

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Teaching Methods IV
CODE NO. : ED 247 **SEMESTER: 4**
PROGRAM: Early Childhood Education
INSTRUCTOR: Andrea Welz
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DATE: Jan 2006 **PREVIOUS OUTLINE DATED:** N/A
APPROVED:

	_____ DEAN	_____ DATE
TOTAL CREDITS:	4	
PREREQUISITE(S):	Prerequisite(s): ED 209 ED 218 ED 223	
CO REQUISITES:	Corequisite(s): ED 210 ED 219	
HOURS/WEEK:	4	

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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 builds on concepts learned in Teaching Methods III. It will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. ***Demonstrate a thorough understanding of child development and learning styles that becomes the framework for planning developmentally appropriate curriculum.*** (Reflection of CSAC Vocational #1)

Potential Elements of the Performance:

- identify developmental milestones and variations in children
- describe the implications of various learning style theories on planning curriculum.
- utilize developmentally appropriate and inclusive practices in all aspects of curriculum planning

2. ***Utilize a variety of observation techniques to enhance curriculum planning.*** (Reflection of CSAC Vocational 3)

Potential Elements of the Performance:

- select appropriate data collection techniques
- utilize appropriate techniques to identify children's skills, abilities and interests

3. ***Plan and implement individual and group programs and curriculum to meet the developmental needs of children.*** (Reflection of CSAC Vocational #2)

Potential Elements of the Performance:

- identify the purpose of curriculum
- describe various approaches to curriculum planning.
- identify elements of developmentally appropriate practice (DAP) for early years' curriculum
- design developmentally appropriate experiences, based on the results of observations, which enhance children's emerging skills and interests.
- use the results of new research, literature, and other resources, as appropriate, to develop curriculum and programs which are current and relevant
- recognize and express the value of diversity and commonality in curriculum presentation
- research and develop a curriculum unit

4. **Demonstrate an understanding of the Day Nurseries Act and other standards used to evaluate curriculum planning as it pertains to indoor and outdoor curriculum planning.** (*Reflection of CSAC Vocational #7*)

Potential Elements of the Performance:

- identify relevant sections of the Day Nurseries Act
- identify how standards in Developmentally Appropriate Practices are used in curriculum planning

III. **TOPICS:**

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

Module 1: Defining curriculum and the standards used in planning curriculum.

Module 2: Curriculum and how children learn

Module 3: Observing children to identify emerging skills and interests

Module 4: Curriculum planning basics

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

- Allen, K. and Marotz, L. (2003). *Developmental Profiles: Pre-birth through Twelve*. NY: Delmar. (purchased in previous semester)
- Eliason, C., and Jenkins, L. (2003). ***A Practical Guide to Early Childhood Curriculum***. New Jersey: Pearson Education Inc. (purchased in previous semester)
- Haig, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources***. Canada: Thomson Canada. (purchased in previous semester)
- Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education***. N.J.: Pearson Education. (purchased in previous semester)
- Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem***. (Revised). Minnesota: Redleaf Press (purchased in previous semester)
- Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators*** (2nd ed.). Toronto: Nelson Publishing
- ***Day Nurseries Act*** (purchased in previous semester)
- Membership in the ECE Resource Room is strongly recommended

V. EVALUATION PROCESS/GRADING SYSTEM:**TESTS **20%****

Test #1	10%
Test #2	10%

IN-CLASS/WEEKLY ACTIVITIES **30%**

Students are expected to participate in various in-class activities and discussions throughout the course. These may be handed in and/or reported on in class. 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.

ASSIGNMENTS **50%**

- **Curriculum Unit Project** 50%
Students will prepare a curriculum unit, based on information presented in this course, which will be implemented in their field placement. Curriculum development guidelines and instruction will be provided concerning this project. A comprehensive outline will be handed out in class.

PLEASE NOTE:

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, 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.

Faculty reserves the right to modify the course, as deemed necessary to meet the needs of students.

The following semester grades will be assigned to students in postsecondary 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:

Specific Class Information

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.
- Students are expected to arrive to class on time. Late students are expected to quietly enter the classroom and sit in the nearest seat available. Notes and writing materials must be ready before entering class. If assignments and activities have begun, students are asked to wait until they are completed. Students are asked to wait until after class to speak to classmates about missed material. Students are to keep private conversations and other distracting behaviours out of the classroom.
- Leaving the room should be for emergency reasons only. Use the bathroom before coming to class and come prepared with tissues and other necessities,

Missed Classes

- Students who miss a class, are responsible for asking a classmate to take notes and pick up assignments and handouts. Students are responsible for work assigned during absences.

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;
- Major assignments that are late are to be handed in to Room E3209 (slip under the door).
 1. The instructor will be notified, through WebCT, that the assignment has been handed in.
 2. 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 and stapled unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section below about Plagiarism.
- 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. 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
- Students must adhere to dates set for oral presentations unless faculty 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.

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.

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

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.