

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Preschool Education II

COURSE NO.: ED 102-3

PROGRAM: Early Childhood Education (E.C.E)

SEMESTER: Two

DATE: January 1993

AUTHOR: M. Robb

New: _____ Revision: X

APPROVED:

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

DATE:

Jan 7/93

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Preschool Education II (ED 102-3)
Instructor: M. Robb

COURSE PHILOSOPHY

This course is designed to help students develop an understanding of the interdependence of human relations and curriculum content, and to help students internalize the concept of the "whole" in the learning environment.

COURSE GOALS

1. To provide the student with knowledge of the teacher's role in facilitating children's learning through acting as mediator between the child and the environment.
2. To provide the student with knowledge and understanding of the wide scope for learning which play activities offer to children, while meeting their developmental needs.

COURSE OBJECTIVES

The student will:

1. Demonstrate an understanding of and ability to work as mediator between the child and learning environment.
2. Demonstrate a knowledge of how children learn and be able to apply this knowledge in specific learning encounters.
3. Present an organized "picture file" with cross references and ideas for use, relating to aspects of the young child's experience.
4. Present an organized "idea file" including art and snack recipes and ideas for art, movement, field trip activities and dramatic play kits, with cross references where applicable.

COURSE OBJECTIVES

Methodology

Lectures, assigned readings, discussions, seminars, and films will be used to fulfill the above objectives.

Preparation and presentation of teaching materials developed by the student will give him/her an opportunity to integrate theory and practice.

TEXTS

1. The Whole Child, (1st Canadian Ed.), Joanne Hendrick, Toronto: Merril Publishing Co., 1988.

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SYLLABUS

Unit I - Fostering Social Development

Weeks 1 & 2

- A. Intro. to Course
 - Explanation of Assignments
 - Learning Activities - Prerequisites
- B. Establishing Self-discipline
- c. Aggression: What to Do About It?
- D. Readings: J.H. - Ch. 9 & 10
- E. Assignment: Sample Learning Activity
Due: due in class week of January 25/93

Week 3

- A. The Pleasure of Meaningful Work

Week 4

- A. Cross Cultural, Non-Sexist Education
Readings: J.H. - Ch. 12

UNIT II - FOSTERING CREATIVITY

Week 5

- A. Creativity by Means of Self-Expressive Materials
 - Definitions
 - Stages
- B. Readings: J.H. - Ch. 13

Week 6

- A. Creativity in Play
- B. Assessing Child Development - Checklists
- C. Readings: a) J.H. - Ch. 14

Week 7

- A. Fostering Creativity in Thought
- B. Readings: J.H. - Ch. 15

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UNIT III - COGNITIVE DEVELOPMENT

Week 8

- A. Fostering Language Skills
- B. The Learning Process
- Information Processing
- C. Readings: J.H. - Ch. 16

Week 9

- A. The Emergence of Literacy
- Planning for individual/group activities
- B. Forms of Questioning
- C. Readings: Handouts
J.H. - Ch. 17

Week 10

- A. Thinking and Reasoning Skills I
- C. Readings: J.H. - Ch. 18

Week 11

- A. Thinking and Reasoning Skills II
- B. Concept Formation and Perception
- C. Readings: J.H. - Ch. 19

UNIT IV - CURRICULUM AREAS

Week 12

- A. Expanding Learning Opportunities with Blocks
- B. Readings: Handouts

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Week 13 & 14

- A. Sensory Experiences
- B. Math and science Experiences
- C. Cooking and Nutrition
- D. Readings: Handouts

ASSIGNMENTS

1. Learning Activities

Each student will present 3 different learning activities to small groups of children at placement. The presentation must be prearranged with the placement supervisor. The student will make 3 concrete learning devices. The learning activity form must be signed by the placement supervisor/room teacher after implementation of the activity. The form and learning device are both to be submitted to the instructor.

Suggested Topics

- 1. cooking and nutrition
- 2. science and nature
- 3. pre-math skills
- 4. language skills
- 5. sensory experiences (eg. sand, water, textured materials, olfactory stimuli)
- 6. cognitive games

These three learning activities must be approved by the course teacher. For each activity the student will complete a Learning Activity Form and submit for evaluation on each Due Date.

2. Picture File

This is a continuation from Semester One. An additional 60 pictures (minimum) must be collected and mounted. Ideas for use and detailed information will be written or typed on the back of each. Cross-references with other sections in the file, and with idea and song file will also be included. Total pictures required: 120 minimum

3. Idea File

Also a continuation of the previous semester's assignment. A minimum of 100 ideas will be expected, to include cross-referencing with picture file, song file, reference books, etc.

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EVALUATION

1. NOTE THAT ALL ASSIGNMENTS MUST BE COMPLETED AND GRADED IN ORDER FOR THE STUDENT TO BE SUCCESSFUL IN THIS COURSE!!
2. LATE ASSIGNMENTS WILL BE SUBJECT TO A PENALTY OF 5% PER DAY. FAILURE TO SUBMIT THE ASSIGNMENT WITHIN ONE WEEK OF THE DUE DATE WILL RESULT IN A GRADE OF 0 (ZERO)

A. **LEARNING ACTIVITIES**

#1 - Due February 12, 1993	5
#2 - Due March 5, 1993	10
#3 - Due March 26, 1993	10

25%

B. **FILES**

Pictures - Due March 19, 1993	10
Ideas - Due April 8, 1993	10

20%

C. **TESTS**

#1 - Monday, February 15-19, 1993	15
#2 - Wednesday, March 8-12, 1993	10
#3 - Wednesday, April 12-16, 1993	20

45%

D. **ATTENDANCE AND PARTICIPATION**

10%

TOTAL

100%

POLICY REMINDERS

1. **Tests**

Students must complete all tests on the designated date. C.D.C. block students can complete tests in the LAC on their lunch hour but must indicate this to the teacher, in advance. If illness prevents a student from attending class for a test, the student must telephone prior to the test to make alternate arrangements.

2. **Assignments**

Are to be handed to the teacher on the due date. Extensions will be granted according to departmental policy. The student must then staple the signed extension sheet to the assignment and submit to the teacher.

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3. **Attendance**

Regular class attendance is expected of each student. Students who arrive more than 10 minutes late will not be admitted to class.

4. **Syllabus**

This is to be used as a general guide. Dates for projects or tests may be revised depending upon course content/flow and/or by mutual agreement of the students and course faculty.

COLLEGE GRADING POLICY

90 - 100% = A+

80 - 89% = A

70 - 79% = B

60 - 69% = C

BELOW 60% = R

SPECIAL NOTE

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.



STUDENT'S NAME: _____ DATE: _____

CHILDREN'S INITIALS	AGE	SCHOOL
_____	_____	_____
_____	_____	_____
_____	_____	_____

LEARNING ACTIVITY: # _____ TITLE: _____

1. Learning Objectives
 - a)
 - b)
 - c)
 - d)

2. Prerequisite Skills:

3. Materials used and/or construction procedure:

4. New words/concepts to develop:

5. List Steps in Proposed Presentation:
 - a)
 - b)
 - c)
 - d)

You will need to use other sheets of paper to answer #6 and #7.

6. Description of actual presentation.

7. Evaluation: Do you meet your objectives? Do you recommend any changes in construction of the device or in the presentation to the children?

8. Variations of Follow-up Activities: (Minimum of six (6) Ideas)