect on what you have learned and to develop professional practices that will enhance the learning process.

As part of this evaluation factor, you will also be submitting "Class Preparation Notes" that will be related to assigned readings, as well as observations and reflections that needed to be completed in the field and prepared in advance for discussion in seminar class. The process for submission will be discussed in class and posted on LMS.

Students will be expected to come to class with the necessary materials (books, class preparation notes, completed assignments, etc.) to engage in discussions with their collaborative team or with the whole class. Specifics will be provided in class and posted on LMS.

Learning Language and Loving It (LLLI) Video Training 30%

You will be videotaping yourself in your Field Practice setting facilitating a planned group activity and then analyzing your effectiveness in implementing the LLLI principles. You will then meet individually with one of the ECE Faculty LLLI Program Leaders for a one-to-one video feedback session.

LLLI Video #2 = 15%

LLLI Video #3 = 15%

Sault College Child Development Lab School Experience 15%

You will be scheduled during the semester to spend time in the Sault College Child Development Centre (CDC) Lab School. During this time, you will be involved in making observations and providing recommendations.

Details and due dates related to all of the above will be discussed in class and posted on LMS

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *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.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

Regarding Student Progression through the three Co-Requisite Core ECE courses:

- ***Teaching Methods III, Seminar III, Field Practice III***
- **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.**
- **Also taking into consideration all the courses that the student takes in Semester 3, he/she must also have an overall 2.0 G.P.A. for Semester 3 in order to be registered in Field Practice IV.**

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.	

VI. SPECIAL NOTES:

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 and LMS form part of this course outline.