

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Integrated Seminar III

CODE NO. : ED 287 **SEMESTER:** 3

PROGRAM: Early Childhood Education Program

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APPROVED: "Angelique Lemay" June/16

DEAN **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): ED 131, ED 136, ED 137

CO-REQUISITES: ED 223, ED 286

HOURS/WEEK: 2

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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 ECE Program Standard Vocational Learning Outcome #3)

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
- analyze an early learning environment and provide constructive feedback

2. act in a professional manner

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and #10 and Essential Employability Skills Learning Outcomes #1, #5, #6, #8, #9 & #11)

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- 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, ECE Confidentiality Policy and CECE Code of Ethics and Standards of Practice

3. **evaluate own progress in the field related to the competencies outlined for Semester 3** (*Reflection of ECE Program Standard Vocational Learning Outcome #1-10; Essential Employability Skills #4 & 5*)

Potential Elements of the Performance:

- engage in self-evaluation
- identify and explain concrete examples of achieved field practice competencies and share these in field discussions
- 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 ECE Program Standard Vocational Learning Outcomes #2, #3, #4, #7 and #8*)

Potential Elements of the Performance:

- outline the goals for positive guidance
- establish a learning environment that supports positive behaviour in all children
- recognize standards and best practices related to guidance techniques
- use observation techniques to analyze learning environments related to children's behaviours
- document and report observations in a professional manner
- use a variety of positive guidance techniques that support self-regulation and positive behaviour in children
- analyze strategies to develop self-control, self-regulation, resiliency and autonomy
- 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 and ABC and Beyond*** (*Reflection of ECE Program Standard Vocational Learning Outcome #3*)

Potential Elements of Performance

- use observing and recording skills to identify conversation styles and stages of language development
- identify keys skills related to promoting peer interaction
- design and implement action plans that will support the child's ability to interact in groups and with peers
- design and implement action plans related to phonological awareness and print awareness
- evaluate own skills using a video recording of planned activities.

III. TOPICS:

- On-going discussions concerning field practice topics, as generated by the students and the professor
- Learning Language and Loving it: 2 video feedback sessions
- ABC and Beyond: Phonological Awareness and Print Knowledge

- What is Developmentally Appropriate Behaviour? What is considered Challenging Behaviour?
- Issues and Strategies to Prevent Challenging Behaviour
- Issues and Strategies to Manage Challenging Behaviour

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Lansbury, J. (2014). *No Bad Kids: Toddler Discipline without Shame*. JLML Press ISBN: 9781499351118

Previously purchased for other courses:

- Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College
- Weitzman, E. & Greenberg, J. *Learning Language and Loving It* 2nd Edition. The Hanen Centre 2002. ISBN 0-921145-18-7
- Weitzman, E., and Greenberg, J. (2010). *ABC and Beyond. Building Emergent Literacy in Early Childhood Settings*. Toronto: Hanen Early Learning Program.
- Wolpert, E. (2005) *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom*. MN: Redleaf Press.

On-line Documents:

- Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings*. Available online: <http://www.edu.gov.on.ca/childcare/oelf/>
- Best Start Expert Panel. (2014). *Excerpts from ELECT - Early Learning for Every Child Today: A Framework for Ontario early childhood settings*. Available online: <http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>
- College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice*. Available online: <http://www.college-ece.ca/Pages/default.aspx>
- Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Available online: <http://www.ontario.ca/edu>
- Ontario Ministry of Education. (2015, June 8). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>

- Ontario Ministry of Education. (2016). *The Kindergarten Program*. <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

V. EVALUATION PROCESS/GRADING SYSTEM:

Active Experiential Learning/Field Discussions / Field Practice Reflections = 50%

Students are expected to participate in course related experiential learning activities scheduled in and out of class. Students will be engaging in discussions related to their experiences in Field Practice. Much of the focus for Seminar III is on developing effective best practices for guiding children's behaviours and specific training around these issues will be part of this evaluation factor. Workshop(s) will also be presented by professionals in the community related to the course content. Included in this process is to actively reflect on what you have learned and to develop professional practices that will enhance the learning process.

As part of this evaluation factor, you will also be submitting "Field Practice Reflections" that will be related to observations and reflections regarding field practice. You will also have other materials to prepare in advance for discussion in seminar class. The process for submission will be discussed in class and posted on LMS.

Students will be expected to come to class with the necessary materials (books, field practice reflections, notes, completed assignments, etc.) to engage in discussions with their collaborative team or with the whole class. Specifics will be provided in class and posted on LMS.

Learning Language and Loving It (LLLI) Video Training = 35%

You will be videotaping yourself in your Field Practice setting facilitating a planned group activity and then analyzing your effectiveness in implementing the LLLI principles. You will then meet individually with one of the ECE Faculty LLLI Program Leaders for a one-to-one video feedback session.

LLLI Video #2 = 15%

LLLI Video #3 = 20%

Sault College Child and Family Centre Lab School Experience = 15%

You will be scheduled during the semester to spend time in the Sault College Child and Family Centre (CFC) Lab School. During this time, you will be involved in making observations and providing recommendations.

Details and due dates related to all of the above will be discussed in class and posted on LMS

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *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 Academic Dishonesty posted on the Student Portal.*

- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all 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*

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.
- Also taking into consideration all the courses that the student takes in Semester 3, he/she must also have an overall 2.0 G.P.A. for Semester 3 in order to be registered in Field Practice IV.

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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Your professor 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.

Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

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