

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Integrative Seminar IV

**CODE NO. :** ED 219                      **SEMESTER:** 4

**PROGRAM:** Early Childhood Education

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**DATE:** Jan 2000      **PREVIOUS OUTLINE DATED:** Jan 99

**APPROVED:**

_____ Donna Tremblay, Dean Health, Human Services & Criminal Justice	_____ <b>DATE</b>
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**TOTAL CREDITS:** one

**PREREQUISITE(S):** ED 218, 209, 272

**LENGTH OF COURSE:** 16 weeks                      **TOTAL CREDIT HOURS:** 16

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*For additional information, please contact Donna Tremblay, Dean,*  
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*(705) 759-2554, Ext. 690*

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Code No.**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 Fieldwork.**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
- volunteer information recorded in field placement in a classroom

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- situation
- share information and opinions in small groups
- function responsibly as part of a small group with respect to assigned work

**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:**

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. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Day Care and the Law

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Code No.**V. EVALUATION PROCESS/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.

**1. Self-Analysis of teaching behaviours - 20%**

Each student will evaluate his/her strengths and competencies currently displayed in the field placement setting.

- a) Each student will keep a **Working copy of the Field Placement Progress Review for Semester IV**. The working copy will provide an on-going record for self-evaluation purposes. The student must support his/her achievement in the competencies by providing concrete examples to demonstrate the given rating and how the competency has been met. This working copy will be handed in twice for evaluation purposes:

**February 9<sup>th</sup> = 5%; March 22<sup>nd</sup> = 5%**

- b) Using the Field Placement Progress Review IV, complete the **Fieldwork Analysis Procedure** form (available on WebCT) and summarize in detail your current skills and teaching behaviours. Describe how your teaching behaviours and competencies have changed/improved over the semester. Submit to the instructor a typed assignment for grading by **April 19<sup>th</sup> = worth 10%**

**2. Video Tape Self Analysis - 30%**

Students must submit these three items along with the video tape:

**Video Tape Self-Analysis = 20%**

**Activity Planning Evaluation = 5%**

**Circle form fully and accurately completed = 5%**

You will make arrangements to have yourself video-taped in your assigned field placement setting, presenting a group time (circle) to the children. Steps must be taken to ensure parental permission for children to be videotaped. A sample consent form is your fieldwork binder. The Sault College camcorder has been reserved on Mondays and Tuesdays for this purpose. You must book the camcorder with Media Services in the LRC. Your student card is required. You must purchase your own videotape. Check if you need an extension cord.

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Steps to follow:

- a) complete a Circle Plan form; follow the normal procedures for approval prior to presentation of the circle in the placement.
- b) have yourself videotaped presenting the circle to the children; remember to make sure the entire process of the activity is on tape (from introduction to conclusion including transition)
- c) after the videotaping, review the tape and analyze your teaching thoroughly by answering the questions on the "Video Tape Self-Analysis" form and evaluate the activity by answering the questions on the "Activity Planning Evaluation" form.
- d) submit your videotape along with the **three** pieces of documentation (Video Tape Self-Analysis; Activity Planning Evaluation; Circle plan form with appropriate research attached)

The videotape assignment will be submitted BY THE DUE DATE. A schedule for due dates will be determined in class. Those who do not follow this procedure will receive a grade of zero for this project.

### **3. Attendance, Participation and Assignments - 30%**

#### **a) Attendance = 10%**

This weekly seminar is mandatory in order that s/he has the opportunity to discuss relevant issues/concerns about teaching young children. After one allowed absence, students will be deducted 5% for each seminar class missed.

#### **b) Participation = 10%**

Students are asked to share experiences from their field placements. The purpose is to examine scenarios in order to best determine the appropriate positive teaching strategies. Students are expected to make constructive suggestions to peers. The course instructor will monitor student contributions.

#### **c) Interaction Report = 5%**

Each student will present one Interaction Report to the class over the course of the semester (forms available in the Seminar workbook). This Interaction Report will then be submitted to the course instructor on the date presented. All interaction reports must be presented and submitted **by March 29<sup>th</sup>**. **It is the student's responsibility to ensure that these presentations are made within the allotted timeframes.**

#### **d) Seminar Self-Evaluation of Participation = 5%**

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Each student will submit his/her "Seminar Self-Evaluation of Participation" form (available in the Seminar workbook or on WebCT). Each student will look at the quality of his/her participation in the weekly seminar class. This is due on **April 19<sup>th</sup>**.

#### 4. Day Care and the Law - 20%

Students will be assigned segments of the text to present and explain to the class. Students must encourage class discussion about the topic. The schedule for presentations will be arranged in class.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

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Code No.**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

All assignments are due **IN SEMINAR CLASS** on the date assigned by the instructor. The late policy of the ECE Department will be enforced (the appropriate number of NQAs must be attached). Assignments will not be accepted more than 5 days after the due date.

**VII. PRIOR LEARNING ASSESSMENT:**

Not yet available.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.