

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar III

CODE NO. : **ED 218** **SEMESTER:** Three

PROGRAM: Early Childhood Education

AUTHORS: ECE FACULTY
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DATE: Fall 2007 **PREVIOUS OUTLINE DATED:** Fall 2006

APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	1	
PREREQUISITE(S):	ED 116, ED 110, ED 269	
HOURS/WEEK:	3 hours per week	

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For additional information, please contact Dean Fran Rose

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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 **analyze and implement a variety of observational methods and strategies** (*Reflection of CSAC Vocational Standard #3 Generic Skills, #7*)
Potential Elements of the Performance:
 - develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
 - record and interpret observations using various methods
 - propose strategies for assisting children in improving skills
- 2 **communicate professionally** (*Reflection of CSAC Vocational Standard #6, Generic Skills #1,#2,#5,*)
Potential Elements of the Performance:
 - ensure confidentiality
 - contribute one's own ideas, opinions and information while demonstrating respect of those of others
 - provide field practice examples in a comprehensive, concise, factual and objective manner.
- 3 **evaluate own progress in the early childhood education related to the competencies outlined for Semester** (*Reflection of CSAC Vocational Standard #1-9, Generic Skills #6, #10, #13*)
Potential Elements of the Performance:
 - present concrete oral examples of achieved field practice competencies
 - present documented examples of achieved field practice competencies
 - identify one's strengths
 - engage in self-evaluation
 - clarify one's own role in the field practice setting
- 4 **Propose developmentally appropriate approaches for responding sensitively to and guiding child's behaviour.** (*Reflection of CSAC Standard Vocational:#2, #4, #8*)
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. **Evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It*.**

Potential Elements of Performance

- Use observing and recording skills to identify conversation styles
- Design and implement an action plan that will support the child in conversation skills
- Evaluate own skills using a video recording of planned activity.

III. **TOPICS:**

- *Overcoming Common Problems in Student Teaching*
- *The Practice of Self-Reflection for Semester III*
- *Observing Young Children*
- *Hanen: Learning Language and Loving It*
- *Guiding Behaviour: Issues and Strategies.*

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

Kaiser, Barbara, Rasminsky, Judy Sklar. (1999) Meeting the Challenge Effective Strategies for Challenging Behaviours in Early Childhood Environments. Canadian Child Care Federation ISBN:-9685157-1-1

** Previously purchased or Purchased for other courses*

1. *Saifer, (2003). *Practical Solutions to Practically Every Problem. (Revised)* Redleaf Press; Monarch Books, ISBN1-929610-31-9
2. *Machado J., Botnarescue, H. (2005). *Student Teaching: Early Childhood Practicum Guide.* (5th Ed). Thompson-Delmar Learning. ISBN 1-4018-4853-2
3. * Wylie, S (2004) *Observing Young Children: A Guide for Early Childhood Educators.* (2nd Ed.). Toronto: Thompson-Nelson Publishing. ISBN: 0-17-622482-3
4. * **Day Nurseries Act**
5. *Sault College ECE Faculty (2006) **Field Practice Binder**
6. ***Child Development: A Primer** Ingrid Crowther. Thomson, Canada ISBN 17-641565-3
7. ***Learning Language and Loving It** 2nd Edition. Weitzman and Greenberg The Hanen Centre 2002. ISBN0-921145-18-7

Access to WEBCt Course Content

Resource Books may be used to assist the student.

- * Kostelnik, *Developmentally Appropriate Curriculum.* 4th Ed Pearson Publication ISBN 013-049658-8
- * Eliason / Jenkins *A Practical Guide to Early Childhood Curriculum.* (Revised) Monarch Books. ISBN: 1-929610-31-9
- * Cherry, *Creative Art for the Developing Child.* School Specialty Children's Pub. ISBN: 0-13-087308-X

V. EVALUATION PROCESS/GRADING SYSTEM:**In-Class Activities 50%**

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 choose not to participate, are absent, arrive late or leave early and are consequently absent during the in-class activity will receive a "0" for the activity. These activities will not be rescheduled.

(details of each activity will be discussed in class)

Assignments: 50%

(details and due dates will be discussed in class and posted on webct)

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*** 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%	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.	

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.

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 "STUDENT CODE OF CONDUCT" 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 unmarked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day** which commences at the end of the class in which the assignment was due, **Assignments will not be accepted by the instructor after 1 week or when 20% deduction has been reached.** The student will receive an automatic "0" for the assignments. Students are encouraged to communicate with their instructor if extenuating circumstances exist and student's require an extension. Granting extensions is up to the discretion of the instructor.
5. 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.
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 semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

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 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 *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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool

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.