

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: **Integrative Seminar II**

CODE NO. : ED 116 **SEMESTER:** 2

PROGRAM: **Early Childhood Education**

AUTHOR: **ECE Faculty**

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DATE: January 2010 **PREVIOUS OUTLINE DATED:** January 2009

APPROVED: "Angelique Lemay" Dec/09

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	CHAIR	DATE

TOTAL CREDITS: 1

PREREQUISITE(S): ED 108, ED 115, ED 130

COREQUISITE(S): ED 110, ED 131

LENGTH OF COURSE: 2 Hr/Wk

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For additional information, please contact Angelique Lemay Chair, Community Services
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I. COURSE DESCRIPTION:

Attendance at this weekly discussion seminar is required to assist the student in interpreting and following through on theories and methods of teaching and observing the young child. Emphasis is placed on confidentiality and on the development of professional and ethical behaviours crucial for working in the Early Childhood Education field. Assigned observations and placement activities will form a basis of discussion in this integrative seminar.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- analyze and implement a variety of observational methods and strategies**
(Reflection of CSAC Vocational Standard #3 Generic Skills, #7)
 - develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
 - record and interpret observations using various methods
- communicate professionally** (Reflection of CSAC Vocational Standard #6, Generic Skills #1, #2, #5,)

Potential Elements of the Performance:

- ensure confidentiality
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- provide field practice examples in a comprehensive, concise, factual and objective manner.

- evaluate own progress in the early childhood education related to the competencies outlined for Semester TWO** (Reflection of CSAC Vocational Standard #1-9, Generic Skills #6, #10, #13))

Potential Elements of the Performance:

- present concrete oral examples of achieved field practice competencies
- present documented examples of achieved field practice competencies
- identify one's strengths
- engage in self-evaluation
- clarify one's own role in the field practice setting

- evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It*.**

Potential Elements of Performance

- Use observing and recording skills to identify conversation styles
- Design and implement an action plan that will support the child in conversation skills
- Evaluate own skills using a video recording of planned activity.

III. TOPICS:

- Establishing strategies for success in field placement
- Developing competence in Activity Planning and Facilitating activities.
- Learning Language and Loving it Certificate Training Video #1
- Observing and Recording Targeted Behaviours: Checklists

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:❖ **Previously Purchased or purchased for other courses**

- ❖ Jamieson, J. Bertrand and Ibrahim E. (Eds). *Science of Early Childhood Development*. [online resource] Winnipeg, MB: Red River College: retrieved from <http://www.scienceofecd.com>
- ❖ Doherty, G. (n.d.). ***Occupational Standards for Child Care Practitioners***. Ottawa: Canadian Childcare Federation.
- ❖ Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators (2nd ed.)***. Toronto: Nelson Publishing
- ❖ Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem. (Revised)***. Minnesota: Redleaf Press
- ❖ Weitzman, Greenberg (2002) ***Learning Language and Loving It 2nd Ed.*** Toronto: The Hanen Centre.
- ❖ LMS access / internet access

Resource Books may be used to assist the student in their field practice.

* Kostelnik, ***Developmentally Appropriate Curriculum***. 4th Ed Pearson Publication
ISBN 013-049658-8

* ***Day Nurseries Act***.

* Cherry, ***Creative Art for the Developing Child***. School Specialty Children's Pub.
ISBN: 0-13-087308-X

V. EVALUATION PROCESS/GRADING SYSTEM:

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.

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change

PLEASE NOTE:

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

- 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**, within the same semester, in order to proceed to the next semester’s co-requisite courses.

In-Class Activities

45%

Students are expected to participate in various activities (in and out of class) 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. Students who are not prepared, choose not to participate, are absent, arrive late or leave early and consequently are absent during the activity will receive a mark of “0” for the activity. These activities will not be rescheduled. (details of each activity will be discussed in class)

Assignments:

55%

<i>Journal</i>	10%
<i>Observation Assignment</i>	10%
<i>Activity Plan</i>	10%
<i>Learning Language and Loving It Observation and Video #1</i>	25%

In addition, this component will be part of a larger LLLI Certificate that graduating ECE students will earn by the time they complete the ECE Program. Therefore, participation will be tracked and only ECE students completing the number of hours prescribed by the Hanen Centre will receive the certificate. Components of LLLI will be presented in this course and in ED 131, ED 116, ED 218 and ED 219.

(details and due dates will be discussed in class and posted on LMS)

VI. SPECIAL NOTES:

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

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:

If you are a student with a disability (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 office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November for fall courses, March for winter courses, or June for summer courses* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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 not 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** which commences at the end of the class in which the assignment was due, **Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.** Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.
5. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. 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.
7. 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
8. If a student wishes to discuss the mark assigned to their submission, they must contact the instructor to make an appointment to review the assignment and evaluation. The student must come prepared by reviewing the assignment outline and expectations, the instructor's feedback on the submission and specific areas of concern or questions.

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

Tests / Quizzes

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. 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.
3. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.
4. Students are not permitted to have any electronic devices during a test / quiz.
- 1.

Learning Environment:

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

2. Students are expected to be present, on time, and stay for all scheduled classes.
3. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
<http://www.saultcollege.ca/Services/StudentServices/default.asp>
4. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
5. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class..
6. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior, or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
7. The use of computers in the class is permitted for course work only with the permission of the instructor. Students using their computer for personal or non-course work will be asked to shut their computer off.
8. Students are expected to participate fully within class activities.
9. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
10. Students are responsible for putting their own items in the "garbage" / recycling bins.
11. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
12. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
- 13.** Students are responsible for obtaining course material missed due to class absence