

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**

**COURSE OUTLINE**

**COURSE TITLE: INTEGRATIVE SEMINAR 1**

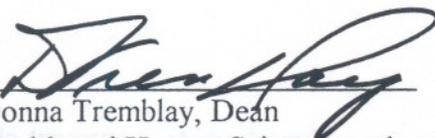
**CODE NO: ED 115 SEMESTER: ONE**

**PROGRAM: Early Childhood Education**

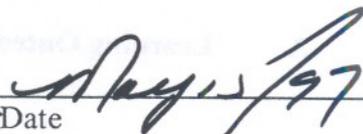
**AUTHOR: Kathy Nielsen**

**DATE: SEPTEMBER 1997 PREVIOUS OUTLINE DATED: SEPT. 1996**

**APPROVED:**

  
Donna Tremblay, Dean

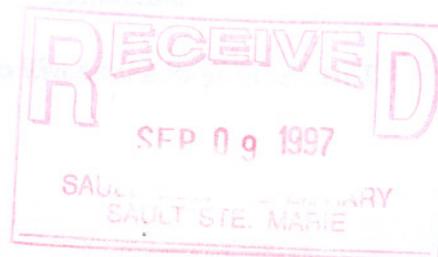
Health and Human Sciences and  
Teacher Education

  
Date

**TOTAL CREDITS: 1**

**COREQUISITE(S): ED 108, ED 140**

**LENGTH OF COURSE: 16 weeks**



## **ED 115**

### **Integrative Seminar 1**

Total Credits: ONE

Corequisite(s): ED 108, ED 140

#### **I. 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 field placement settings will be exchanged. In addition, professional responsibilities, especially **reliability and confidentiality**, are emphasized.

#### **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

##### **A. Learning Outcomes:**

1. Use a variety of observational strategies and methods to document children's behaviour.
2. Participate actively in class discussions by providing examples of experiences and personal interactions at his/her placement.

##### **B. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course the student will demonstrate the ability to:

1. Use a variety of observational strategies and methods to document children's behaviour.

Potential elements of the performance:

- complete readings and observation assignments
- participate actively in class discussions
- distinguish between objective and subjective observations and describe their crucial differences.

***This learning outcome will constitute 45% of the course's grade.***

## **ED 115 Integrative Seminar 1**

2. Participate actively in class discussions by providing examples of experiences and personal interactions at her/his placement.

Potential elements of the performance:

- contribute one's own ideas, opinions, and information while demonstrating respect of those of others
- treat other members of the group equitably and fairly
- employ techniques intended to bring about the resolution of any conflicts
- clarify one's own role in child care setting and willingly share experiences in class discussions
- suggest appropriate supportive responses to children based on objective analyses of children's behaviour

*This learning outcome will constitute 55% of the course's grade.*

### **III. TOPICS**

- 1 **Developing sound observational skills**
- 2 **Overview of development during preschool years**
- 3 **Overview of development during the primary years**
- 4 **Using running records in the observation of individual children**
- 5 **Using anecdotal records in the observation of individual children**

### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. THROUGH THE LOOKING GLASS: observations in the Early Childhood Classroom, S. Nicolson, S.G. Shipstead, Merrill, 1994
2. DEVELOPMENTALLY APPROPRIATE PRACTICE in Early Childhood Programs Serving Children from Birth through Age 8, S. Bredekamp, ed; NAEYC, 1987
3. FIRST YEAR ECE SEMINAR AND PLACEMENT JOURNAL. Campus Shop
4. Dictionary and/or thesaurus

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### V. EVALUATION PROCESS/GRADING SYSTEM

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. Each student is allowed to miss one class without penalty; after that, 5% per class missed will be deducted.

Attendance	20%
Participation	10%
Observations:	35%
Assignments	20%
Interactions	10%
Final Analysis	5%

### VI. SPECIAL NOTES:

- **Special Needs**  
If you are a student with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 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 post-secondary institutions.
- Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.
- Assignments are to be handed to the teacher on the due date. NQA coupons will be honoured as per departmental policy. Students need to **keep copies of assignments in case the originals become lost or misplaced.**

VII. **Prior Learning Assessment**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

NOT YET AVAILABLE

