

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: Integrated Seminar

Code No.: ED 116

Semester: TWO

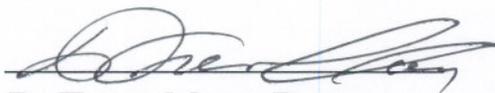
Program: EARLY CHILDHOOD EDUCATION

Author: KATHY NIELSEN

Date: January 99

Previous Outline Date: Jan. 98

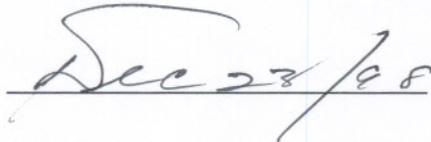
Approved:



D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:



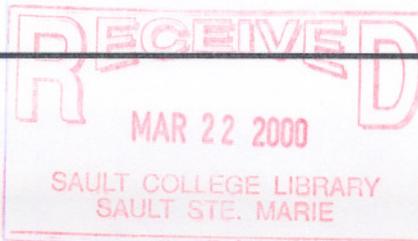
Total Credits:

Prerequisite(s): NONE

Length of Course: 16

Total Credit Hours:

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences
and Teacher Education, (705) 759-2554, Ext. 690.



Integrative Seminar II

ED-116

COURSE NAME

CODE NO.

TOTAL CREDITS: one

PREREQUISITE(S): ED-108 & ED 115 ; **COREQUISITES:** ED 110, 140

I. COURSE DESCRIPTION:

Attendance at this weekly discussion seminar is required to assist the student in interpreting and following through on theories and methods of teaching and observing the young child. Emphasis is placed on confidentiality and on the development of professional and ethical behaviours crucial for working in the Early Childhood Education field. Assigned observations and placement activities will form a basis of discussion in this integrative seminar.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A: Learning Outcomes:

1. Report regularly on personal skill development related to the competencies outlined for Semester Two.
2. Design developmentally appropriate activities for implementation in child care settings.
3. Analyze the components which provide a nurturing environment of children.
4. Assess one's effectiveness in promoting children's development.

B: Learning Outcomes and Elements of the Performance:

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

1. **Report Regularly On Personal Skill Development Related To The Competencies Outlined For Semester Two.**

Potential Elements of the Performance Include:

- ensure confidentiality
 - provide field work examples in a comprehensive, concise, factual and objective manner
 - select and utilize appropriate data collection techniques
2. **Design Developmentally Appropriate Activities For Implementation In Child Care Settings.**

Potential Elements of the Performance include:

- plan developmentally appropriate experiences based on the results of observations and acquired knowledge.
- evaluate and revise curriculum to ensure individual and group needs
- prepare activity plans in a Professional manner and submit on time

3. Analyze The Components Which Provide A Nurturing Environment For Children.

Potential Elements of the Performance Include:

- *complete observations using various data collection techniques*
- *summarize observational information*
- *describe the characteristics of a supportive environment*

4. Assess One' S Effectiveness In Promoting Children's Development.

- *provide examples to support one's self-analysis of teaching behaviours*
- *suggest alternatives for improving teaching techniques*
- *provide examples on the mid-term and final evaluations which summarize current skill development*

III. TOPICS TO BE COVERED:

1. Developing a Philosophy
2. Understanding teaching/learning styles
3. Developing Activity Plans
4. Developing guidance techniques
5. Analyzing behaviour origins

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Through The Looking Glass, Observations In The Early Childhood Classroom, S. Nicholson, S. Shipstead, Merrill, 1994
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children FRom Birth Through Age 8, S. Bredekamp, ed., NAEYC, 1987.
3. Ece Field Practicum Journal, Campus Shop
4. First Year Ece Field Seminar Workbook, Campus Shop
5. **Dictionary or Thesaurus**

V. EVALUATION PROCESS/GRADING SYSTEM

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

Attendance & Participation	30%
Self-evaluation	10%
Observations	20%
Tutorial Participation & Ideas	15%
Journal/Interaction Reports	25%
	<u>100%</u>

VI. PRIOR LEARNING ASSESSMENT:
Not yet available

VII. SPECIAL NOTES

- **Special Needs**
If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 491, so that support services can be arranged for you.
- **Retention of Course Outlines**
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.
- **Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.**
- ***Assignments are to be handed to the teacher on the due date. NQA coupons will be honoured as per departmental policy. Students need to keep copies of all assignments in case originals are needed.***