

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON

COURSE OUTLINE



COURSE TITLE: INTEGRATIVE SEMINAR IV

CODE NO.: ED 219

SEMESTER: FOUR

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: LORNA CONNOLLY BEATTIE

DATE: JANUARY 1995 PREVIOUS OUTLINE DATED: JANUARY 1994

APPROVED: _____

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

_____ *January '95*
Date

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

Integrative Seminar IV

ED 219

COURSE NAME

CODE NO.

TOTAL CREDITS: one

PREREQUISITE(S): ED 209, ED 218

COREQUISITE(S): ED 210

I. PHILOSOPHY/GOALS:

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning for children's learning and for guiding children's behaviour.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will:

- 1) integrate the fourth level competencies as outlined in the Sault College ECE Progress Review Form for Semester Four by demonstrating and reporting on effective teaching strategies.
- 2) design age-appropriate activity plans for implementation in the student's field practicum setting.
- 3) research and design age-appropriate activity plans and demonstrate these in the fieldwork tutorial sessions.
- 4) evaluate his/her skill development by completing the identified self-evaluation procedures.
- 5) evaluate his/her teaching behaviours by analysing a videotape performance of him/herself during a group time and a free play period.
- 6) outline some of the legal responsibilities and implications related to day care in Canada.
- 7) observe the early childhood environment, record observations involving children and various situations encountered in the field work setting, and, evaluate these findings including any recommendations for change.

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III. TOPICS TO BE COVERED

1. Competencies expected of fourth semester students
2. Professional standards and confidentiality
3. Researching and developing activity plans
4. Analysing teaching strategies and integrating new skills.
5. Case studies and developmentally appropriate strategies to implement with young children
6. Day care and the law
7. Observing and evaluating the Early Childhood Environment (ECERS)

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Facilitation of the course material will be conducted through class discussions, student observations and presentations, assigned readings, and situational examples. This format will be used to help students incorporate appropriate teaching methods into practical applications. Attendance and participation are an essential element in this process.

V. EVALUATION METHODS

Attendance and participation in seminar classes are crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to seminar discussions, while always maintaining confidentiality and respect for others.

Seminar Attendance and Participation	10%
Tutorial Participation and Ideas	20%
Self-Analysis Procedures	15%
Videotape Self-Analysis	20%
Presentation of a Child Case Study and Programming Strategies	10%
Day Care and the Law Modules	10%
Observation Reports (choose and complete two reports = 2 X 5%)	10%
ECERS (Early Childhood Environment Rating Scale)	5%
Journal entries (optional)	5% (bonus)

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VII. REQUIRED STUDENT RESOURCES

1. Day Care and The Law
2. Viewer's Guide and Training Workbook for the Introduction to the Early Childhood Environment Rating Scale
3. E.C.E. 2nd Year Field Practicum Journal

RELATED STUDENT RESOURCES

1. A Practical Guide to Early Childhood Curriculum
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8
3. Creative Resources for the Early Childhood Classroom
4. Creative Expression and Play in Early Childhood Curriculum

VIII. ADDITIONAL RESOURCE MATERIALS

The following books plus many others are available on loan from the E.C.E. dept. to assist students with presentations and assignments for this course:

1. A Practical Guide to Solving Preschool Behaviour Problems
2. Discipline Without Shouting or Spanking - Practical Solutions to the Most Common Preschool Behavior Problems
3. Every Parent - A Positive Approach to Children's Behaviour
4. Liberated Parents Liberated Children - Your Guide to a Happier Family
5. Observational Strategies for Child Study

IX. SPECIAL NOTES

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

All assignments are due on the dates indicated by the instructor. The late policy of the E.C.E. department will be enforced (Refer to NQA Contract guidelines).

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