

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrative Seminar II
CODE NO. : ED 116 **SEMESTER:** 2
PROGRAM: Early Childhood Education
AUTHOR: Lorna Connolly Beattie, 759-2554 ext. 563
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DATE: Jan/2004 **PREVIOUS OUTLINE DATED:** Jan/03

APPROVED:

Dean

DATE

TOTAL CREDITS: 1
PREREQUISITE(S): ED 108, ED 115, ED 140
COREQUISITE(S): ED 110, ED 269
LENGTH OF COURSE: 15 Weeks **TOTAL CREDIT HOURS:** 30 Hours
2 Hr/Wk

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For additional information, please contact the Dean
School of Health and Human Services
(705) 759-2554, Ext. 603/689

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

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

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:

1. Explore and use various recording styles
2. Analyzing teaching styles
3. Process Art Ideas
4. Developing professional Activity Plans and Research Files
5. Evaluating ECE/A Student teaching skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. **Take A Look: Observation and Portfolio Assessment in Early Childhood Education, 1999, Sue Martin**
2. **First Year ECE Integrated Seminar Workbook,** Campus Shop
3. **Developmental Profiles: Pre-Birth Through Twelve.** By K. Eileen Allen and Lynn R. Marotz. 4th Ed. Thompson Delmar
4. **Creating Effective Learning Environments** by Ingrid Crowther, 1st Ed., Thomson Nelson

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 **15%**

Attendance and participation at seminar classes is crucial to the integration of teaching theory and practice. Each student is allowed to miss one class without penalty; after that, 5% per class missed will be deducted.

Participation: **20%**

Due to the nature of integrating the student's field placement experience with theoretical principles, the student will be required to actively participate in reporting and discussing strategies and issues in the field. Assignments will be discussed in class.

Child Study: **25%**

In Placement Observations

1. Developmental Profile Checklist
2. Observation; Event Sampling
3. Observation: 3 M's

(due dates will be discussed in class)

Journal/Interaction Reports **20%**

1. 1 journal (1x5)
2. 1 interaction report (1x5)
(observations to be done in placement)

(due dates will be discussed in class)

Self-evaluation **20%**

1. Working Copy of Semester II Progress Review (15%)
2. Self-Evaluation of Participation in Seminar Class (5%)
(use form in Seminar Workbook – due last seminar class)

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 493 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.

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/program, as may be decided by the professor/dean. 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.

Course Outline Amendments:

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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

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.