



**I. COURSE DESCRIPTION:**

This course is a continuation of Teaching Methods I. It expands on the role of the teacher as mediator between the child and the learning environment. The student will explore the teacher's role in facilitating children's learning and in meeting their developmental needs through positive teaching behaviors and facilitative techniques. Developmental theories will be applied to program areas. A Web-based format will be used for some assignments and for course notes.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

**1. Plan and implement individual programs and curriculum to meet the developmental needs of children.(CSAC Standard #2)**Potential Elements of the Performance

- suggest methods/variations for use in inclusive environments
- Design learning activities that provides for the holistic development of individual children and groups of children across a range of ages. Identifying and applying the components of each of the child development domains, (Aesthetic, Affective, Physical, Social, Language, and Cognitive)
- Use the results of new research, literature, and other resources as appropriate to develop curriculum activities, which are current and relevant.
- Identify the learning goals of learning centers and the role of the teacher to support the various domains of children's learning within each learning center.
- Create and implement learning activity within a chosen center that reflects research to support developmentally appropriate practice.
- Demonstrate the ability to plan developmentally appropriate small and whole group activities.

**2. Maintain responsive relationships with individual children and groups of children. (CSAC Standard #4)**Potential Elements of the Performance

- Utilize developmentally appropriate interactions
- Explore strategies to initiate positive interactions with children and sensitively to the child(ren)'s behavior
- Develop a variety positive guidance techniques and gentle care-giving techniques
- Develop strategies for small and large group management that are based on developmentally appropriate practices

3. **Utilize a variety of observation techniques to enhance work with children. (CSAC Standard #3)**

Potential Elements of the Performance

- Utilize appropriate techniques to identify children's skills, abilities, and interests.
- Plan appropriate experiences, which enhance children's emerging skills and interests.
- Utilize knowledge gained from child development to design and plan appropriate activities, learning centers, and group experiences.

4. **Develop and maintain effective written, oral communication with children, co-workers, employers and other individuals. (CSAC Standard #6)**

Potential Elements of the Performance

- Demonstrate self-awareness and interpersonal communication skills through effective evaluation of one's own performance and skills
- Demonstrate respect for diversity by monitoring and modifying learning activity plans and interaction strategies.
- Demonstrate the ability to write appropriate activity plans based on the standards outlined in the course.
- Use an accepted standard of writing, grammar, spelling and format

5. **Plan curriculum that is based on a thorough understanding of child development (CSAC Standard #1)**

Potential Elements of the Performance

- Identify developmental milestones and variations in children
- Plan and provide activities that are inclusive
- Evaluate and revise curriculum activities when necessary to ensure all children's needs

**III. TOPICS:**

1. Planning and implementing Effective Small and Whole – Group Activities
2. The Curriculum Domains: (*Aesthetic, Affective, Cognitive, Social, Physical, Language.*) Subtopics that will be covered are:
  - The importance of each domain to children and its relevance to early childhood education,
  - Goals and Objectives of each domain
  - Teaching Strategies for each domain
3. Introduction to the Value of Play
4. Exploring Learning Centers and the Value of Play

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**Participation in class**

**25%**

Students will be evaluated on their participation in the following areas

- Reading assignments
- In class assignments and projects
- In class discussion and group activities.

***Attendance will be taken and the Professor will keep a record of completed participation assignments. Students must be present for the entire class time in order for their participation to be considered for evaluation.***

**Tests** **25%**

Test #1 (10%)  
 Test #2 (15%)  
 Dates to be assigned in class

**Activity Planning Forms** **20%**

Students will complete and submit 4 activity-planning forms as outlined in class.  
 Each form is worth 5% each  
 Details of the assignment including due dates will be given in class.

**Learning Centre Activity Presentation and Display** **30%**

- This major assignment will provide an opportunity for the student to plan and implement a developmentally appropriate learning activity for one of the learning centers. The student will use their knowledge of child development, domain objectives, and learning center set up as covered in the class to apply to this project.
- Each student will be responsible for presenting and displaying materials for a learning activity within a learning center as discussed in class. A written report will be submitted, as well as, the student will present their activity in their placement and include a summary of their reflection of the activity in their display presentation to the rest of the class.

Details of the assignment will be discussed in 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%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

### Important Notes to Students:

#### ***Class Activities:***

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.

#### ***Assignments:***

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. All assignments must be **typed and stapled** or they will be returned to the student unmarked.
3. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
4. Late submissions **will be deducted 5% per day.**
5. Assignments **more than one week late will not be accepted.**
6. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
7. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
8. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

#### **Tests/Quizzes:**

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least **one hour** prior to the start of the test. An alternative date must be arranged **before the next class**

#### ***Learning Environment***

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

**Dates for projects or tests may be revised depending upon course content/flow**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.