



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. **Consolidate previously learned teaching methods and approaches**

*(Reflection of CSAC Standard Vocational:#1, #3,# 4)*

#### Potential Elements of the Performance:

- provide specific examples of one's teaching interactions and suggest appropriate alternatives
- articulate one's ideas on positive teaching techniques
- practice confidentiality
- participate actively in classroom discussion and group work

### 2. **Report regularly on personal skill development related to the competencies outlined for Semester Four Fieldwork.** *(Reflection of CSAC Standard Vocational:#6, #8)*

#### Potential Elements of the Performance:

- using the Progress Review Form 1V, provide specific examples of one's interactions to support the self- analysis of teaching behaviours
- complete self-assessment reports thoroughly in order to assist in planning strategies for change
- assess one's strengths, and suggest realistic alternatives for change make use of one's video record of teaching to improve teaching techniques
- participate actively in classroom discussion and group work

### 3. **Refine observational skills.** *(Reflection of CSAC Standard Vocational #3)*

#### Potential Elements of the Performance:

- use appropriate data collection techniques
- summarize observational data
- propose strategies for assisting children in improving skills.
- observe and analyze children's interests to develop developmentally appropriate curriculum

4. ***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

5. ***Explore career options***

Potential Elements of the Performance:

- develop a professional portfolio
- attend an interview workshop and reflect on the skills acquired
- examine job market possibilities
- examine further education opportunities
- review resume and cover letter writing skills
- question guest speakers working in the field of early childhood education

**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. Exploration of career possibilities in the field of early childhood education

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

1. Saifer, (2003). ***Practical Solutions to Practically Every Problem. (Revised)*** Redleaf Press; Monarch Books, ISBN1-929610-31-9
2. Machado J., Botnarescue, H. (2005). ***Student Teaching: Early Childhood Practicum Guide. (5<sup>th</sup> Ed).*** Thompson-Delmar Learning. ISBN 1-4018-4853-2
3. Kostelnik, M., Soderman, A., and Whiren, A. (2004). ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** N.J.: Pearson Education Inc.
4. **Day Nurseries Act**
5. **A portfolio system** – details will be discussed in class

***These are all texts students should have purchased for other courses.***

**V. EVALUATION PROCESS/GRADING SYSTEM:**Participation in Class Activities and Discussions 50%

Students are expected to participate in various in-class activities and discussions throughout the course. Some of the activities will require pre-class preparation. These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity.

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.

Students will be evaluated on the quality of their participation throughout the semester. A rating scale will be provided in class.

Assignments: 50%

1. *Self Reflection of Teaching Behaviours:*

<i>Video-tape analysis</i>	30%
<i>Goal Setting</i>	5%
  
2. *Professional Portfolio* 15%

***Assignment Details and Due Dates to be discussed in class***

**PLEASE NOTE:**

Regarding Student Progression through the three  
Co-Requisite Core ECE courses:  
***Teaching Methods(Teaching Science and Math),  
Seminar, Field Practice***

Students must receive a minimum of a "C" (2.0 G.P.A.) in each semester's ***Teaching Methods, and Seminar***, courses ***and receive an "S" Satisfactory in their Field Practice***, (in the case of *Field Practice 1*, students must receive a "C") within the same semester, in order to proceed to the next semester's co-requisite 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%	
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 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 *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.

**Specific Class Information****Assignments:**

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
  1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
  2. The instructor will be notified, through WebCT, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- All assignments are to be typed unless otherwise stated.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. It is strongly suggested that 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
- 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.

**Tests/Quizzes:**

Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor 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 expectations;

- 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.
- 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.

***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. Left over class handouts are available in the shelf unit by the ECE faculty offices (3<sup>rd</sup> floor E Wing)

**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.