

**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 2008 **PREVIOUS OUTLINE DATED:** Fall 2007

**APPROVED:** "Angelique Lemay"

	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	1	
<b>PREREQUISITE(S):</b>	ED 116, ED 110, ED 269	
<b>HOURS/WEEK:</b>	3 hours per week	

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*For additional information, please contact Chair Angelique Lemay*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**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*

**Observing Young Children: A guide for Early Childhood Educators.**

By Sally Wylie 2<sup>nd</sup> Edition. Thompson-Nelson

**\*Student Teaching: Early Childhood Practicum Guide** 5<sup>t</sup>Machado / Botnarescue, <sup>h</sup> Ed.

Thompson-Delmar. ISBN 1-4018-4853-2

**\*Child Development: A Primer** Ingrid Crowther. Thomson, Canada ISBN 17-641565-3

**\*Practical Solutions to Practically Every Problem**.(Revised Saifer,) Monarch Books. ISBN 1-929610-31-9

**\*Learning Language and Loving It** 2<sup>nd</sup> Edition. Weitzman and Greenberg

The Hanen Centre 2002. ISBN0-921145-18-7

**\* Day Nurseries Act**

Sault College ECE Faculty (2006) **Field Practice Binder**

**\*Child Development: A Primer** Ingrid Crowther. Thomson, Canada ISBN 17-641565-3

**\*Learning Language and Loving It** 2<sup>nd</sup> Edition. Weitzman and Greenberg

The Hanen Centre 2002. ISBN0-921145-18-7

**Access to LMS/ t Course Content**

**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%**

15% *Learning Language and Loving It Video Training #2: Encourage interactions in Group situations*

15% *Learning Language and Loving It Video Training #3: Provide information that promotes Language Learning*

10% *Seminar Journal*

10% *Goal Setting*

(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%	
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.

**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" found on Sault College website / Student Services. <http://www.saultcollege.ca/Services/StudentServices/default.asp>

**Assignments:**

1. All assignments must be submitted on the **due date at the beginning of the class** period unless otherwise specified by the professor. Assignments submitted after the professor has collected the assignments on the due date at the beginning of the scheduled class time will **incur an automatic 5% deduction, and a further 5% deduction for each day that the assignment is past the due date. Assignments will not be accepted or graded by the professor after 7 days from the scheduled due date.** The student will receive an automatic "0" for the assignments. Students are encouraged to communicate with their instructor if extenuating circumstances exists and student's require an extension. Granting extensions is up to the discretion of the instructor. 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
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. 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.
5. 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.
- Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. At that point, students will not be able to complete the test and will receive a mark of "0".

### Learning Environment

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

- Use of laptops in the classroom is permitted for the sole purpose of course work. Students will be asked to close their laptop if the student's activity is not related to the course and or distracting to the other students
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. . 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.
- Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.

***Students are to keep private conversations and other distracting behaviour INCLUDING ONLINE CHATS....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.

### 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.

### 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.

Communication:

The College considers **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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.