

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,

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **understand the fundamental principles of science and math** *(Reflection of CSAC Vocational Standard #1)*

Potential Elements of the Performance:

- identify the five strands of math and the concepts associated with each strand
- identify three areas of science, life, physical and earth, and the concepts associated with each area
- develop strategies to connect children with nature
- plan developmentally appropriate activities to facilitate children's understanding of math and science concepts

2. **use process-oriented and divergent teaching techniques to incorporate cognitive experiences throughout the curriculum.** *(Reflection of CSAC Vocational Standard #1)*

Potential Elements of the Performance:

- select developmentally 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 strategies
- foster attitudes that encourage cognitive development
- document children's learning experiences
- use media assisted observation techniques
- identify how cognitive learning opportunities can be incorporated into all aspects of programming
- evaluate one's teaching and the learning of the children

3. act in a professional manner

(Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- demonstrate reflective practice

III. TOPICS:

1. Fundamental math principles
2. Fundamental science principles
3. Fostering cognitive development
4. Documentation
5. Media assisted observation
6. Facilitating conversations with children
7. Connecting children with nature

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Outdoor clothing, including rain gear. Several classes will be held outdoors. There is no such thing as bad weather.... only bad clothing.
- Use of a camera (Some placements require you to use their cameras. Cameras can be signed out at the Sault College library.)
- Membership in the ECE Resource Room is strongly recommended.

TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE

- Crowther, I. (2007), **Creating Effective Learning Environments. Second Canadian Edition.** ON: Thomson Nelson Publishing, (previously purchased)
- Haig, J., MacMillan, V., Raikes, G. (2010) **Cites and Sources. Revised 3rd Edition.** Canada: Thomson Canada. (previously purchased)
- Jamieson, J., Bertrand, J., & Ibrahim, E. (Eds.). (2005). **Science of Early Child Development.** [online resource]. Winnipeg, MB.: Red River College. Retrieved from <http://www.scienceofecd.com> (previously purchased)
- Kostelnik, M., Soderman, A., and Whiren, A. **Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.** N.J.: Pearson Education. ((previously purchased)
- Weitzman, E., and Greenberg, J. (2002). **Learning Language and Loving It.** (2nd Ed.) Toronto: Hanen Early Learning Program. (previously purchased)
- Wylie, Sally, (2009). **Observing Young Children –A Guide to Early Childhood Educators (2nd ed.)**. Toronto: Nelson Publishing

V. EVALUATION PROCESS/GRADING SYSTEM:**ASSIGNMENTS 50%**

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| 1. Learning Story | 15% |
| <i>Students will document a math learning experience.</i> | |
| 2. Sitspot | 15% |
| <i>Through an experiential activity students will gain a deeper understanding of how to connect children with nature and inquiry-based thinking.</i> | |
| 3. An Investigation | 20% |
| <i>Students will facilitate an open-ended, child-centred science experience.</i> | |

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. 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 professor will be notified, through LMS, 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 the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day, including weekends. There will be a 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 about Plagiarism posted on the Student Portal.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should 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.
 - Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

CLASS EXPERIENCES 15%

A number of in-class learning experiences will be offered. These experiences are designed to engage students in their learning. Students will be expected to come to class prepared.

PROFESSIONAL PRACTICE 5%

Students will have the opportunity to develop the professional skills required for the ECE field.

TESTS (2) 30%

- Tests must be completed on the date scheduled. If students are 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.
- Students arriving late after other classmates have left the testing area will not be able to write the test.

PLEASE NOTE

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

Teaching Methods III, Seminar III, Field Practice III

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:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

ECE Program Manual:

Students are expected to be familiar with and adhere to the policies and practices outlined in the ECE program manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

VII. COURSE OUTLINE ADDENDUM:

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