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Course Name

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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

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Code No.**3. Participate actively 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
- share information and opinions in small groups
- function responsibly as part of a small group with respect to assigned work

**4. Discuss and evaluate methods for managing challenging behaviours in early childhood environments**Potential Elements of the Performance:

- complete required readings and interpret the implications for early childhood educators
- formulate developmentally appropriate strategies for guiding behaviour

**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. Assessing children's peer relations and levels of skills
6. Setting the Stage for Successful Behaviour with Preschoolers

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. **Practical Solutions To Practically Every Problem: The Early Childhood Teacher's Manual**; S. Saifer; Redleaf Press; Monarch Books, 1990; ISBN: 0-934140-61-8
2. **Developmentally Appropriate Practice** : Sue Bredekamp ; NAEYC Press; ISBN: 0-935989-79-X

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:****1. SELF ANALYSIS OF TEACHING BEHAVIOURS: 10%****2. VIDEO-TAPE ANALYSIS and ACTIVITY ASSESSMENT- 30%**

Make arrangements to have yourself video-taped in your field placement setting. Steps must be taken to ensure parental permission for children to be videotaped (form in placement binder)

The Sault College camcorder has been reserved on Mondays and Tuesdays for this purpose. You must book the recorder in the LRC. Your student card is required. Purchase your own video-tape cassette!

**3. PARTICIPATION AND ASSIGNMENTS - 35%****a) Participation = 20%**

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.

**b) Field Work Discussion Topics - 10%**

Students will submit four fieldwork discussion topics. One of these topics will be presented to the class.

**c) Course Review = 5%**

Submit completed form by due date.

**4. SETTING THE STAGE 25%**

Setting the Stage is a positive and comprehensive approach to helping children learn how to behave successfully. Students will submit observations, be involved in group discussions and be tested on content material.

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<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50-59%	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory 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.	
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

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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 the instructor and/or contact the Special Needs office, 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 postsecondary institutions.

Disclaimer for meeting the needs of learners:

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.

All assignments are due **IN SEMINAR CLASS** on the date assigned by the instructor. The late policy of the ECE Department will be enforced. Late assignments will be deducted 5% for each day late. No assignments will be accepted after one week past 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.