

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Integrative Seminar IV

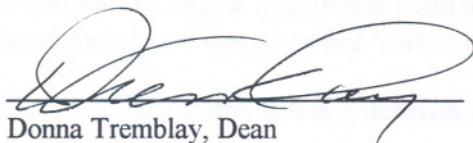
CODE NO: ED 219 **SEMESTER:** Four

PROGRAM: Early Childhood Education

AUTHOR: Jaye Bennett

DATE: January 1997 **PREVIOUS OUTLINE DATED:** Jan. 1996

APPROVED:



Donna Tremblay, Dean
Health and Human Sciences and
Teacher Education

Dec 18/96
Date

Total Credits: 1

Prerequisites: ED 210 Field Practice IV
ED 209 Field Practice III
ED 218 Integrative Seminar III

Length of Course: 2 hours/week for 15 weeks

Total Credit Hours: 30



I. Course Description

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. Learning Outcomes and Elements of the Performance

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

1) Report regularly on skill development and competencies outlined for Semester Four Field Work.

Potential Elements of the Performance:

- provide specific examples of one's interactions to support self-analysis of one's teaching behaviours.
- complete self-assessment reports thoroughly in order to assist in planning strategies for growth
- use thoughtful consideration in assessing one's strengths and suggest realistic alternatives for change

2) Design and implement developmentally appropriate activities for implementation in child-care settings.

Potential Elements of the Performance:

- design curriculum to support the observed developmental needs of children
- utilize available resources for preparing age-related inclusive activities
- prepare curriculum in a professional manner
- determine the merit of prepared plans and suggest alternatives for improvement
- demonstrate knowledge of both vertical and horizontal curriculum design

3) Actively participate in classroom discussion and group work

Potential Elements of the Performance:

- record child and or staff interactions in placement situations on a weekly basis
- volunteer information recorded in field placement in a classroom situation
- share information and opinions in small groups
- function responsibly as part of a small group with respect to assigned work

II. Learning Outcomes and Elements of the Performance (cont.)

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

4) Interpret legal responsibilities and implication for child-care settings

Potential Elements of the Performance:

- describe the tasks, responsibilities and liabilities of early childhood educators in relation to legislation, regulations, policies and procedures

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.

Required Resources:

1. Day Care and the Law

V. Evaluation Methods/Grading System

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.

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| 1. Seminar Attendance and Participation | 30% |
| 2. Self-Analysis | 20% |
| 3. Video Tape and Self-Analysis
(comparison to 3rd Semester and Improvement Plan) | 20% |
| 4. Child Case Study and Programming Strategies | 10% |
| 5. 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.

V. Evaluation Methods/Grading System (cont.)**College Grading Policy**

90 - 100% = A+

80 - 89% = A

70 - 79% = B

60 - 69% = C

Below 60% = R (repeat)

VI. Special Notes

Students with special needs (e.g. 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.

Please do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.