

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 1992

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New: Revision:

APPROVED: H. Desrosiers
Dean

DATE: Aug 20/92



Integrative Seminar I - ED 115

COURSE DESCRIPTION

This weekly seminar is crucial for helping students to develop techniques and appropriate methods of providing for children's needs. Emphasis is on confidentiality and professionalism.

In addition, students are guided in acquiring skills in observation and recording of child development and behaviour.

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 preschool setting.
3. To help the student in the formation of a personal teaching philosophy.
4. To provide the student with basic skills to observe and record behaviour.

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 teaching activities etc. at her/his placement.
3. The student will complete observations as assigned and bring to class for discussion purposes.

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, the course teacher will assign a number of "observations" designed to help the student practice the ability to assess and to understand the young child's developmental abilities. As a result, the student will begin to learn how to plan and implement activities appropriate to the group of children at the student's placement.

Integrative Seminar I - ED 115

TEXTS

1. Observing and Recording - The Behavior of Young Children, Cohen, Stern, Balabam
2. Dictionary and/or Thesaurus

READING ASSIGNMENTS (in text)

pp 3 - 25
pp 29 - 68
pp 70 - 102
pp 112 - 149
pp 178 - 202

* In class quizzes will be based on reading assignments so be **sure** to have your reading done by the assigned week!

SYLLABUS OF ASSIGNMENTS & QUIZZES

Observation #1: Why observe?
Observation #2: Descriptors
Quiz
Observation #3: Routines
Quiz
Observation #4: Objectivity and Subjectivity
Quiz

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%
Quizzes	20%
Observations	30%
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	100%

GRADING

- A - Exceptional integration of theory
- B - Average competence
- C - Minimal competence
- X - As per College Policy
- R - "Repeat"

NOTES:

1. RE ATTENDANCE:
Students are allowed to miss 2 Integrative Seminar classes without penalty. Further absences will result in a grade reduction of 10% (from 30%) per class missed.
2. PARTICIPATION:
Grade will include active involvement in seminar discussions and completion of three (3) written incident reports, one of which will be presented orally in class (dates to be assigned by instructor.)

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.