

I. COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods II. This course focuses on the environment that incorporates discovery-based learning as a teaching strategy. Students will learn how to plan naturalistic, informal and structured learning experiences, as well as, in-depth studies of topics.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. define cognitive development

Potential Elements of the Performance:

- analyze varying cognitive development theories
- review current research on brain development
- identify the fundamental knowledge base required for cognitive development

2. use process-oriented and divergent teaching techniques to incorporate cognitive experiences throughout the curriculum.

- select appropriate methods of presenting cognitive experiences using process-oriented, open-ended teaching methods.
- communicate and interact effectively with children to encourage problem solving, inquiry and discovery
- foster attitudes that encourage cognitive development
- document children's learning experiences
- identify how cognitive learning opportunities can be incorporated into all learning centres
- understand the fundamental principles of science and math
- evaluate one's teaching and the learning of the children

III. TOPICS:

1. Cognitive development theories
2. Brain research
3. Fundamental math principles
4. Fundamental science principles
5. Fostering cognitive development
6. Documentation
7. Project Approach

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Allen, K. and Marotz, L. (2003). *Developmental Profiles: Pre-birth through Twelve*. NY: Delmar. (purchased in previous semester)
- Chard, S. (1998). *Project Approach, Book 2*. Canada: Scholastic.
- Eliason, C., and Jenkins, L. (2003). *A Practical Guide to Early Childhood Curriculum*. New Jersey: Pearson Education Inc. (purchased in previous semester)
- Haig, J., Raikes, G., Sutherland, V. (2003). *Cites and Sources*. Canada: Thomson Canada. (purchased in previous semester)
- Kostelnik, M., Soderman, A., and Whiren, A. (2004) *Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education*. N.J.: Pearson Education. (purchased in previous semester)
- Membership in the ECE Resource Room is strongly recommended

V. EVALUATION PROCESS/GRADING SYSTEM:

1. ASSIGNMENTS

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|----------------------------|-----|
| • Discovery Kit | 25% |
| • Math Documentation Panel | 15% |
| • Science Presentation | 15% |

2. TESTS 35%

3. IN-CLASS/WEEKLY ACTIVITIES 10%

Various in-class/weekly assignments will be handed in and/or reported on in class.

Note

- There may be some evening presentations. Dates will be announced two weeks prior to the presentation. Attendance is mandatory.

PLEASE NOTE:

Regarding Student Progression through the three
Co-Requisite Core ECE courses:
*Teaching Methods(Curriculum Design, Math and Science),
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 1*, 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 post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

Specific Class InformationAssignments:

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
 1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
 2. The instructor will be notified, through WebCT, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section above about Plagiarism.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- 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
- 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.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Learning Environment:

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

- 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.
- 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 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.

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.