

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: TEACHING METHODS II in Early Childhood Education
CODE NO. : ED 131 **SEMESTER:** Two
PROGRAM: Early Childhood Education
AUTHOR: Colleen Brady
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DATE: Jan 2006 **PREVIOUS OUTLINE DATED:** Jan 2005
APPROVED:

DEAN **DATE**

TOTAL CREDITS: 4
PREREQUISITE(S): ED 108, 115, 130
CO REQUISITES: ED 116, ED 110
HOURS/WEEK: 16 Wks,
3 Hours / week

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext.2603*

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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Detail the elements in the environment which promote the development of the domains.** (Reflection of CSAC Vocational #1)
Potential Elements of the Performance
 - *Describe the components of various domains as they relate to young children.*

2. **Identify the significance of how children learn in relation to the value of play as a developmentally appropriate teaching method** (Reflection of CSAC Vocational #1, #2)
Potential Elements of the Performance:
 - *Outline the characteristics of play as the primary source through which children learn.*
 - *Assess children's developmental stage of play and determine methods of supporting children in their further development.*
 - *Identify and describe various developmentally appropriate activity types and how they are used to facilitate play.*
 - *Demonstrate the ability to plan developmentally appropriate small and whole group activities*

3. **Describe various teaching strategies used to support children's learning** (Reflection of CSAC Vocational #4)
Potential Elements of the Performance:
 - *Describe developmentally appropriate interactions*
 - *Observe group times and assess the teaching strategies used to facilitate the experiences.*
 - *Explore strategies to initiate positive interactions with children and sensitively to the child(ren)'s behavior*
 - *Develop a variety of positive guidance techniques and gentle care-giving techniques*
 - *Develop strategies for small and large group management that are based on developmentally appropriate practices*
 - *Identify and describe developmentally appropriate strategies to facilitate small and whole group activities*

III. TOPICS:

1. **Module 1: Introduction to the Domains**
2. **Module 2: Value of Play**
3. **Module 3: Play and the Learning Environment**
4. **Module 4: Teaching Strategies that support children's learning**
5. **Module 5: Planning Effective Small Group and Free Play activities**
6. **Module 6: Planning and Implementing Whole Group Activities**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Day Nurseries Act: Revised Statues of Ontario (August 9,2002)
- Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education 3rd Edition. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing, 2004.
- A Practical Guide to Early Childhood Curriculum 7th Edition. Claudia Eliason and Loa Jenkins Prentice-Hall Publishing, 2004
- Practical Solutions to Practically Every Problem (Revised) Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9
- **Posted Notes and Articles on WEBCT – Further reading material will be announced in class as needed.**
 - "I'm a Little Teapot! Presenting Preschool Storytime" Compiled by Jane Cobb, Illustrated by Magda Lazicka. Black Sheep Press, 1996

V. EVALUATION PROCESS/GRADING SYSTEM:

Quality of Participation during in class activities	5%
The course depends upon students being punctual, present and involved. Students will be evaluated on the quality of their participation that has been consistent throughout the semester: The quality of your participation can only be evaluated when you are in attendance, therefore the evaluation will be based only on the days you are in attendance	
Tests	45%
Test # 1 (Modules 1 and 2)	15%
Test # 2 (Modules 3 and 4)	15%
Test #3 (Modules 5 and 6)	15%
Assignments (dates and assignments to be discussed in class)	50%
Total	100%

Regarding Student Progression through the three
Co-Requisite Core ECE courses:
Teaching Methods, Seminar, Field Practice

Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s ***Teaching Methods, Seminar, and Field Practice*** courses, within the same semester, in order to proceed to the next semester’s co-requisite courses.

For example, if a student receives an “F” in ED131 Teaching Methods II an “F” will also be entered for each of the other co-requisite courses (Seminar II, and Field Work II), regardless of the student’s success in the co-requisite courses. The student would therefore, not be permitted to take the next semester’s co-requisite courses until they are successful in all three courses.

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%	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:

Student Expectations:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
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 un marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
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. If advance notice is not given to the professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled 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 and other distracting behaviour out of the classroom

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class, however eating large “meals” during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

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

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 2703 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 the *Student Code of Conduct*. 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.