

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR II

CODE NO.: ED 158 **SEMESTER:** TWO

PROGRAM: TEACHER ASSISTANT

AUTHOR: DOROTHY O'CONNOR

DATE: JANUARY 1996 **PREVIOUS OUTLINE:** JANUARY 1995

NEW ____ REVISED X

APPROVED: _____ Date
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



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NATURE OF COURSE

This course is designed as a Corequisite to Fieldwork 2B. Seminar provides the forum through which students can process their field placement experiences. Reference will also be made to material drawn from other T. A. courses.

Field placement provides the student with exposure to real life situations. It enables students to gain self-confidence in their abilities, become aware of their motivations and share experiences with each other. This course is designed to facilitate the growth of the student into a competent worker. By meeting as a group, the students will discuss their experiences in the field--problems, anxieties, and feelings. This seminar will also address math skills necessary for Teacher Assistants. Fundamental skills, tutoring skills, problem solving and the Boards' philosophy of math instruction will be investigated.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will:

1. Use the student field placement as reference:
 - a) To share and compare the philosophies of the particular placements in which the students are working.
 - b) To use specific examples of any concerns the students may have.
 - c) To help the student evaluate his/her own work and attitudes in specific situations and with particular children.
2. Build further on their observation skills through both oral and written reports.
3. Build further on their skill in assessing situations and in decision making.
4. Assess their skills in self-evaluation through assessment of their strengths and weaknesses; identifying both strengths and goal areas.
5. Show growth in the area of math competency.
6. Demonstrate a knowledge of trends in Math instruction.

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METHODOLOGY

Classes will be run using primarily small and large group discussions. Class discussions will be based on the student's weekly activity in the field setting. Students will suggest math skills which need refreshing.

EVALUATION

Regular attendance at seminar is required. As a minimum, students must attend 12 of the 15 scheduled seminars or receive a "U" grade. The purpose of attendance is to ensure that presentations are done before a receptive, contributing audience. Participation is expected and one cannot participate if absent.

Journal	20%
Two Observation Reports	40%
Two Math Presentations	40%

COLLEGE GRADING POLICY

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

