

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 2010 **PREVIOUS OUTLINE DATED:** Fall 2009

APPROVED: "Angelique Lemay" Jul. 2010

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	CHAIR, COMMUNITY SERVICES	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 Angelique Lemay, Chair, Community Services
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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:
 - practice professional standards around 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 field related to the competencies outlined for Semester 3** (*Reflection of CSAC Vocational Standard #1-9, Generic Skills #6, #10, #13*)
Potential Elements of the Performance:
 - engage in self-evaluation
 - identify and explain concrete examples of achieved field practice competencies
 - develop strategies that will contribute to success in the field.
 - 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
 - Formulate appropriate guidance methods based on strategies learned in class discussions and related readings
 - Describe developmentally appropriate means of intervening in conflict situations

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 action plans that will support the child in conversation skills
- Evaluate own skills using a video recording of planned activities.

III. **TOPICS:**

- Learning Language and Loving it:
 - *Encourage Interactions in Group Settings*
 - *Provide Information that Promotes Language Learning*
- What is Developmentally Appropriate Behaviour? What is considered Challenging Behaviour?
- Issues and Strategies to prevent Challenging Behaviour
- Issues and Strategies to Manage Challenging Behaviour
- Training: How to Talk So Kids Will Listen.

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

Faber, A. and Mazlish, E. (1995). *How To Talk So Kids Can Learn At Home and In School*. NY: Scribner

Faber, A and Mazlish, E. *How To Talk So Kids Will Listen: Participant's Video Workbook*

- *Previously purchased or Purchased for other courses*

Observing Young Children: A guide for Early Childhood Educators.

By Sally Wylie 2nd Edition. Thompson-Nelson

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

**Learning Language and Loving It* 2nd Edition. Weitzman and Greenberg
The Hanen Centre 2002. ISBN0-921145-18-7

* **Day Nurseries Act**

Sault College ECE Faculty (2009) *Field Practice Binder*

**Access to LMS/ t Course Content*

V. **EVALUATION PROCESS/GRADING SYSTEM:**

Experiential Learning Activities

45 %

Students are expected to participate in course related experiential learning activities scheduled in and out of class. The focus of the activities will be to provide students with the opportunity to engage in experiential learning that reflects the theory being discussed.

Types of Experiential Learning Activities:

Students will be given points for their preparation and full participation in the following learning activities:

Guest Speakers / Field Trip / Workshops/ Training= 10 points, Large Group discussions / activities = 5pts, Small group discussions / activities: 5 pts, Video training = 4pts, Individual reflective practices = 2 pts.

Criteria for Participation in Experiential Learning Activities

These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these learning activity components will be given a "0" for the identified activity. These activities will not be rescheduled for students. Students are expected to attend class fully prepared to participate with all required materials.

Quality of Participation in Experiential Learning Activities:

Students will be evaluated on the level and quality of their engagement, behaviour, and attitude during the Experiential Learning Activities based on a set of criteria reflecting professional standards.

Evaluation Breakdown

Professor will record points the student earns for attending and participating in the type of experiential learning activities scheduled.

- **Assessed: 13%**

Students will submit a completed *Experiential Learning Self-Assessment* form to the professor 3 times during the semester as assigned

- **Assessed: 10%**

The Professor will complete an *Experiential Learning Instructor Assessment* form for each student 3 times during the semester as scheduled.

- **Assessed: /23%**

Details of the various in class activities will be discussed in class.

- *Activities will include activities such as: Group Discussions, group and individual activities, video response sheets, action plans, (further activities discussed)*

Assignments:**55%**

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*

15% *Seminar 3 Journal*

10% *How to Talk to Kids Will Listen Workbook*

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

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

Teaching Methods 3, Seminar 3, Field Practice 3

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.	

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Instructor's Notes

Classroom Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
<http://www.saultcollege.ca/Services/StudentServices/default.asp>
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
4. Students are expected to be prepared each day with all assigned work due completed.
5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior, or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.

8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume “meals” will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the “garbage” / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

Assignment Responsibilities

1. All assignments must be submitted on the assigned **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** from the final assignment mark.
2. The assignment will incur a 5% deduction of the overall mark for each “school” day past the scheduled due date.. **Assignments will not be accepted by the Professor after 7 (school) days from the scheduled due date.** Consequently, the student will receive an automatic “0” for the assignment.
3. If extenuating circumstances exist that prevent the student from submitting their assignment on the scheduled date, students are encouraged to communicate with their Professor the nature of the extenuating circumstances and request an extension.. Granting extensions is up to the discretion of the instructor.
4. 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
5. All assignments **must be typed and stapled** or they will be returned to the student unmarked.
6. To protect students, assignments must be delivered by the student/author to the professor.
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.
8. 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 Responsibilities.

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. 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.
3. 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. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of “0” for the test.

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

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.