

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Assisting in the Classroom I

CODE NO.: ED 118 SEMESTER: I

PROGRAM: Teacher Assistant

AUTHOR: T. Hanlon

DATE: September 1990 PREVIOUS OUTLINE DATED:

APPROVED: K. DeLoxaris



45

TOTAL CREDIT HOURS _____

I. PHILOSOPHY/GOALS:

Students will be introduced to the roles of the teacher assistant and the roles of the teacher in delivering learning programs to children of various ages and with various special needs. The primary focus will be on enabling the assistant to assume a complementary rather than a competitive role in the classroom. Introductory skills related to effective classroom instruction in both regular and special needs settings will be covered.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Define and compare the roles of teacher and teacher assistant.
2. Explain why good interpersonal communication skills are necessary in working in today's schools.
3. Demonstrate safe lifting and transfer skills used in the handling of physical disabled student.
4. Demonstrate the ability to operate the typical pieces of audio/visual equipment used in an elementary school classroom.
5. Operate a photocopy machine and demonstrate the ability to troubleshoot when photocopying problems arise.
6. Construct a bulletin board using proper composition techniques.
7. Define a learning activity centre and state the reasons for using centres.
8. State and give a basic explanation of the 3 developmental domains.
9. Demonstrate an understanding of how questioning techniques can be used to assist the child to think in the higher levels of the Cognitive and Affective Domains.
10. Demonstrate an awareness of basic observational techniques.
11. Demonstrate an ability to use systems which enable the maintenance of records regarding student activities and classroom supplies.
12. Print legibly using different media such as felt marker and chart paper; or chalk and blackboard.

III. EVALUATION

Test 1 - 20% September 25, 1990

Test 2 - 25% November 28, 1990

Assignments - 30 % Due date announced 7 calendar days in advance

Demonstrations - 20% Performance date announced 7 calendar days in advance

Attendance & Participation - 5% (You are allowed to miss two class hours without penalty. One mark per class hour missed to a maximum of 5 will be deducted after your 2nd hour absent.

Test dates are tentative and may be changed depending on our progress through the course content.

A+ = 90-100%

A = 80- 89%

B = 70- 79%

C = 60- 69%

R = < 60%

IV. REQUIRED STUDENT RESOURCES

Texts:

- i) Developing Observation Skills by Cartwright & Cartwright
- ii) The Tone of Teaching by Max Van Manen

Other:

Construction paper, felt markers and other arts and crafts materials as required to complete assignments.

V. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Recommended Journals and Magazines

Instructor
Arts and Activities

Books

(There are several titles related to topics in this course, the following are just a few examples)

- i) Everyday Bulletin Boards (On Reserve)
- ii) I am a blade of grass: a breakthrough in learning and self-esteem
- iii) Ages 9 through 12: A Resource Book for Teachers (On Reserve)
- iv) Cognitive processes in Children's Learning: Practical Applications
- v) How to Talk So Kids Will Listen and Listen So Kids Will Talk
- vi) Prepare Bulletin Boards and Exhibits (On Reserve)