

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. ***Consolidate Previously Learned Teaching Methods And Approaches Into A Realistic Personal Philosophy Of Teaching Young Children.***

Potential Elements of the Performance:

- describe examples of teaching interactions and suggest appropriate alternatives
- articulate one's ideas on positive teaching techniques
- ensure confidentiality

2. ***Report Regularly On Personal Skill Development Related To The Competencies Outlined For Semester Three.***

Potential Elements of the Performance:

- regularly using the Progress Review Form III, provide specific examples of one's interactions to support the self-analysis of teaching behaviours
- complete self-assessment reports thoroughly in order to assist in planning strategies for change
- use thoughtful consideration in assessing one's strengths, and suggest realistic alternatives for change
- make use of one's video record of teaching to improve teaching techniques

3. ***Refine Observation Skills And Develop Competency In The Assessment Of Peer Relations.***

Potential Elements of the Performance:

- use appropriate data collection techniques
- observe and monitor children's skills in peer group entry, emotional regulation, conflict resolution and in maintaining play
- summarize observational data
- propose strategies for assisting children in improving social skills

4. ***Discuss And Propose Alternatives For Child Guidance.***

Potential Elements of the Performance:

- outline the goals for positive guidance
- distinguish between punishment and discipline
- describe developmentally appropriate means of intervening in conflict situations
- formulate appropriate guidance methods based on strategies learned in class discussions and related readings

5. ***Design And Implement Developmentally Appropriate Activities For Children.***

Potential Elements of the Performance:

- design curriculum to support the observed developmental needs of children
- utilize available resources for preparing age-related, inclusive activities
- prepare curriculum plans in a Professional manner
- determine the merit of prepared plans and suggest alternatives for improvement

III. TOPICS:

1. Articulating a philosophy
2. Formulating a plan for competency development; Developing a personal portfolio of skills
3. Assessing children's peer relations and levels of skills
4. Preparing developmentally appropriate activity plans

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Second Year Seminar III Workbook (Available In Sault College Campus Shop)
2. Practical Solutions To Practically Every Problem: The Early Childhood Teacher's Manual; S. Saifer; Redleaf Press; Monarch Books, 1990
3. Developmentally Appropriate Practice : Sue Bredekamp ; NAEYC Press

V. EVALUATION PROCESS/GRADING SYSTEM:**1. SELF ANALYSIS OF TEACHING BEHAVIOURS: 20%**

Due Friday Nov 7, 2001,

1. Using semester II final evaluation, complete your “INTRODUCING THE STUDENT TO STAFF” form.
2. Make TWO copies: one “Intro Sheet” for your placement binder and one as a reference for this assignment.
3. Using this “Intro Sheet”, your working copy of the Semester III Evaluation Form, and your mid-term evaluation, summarize your strengths. Identify competencies to work on and formulate a plan for successfully completing Semester III placement.

* Make a photocopy of the mid-term and submit the original to your seminar teacher.

2. VIDEO-TAPE ANALYSIS and ACTIVITY ASSESSMENT- 30%

Make arrangements with your placement to have yourself video-taped in your field placement setting. Steps must be taken to ensure parental permission for children to be videotaped (form on WebCT)

The Sault College camcorder has been reserved on Mondays and Tuesdays for this purpose. You must book the recorder and tripod with Media Services in the LAC. Your student card is required. Purchase your own video-tape cassette!

STEPS:

- a) Complete an Activity Plan for any curriculum area. Submit the form to your Seminar III instructor for approval at least two weeks prior to your presentation date.
- b) Have yourself video-taped presenting this activity to the children; remember to make sure that the entire process of the activity is on tape (introduction to conclusion).
- c) Review the tape and analyze your teaching thoroughly, using the Video-tape Self-Analysis form. *Your grade will be based on your own ability to assess and describe your teaching techniques, not on the quality of the videotape itself. THIS ANALYSIS MUST BE TYPED*
- d) Submit your analysis, the completed and approved Activity Plan, and the Video Activity Evaluation to your instructor **BY THE DUE DATE**. Those who do not follow this procedure will receive a grade of zero for this project.

NO TAPES WILL BE ACCEPTED AFTER DUE DATE!

3. PARTICIPATION AND ATTENDANCE: 40%

Attendance at this weekly seminar is mandatory in order to discuss relevant issues/concerns about teaching young children and to complete the following assignments:

- a) **Interaction Report:** presented to the class **by November 28th, 2001**
- b) Students are asked to **share experiences** from their field placements. The purpose is to examine scenarios in order to determine appropriate teaching strategies and further the development of your personal philosophy. You will also use your working copy of your Progress Review Form III to contribute examples to the class regarding your progression in skills. Students are expected to make constructive suggestions to peers. The course professor will monitor student contributions.
- c) ***Practical Solutions:*** students will be assigned a topic from the required text and present a summary to the class.
- d) Seminar Self-Evaluation Form: (from the Seminar III Workbook) submit ***by Dec. 5th, 2001.***

4. ASSESSMENT OF PEER RELATIONS: 10%

This observation is based on the video Making Friends and the forms in Seminar III Workbook:

At your placement, observe and monitor children's skills in peer group entry, emotional regulation, conflict resolution and in maintaining play. Choose one child who appears to be having difficulty with one of these social tasks.

*** Section I and Inventory of Resources due: October 10th,2001**

**** Intervention Plan summary due: November 7th,2001.**

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 & 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:**Important Notes to Students:****Class Activities:**

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Student Sault College Handbook.
4. The Professor will list dates, for tests and assignments on the course outline; however the professor reserves the right to give unannounced quizzes and in-class assignments.

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author to the professor.
3. Late submissions *may be* accepted up to one week after the due date at the discretion of the professor; however, the penalty is the loss of one letter grade (i.e. a "B" assignment will be reduced to a "C"). The late submission *may receive* only a letter grade with no evaluative comments.
4. **Assignments more than one week late will not be accepted.**
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Presentations that are merely read will receive a failing grade. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of the semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

Tests:

1. Tests must be completed on the date scheduled by the professor. If unable to attend, the student must contact the professor prior to the start of the test. If this procedure is not followed, the student will receive a mark of "zero" for the test.

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.

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.