

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 1996

NEW: _____

REVISED: X

APPROVED: _____

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

_____ *Jan. 6/96*
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



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 LEARNING OUTCOMES:

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

1. report regularly on skill development and competencies outlined for fourth semester fieldwork.
2. design developmentally appropriate activities for implementation in child care settings.
3. assess one's teaching effectiveness and formulate goals for improving teaching techniques.
4. interpret the legal responsibilities and implications for child care settings.

III. TOPICS TO BE COVERED:

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. Researching and developing activity plans
4. Analyzing teaching strategies and integrating new skills
5. Day care and the law

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.

**Integrative Seminar IV
ED 219**

V. EVALUATION METHODS (Continued):

Seminar Attendance and Participation	30%
Self-Analysis Procedures	20%
Videotape Self-Analysis	20%
Child Case Study and Programming Strategies	10%
Day Care and the Law Modules	20%

All assignments are due on the date assigned by the instructor. The late policy of the ECE Department will be enforced (Refer to NQA Contract Guidelines). Failure to present on a scheduled date will result in a mark of "0" for that particular assignment.

COLLEGE GRADING POLICY

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

VI. REQUIRED STUDENT RESOURCES:

1. Day Care and the Law

VII. 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.

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

