

**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 2009 **PREVIOUS OUTLINE DATED:** Jan 2008

**APPROVED:** "Angelique Lemay"

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**CHAIR, COMMUNITY SERVICES**

**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** Corequisite(s): ED 210 ED 219

**CO REQUISITES:** Prerequisite(s): ED 209 ED 218 ED 223

**HOURS/WEEK:** 4

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*For additional information, please contact Angelique Lemay Chair, Community Services  
School of Health and Community 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 observation/data collection techniques
- utilize appropriate techniques to identify children's skills, abilities and interests

**3. *Plan 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
5. **Communicate professionally** (*Reflection of CSAC Vocational Standard #6, Generic Skills #1,#2,#5,*)  
Potential Elements of the Performance:
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
  - communicate clearly, concisely, and correctly in the written, spoken, and visual form.

### 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.

- Defining curriculum and the standards used in planning curriculum.
- Curriculum and how children learn
- Observing children to identify emerging skills and interests
- Curriculum planning basics

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS: all previously purchased

1. Crowther, Ingrid. (2006). ***Child Development: A Primer*** (1<sup>st</sup> ed). Scarborough: Thomson Nelson.
2. Eliason, C., and Jenkins, L. (2003). ***A Practical Guide to Early Childhood Curriculum***. New Jersey: Pearson Education Inc.
3. Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources***. Canada: Thomson Canada.
4. Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). ***Science of Early Child Development***. [online resource]. Winnipeg, MB.: Red River College. Retrieved from <http://www.scienceofecd.com>
5. Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education***. N.J.: Pearson Education.
6. Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem***. (Revised). Minnesota: Redleaf Press
7. Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators*** (2<sup>nd</sup> ed.). Toronto: Nelson Publishing
8. ***Day Nurseries Act***

**Membership in the ECE Resource Room is strongly recommended**

**V. EVALUATION PROCESS/GRADING SYSTEM:****TESTS 25%**

Test #1	15%
Test #2	10%

**IN-CLASS/WEEKLY ACTIVITIES 25%**

Students are expected to participate in various course-related, in-class/weekly activities and discussions activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students. Details of the various activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

**ASSIGNMENTS 50%**

- **Curriculum Portfolio** 25 %  
Students will create a purposeful collection of information that will identify a child's interests, development and growth. This information will be analyzed to assist in developing curriculum.
- **Curriculum Unit Project** 25 %  
Students will prepare a curriculum unit, based on information presented in this course, which will be implemented in their field placement. 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%	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:

### Disability Services:

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 Disability Services. 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 postsecondary institutions.

Communication:

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

### **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 LMS, 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. All ideas and direct quotations must be documented using APA style. Please refer to the section above 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. Students should 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

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

- Tests/Quizzes must be completed on the date scheduled. If students are 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 *Student Code of Conduct*
- 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.
- 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.