

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 **Demonstrate an understanding of the Day Nurseries Act, and other professional standards as they pertain to the field of Early Childhood Education.** *(Reflection of CSAC Vocational #7)*
Potential Elements of the Performance
 - Examine the role of MCFCS 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
 - Describe what Developmentally Appropriate Practice is and how it is applied to programs for children.

- 2 **Outline the Components of Developmentally Appropriate Programs for Children.** *(Reflection of CSAC Vocational # 5,#7)*
Potential Elements of the Performance:
 - Describe the characteristics of various types of settings providing care & education for young children
 - Describe and evaluate the personal qualities of an effective Teacher of young children
 - Examine the new research into early brain development and its impact on developmentally appropriate programs.
 - Identify various instructional approaches reflected in programs for young children.

3. **Explain the significance of organizing space, materials, and time as a developmentally appropriate teaching method.** *(Reflection of CSAC Vocational #1, #2, and #5, and CSAC General #9)*

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

4. **Detail the elements in the environment which promote the development of the Affective domain.** *(Reflection of CSAC Vocational #1, #2, #4, #6, #9)*

Potential Elements of the Performance:

- Outline the stages that children develop self-awareness and emotional development.
- Determine children's self-awareness and emotional development and determine methods of supporting children in their further development.
- Outline the teaching methods used to establish an emotionally healthy climate for young children.
- Determine how to include children in crisis situations and to cope with emotional events

5. **Detail the elements in the environment that support the development of the Social domain.** *(Reflection of CSAC Vocational #1, #2, #4, #6, #9)*

Potential Elements of the Performance:

- Identify the aspects inherent in the social domain
- Outline the development of social skills in young children
- Determine the teaching methods used to support social skills.
- Outline supportive strategies for fostering pro-social skills
- Suggest teaching strategies for responding sensitively to a child's behaviour and for facilitating positive interactions

6. **Outline the Components of an effective team and how to establish good working relationships.** *(Reflection of CSAC Vocation #6, Generic # 1, #5 and Gen. Ed. #4)*

Potential Elements of the Performance:

- Identify practical strategies for maintaining open communication with co-workers and parents
- Describe the elements of successful teams
- Gain greater self-awareness, intellectual growth, well-being, and understanding of others.
- Suggest methods of team problem-solving
- Discuss staff roles and responsibilities in various child care settings

III. TOPICS:

1. **Module 1: Introduction to Early Childhood Education**
2. **Module 2: Establishing a positive environment**
3. **Module 3: Defining the roles within the E.C.E. team.**
4. **Module 4: Introduction to the Domains**
Affective Domain, Social Domain

IV REQUIRED RESOURCES/TEXTS/MATERIALS:

- Day Nurseries Act: Revised Statutes of Ontario, August 9, 2002
- Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education 3rd Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2004. ISBN 0-13-049658-8
- A Practical Guide to Early Childhood Curriculum. 7th Ed. Eliason / Jenkins. Prentice-Hall Publishing. 2003 ISBN 0-13-094518-8
- Practical Solutions to Practically Every Problem (Revised) Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9

V.

EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

Participation in class activities. 25%***In-Class Activities* 20%**

Students are expected to participate in various in-class activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity.

***Quality of Participation* 5%**

The course depends upon students being punctual, present and involved. Students will be evaluated on the quality of their participation that has been consistent throughout the semester: The quality of your participation can only be evaluated when you are in attendance, therefore the evaluation will be based only on the days you are in attendance.

0 = Poor Participation: (usually inattentive or uninvolved, frequent off- task behaviours; negativity or lack of positive contributions.)

1 = Minimal Participation: (often inattentive or uninvolved; often off-task, minimal contributions to class)

2 = Fair Participation: (reasonably attentive and involved, reasonably on task demonstrated attempts to make class contributions)

3 = Moderate Participation: (good attention and involvement, usually on-task, good efforts to contribute.)

4 = Strong Participation (almost always attentive and involved, strong ability to stay on task, makes consistent positive contributions.)

5 = Excellent Participation (classroom leader, keeps self and others involved and on task, makes excellent contributions.)

PLEASE NOTE:

You must attend class in order to be evaluated on your participation. Therefore, your attendance record will be a factor that is calculated into the evaluation of your overall quality of participation. Students who find it difficult to attend classes are invited to discuss this with the professor. Such discussion does not change the requirements of this section.

TESTS 35%

- *Test #1* 15%
- *Test #2* 20%

Assignments 40%

(dates and assignments to be discussed in class)

PLEASE NOTE:

Regarding Student Progression through the three
Co-Requisite Core ECE courses:

Teaching Methods, Seminar, Field Practice

Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice***, (in the case of *Field Practice I*, students must receive a “C”) within the same semester, in order to proceed to the next semester’s co-requisite courses.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

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. Failure to attend may have an impact on your In-class activity participation mark.
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 Sault College Handbook.

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. All assignments must be typed and stapled or they will be returned to the student un marked.
3. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
4. Late submissions *will be deducted 5% per day*.
5. Assignments *more than one week late will not be accepted*.
6. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
7. 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. 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 semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is not given to the professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

Students are to keep private conversations and other distracting behaviour out of the classroom

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters

Having guest speakers is a privilege. Showing respect for them includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class, however eating large “meals” during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

**Your instructor reserves the right to modify the course,
as he/she deems necessary to meet the needs of students.**

Dates for projects or tests may be revised depending upon course content/flow

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

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.