

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Teaching Methods I  
**CODE NO. :** ED 140 **SEMESTER:** 1  
**PROGRAM:** Early Childhood Education  
**AUTHOR:** Kathy Nielsen  
**DATE:** Sept/2000 **PREVIOUS OUTLINE DATED:** Sept/99

**APPROVED:**

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**DEAN** **DATE**

**TOTAL CREDITS:** 4  
**PREREQUISITE(S):** None  
**CO-REQUISITE(S):** ED 108, ED 115  
**HOURS/WEEK:** 3

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For additional information, please contact Judi Maundrell, Dean  
School of Health and Human Services  
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**I. COURSE DESCRIPTION:**

This course introduces the student to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings utilizing developmentally appropriate practices is emphasized.

Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behavior and learning of young children.

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

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

**1. Outline the Components of Developmentally Appropriate Programs for Children.**

Potential Elements of the Performance:

- Describe the characteristics of various types of settings providing care & education for young children
- Discuss staff roles and responsibilities in various child care settings
- Describe and evaluate the personal qualities of an effective Teacher of young children
- Examine the role of MCSS and interpret sections of the DNA as they pertain to licensed child care
- Articulate the ethics of the Early Childhood Teaching profession, and explore issues of confidentiality

**2. Explain the Emotional Significance of Schedules and Routines**

Potential Elements of the Performance:

- Outline how room arrangements support positive interactions and self-directed learning
- Discuss the impact of schedules, routines, and the environment on the behaviour of young children
- Describe effective teaching strategies for dealing positively with children, and for setting and following through on limits

3. **Select Appropriate Evaluation Tools for Early Childhood Programs and Interpret Observations.**

Potential Elements of the Performance:

- Choose an appropriate tool from a variety of observation instruments
- Identify children's skills, abilities and interests
- Examine observations and draw valid inferences
- Monitor children's progress
- Ensure that information is comprehensive, concise, factual, and objective
- Ensure confidentiality

4. **Detail the Elements of the Environment Which Promote Physical Development, Communication Skills, and Creativity**

Potential Elements of the Performance:

- Outline the principles of normal physical development
- Assess children's gross-motor development and determine methods of expanding large muscle play
- Outline supportive strategies to guide children's physical experiences
- Determine how to help children develop curiosity about their world through sensory exploration
- Suggest developmentally appropriate perceptual-motor and sensory activities
- Determine methods of promoting creativity and self-expression
- Implement processed art activities in field placement

5. **Describe Methods of Promoting the Developmentally Appropriate Expression of Feelings and Competency in and Communication Skills.**

Potential Elements of the Performance:

- Improve children's communication skills
- Interpret and reflect children's feelings in order to promote appropriate modes of self-expression
- Outline elements of a curriculum which foster the establishment of basic healthy attitudes
- Determine the teaching behaviours which contribute to the child's emotional health
- Suggest teaching strategies for responding sensitively to child behaviour and for facilitating positive interactions
- Outline supportive strategies for fostering pro-social skills

6. **Outline the Components of Good Working Relationships.**

Potential Elements of the Performance:

- Identify practical strategies for maintaining open communication with co-workers and parents
- Determine how to include children in crisis situations and to cope with emotional events
- Describe the elements of successful teams
- Suggest methods of team problem-solving

**III. TOPICS:**

1. Child Care Settings and Professional Roles
2. Planning A Good Day
3. Observation Techniques
4. Fostering Physical Skills, Communication and Creativity
5. Establishing an Emotionally Healthy Climate
6. Working on the Team

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

The Whole Child, 6th ed., Joanne Hendrick, Karen Chandler, Prentice Hall, 1996

Skills for Preschool Teachers, 6th ed., J.J. Beatty, Harcourt Brace, 2000; internet site: [www.prenhall.com/beaty](http://www.prenhall.com/beaty)

Day Nurseries Act: Revised Statutes of Ontario, Nov 30, 1998

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Achievement of course learning outcomes will be achieved as follows:

Assignments/Observations	35%
Tests ( 20% mid term/ 20% final)	40%
Annual Editions Reviews (3)	15%
Attendance	10%
	<hr/>
	100%

**THIS IS A PROCESS COURSE, AND CLASS PARTICIPATION IS CRUCIAL.**

The following semester grades will be assigned to students in postsecondary courses:

<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.	
U	Unsatisfactory 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 &amp; 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 not been possible 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 your instructor and/or the Special Needs office. Visit Room E1204 or call 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

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.

Substitute course information is available in the Registrar's office.

The professor has the right to manage the classroom. The professor expects the student to conduct him/herself in a non disruptive and professional manner at all times. Please refer to E.C.E Academic Policies.

**VII. PRIOR LEARNING ASSESSMENT:**

Not yet available.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.

## **LEARNING ACTIVITIES**

### **Assignments**

Group/individual assignments will be assigned in class and due dates will be announced. Students will engage in a collaborative learning approach during portions of class time and also carry out independent/group activities, in order to achieve course outcomes.

### **Tests**

Each test is to be completed on the day of the test unless prior arrangements have been made. If a student is not able to be present for the test, s/he must call and leave a voice-mail message prior to the time of the test, in order for alternate arrangements to be made. (Call EXT. 572)

### **Annual Editions:**

CHOOSE three (3) articles in **Early Childhood Education Annual Editions**. These articles need to be preschool teaching related. Complete a summary review form ( available in the wooden cubicles outside the offices) and **SUBMIT ON OF BEFORE THE FOLLOWING DUE DATES: SEPTEMBER 29/OCTOBER 31/NOVEMBER 30.**

**Articles submitted past the time frame mentioned will not be graded.**

## LEARNING ACTIVITIES/ READINGS

### Readings

#### The Whole Child

**Chapter 1** pg. 2-27  
**Chapter 2** pg. 32-54

Child Care Settings and the ECE's role  
Personal Qualities of an Effective Teacher  
Recommendations for starting out  
Professional Ethics  
Planning a Good Day for Children

**Chapter 3** pg. 60-83

Guiding routines and Group Activities  
Schedules and Transitions

**Chapter 4** pg. 90-112

Health and Safety  
Physical Development and Curriculum  
Perceptual-Motor and Sensory Experiences

**Chapter 5** pg. 119-132

Programming for the Whole Child  
Importance of Developing Basic Attitudes

**Chapter 6** pg. 144-152

Positive Social Behaviour  
Self-Esteem, Self-Concept

**Chapter 7** pg. 160-175

Team Building  
Good Communication

**Chapter 8** pg. 180-206

Coping with Crisis

#### Skills For Preschool Teachers

**Chapter 1 and 2** pg. 2-43

Maintaining a Safe Classroom  
Maintaining a Healthy Classroom

**Chapter 3** pg. 48-79

Establishing a Learning  
Environment

**Chapter 4** pg. 84-104

Advancing Physical Skills

**Chapter 5** pg. 110-134

Advancing Cognitive Skills

**Chapter 8** pg. 196-214

Building Positive Self- Concept

**Annual Editions Titles: 00/01**

- #1 Starting Early: The Why and How of Preschool Education, Rebecca Jones
  
- #2 What Makes Good Early Childhood Teachers? Sally Cartwright
  
- #14 Don't Shut Fathers Out. Eugenia Hepworth Berger
  
- #26 Fostering Intrinsic Motivation in Early Childhood Classrooms. Martha P. Carlton and Adam Winsler
  
- #28 Play As Curriculum. Francis Wardle.
  
- #31 Productive Questions: Tools for Supporting Constructivist Learning. Mary Lee Martens

