

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Integrated Seminar 2

CODE NO. : ED137 **SEMESTER:** 2

PROGRAM: Early Childhood Education

AUTHOR: Colleen Brady RECE, B.A. colleen.brady@saultcollege.ca

DATE: Jan 2012 **PREVIOUS OUTLINE DATED:**

APPROVED: "Angelique Lemay" Jan. 2012

DEAN **DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): ED135

CO-REQUISITE(S): ED131, ED136

SUBSTITUTE(S): ED116

HOURS/WEEK: 2 hours / 15 weeks.

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For additional information, please contact Angelique Lemay, Dean, School of Community Services and Interdisciplinary Studies. (705) 759-2554, Ext. 2603

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:

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1. **analyze and implement a variety of observational methods and strategies** (*Reflection of CSAC Vocational Standard #3*)

Potential Elements of the Performance:

develop strategies to record observational data that demonstrates professionalism and maintains confidentiality, record and interpret observations using various methods

1. **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.

2. **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

3. **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.

4. **Engage in reflective practices and demonstrate personal responsibility.** (*Reflection of Essential Employability Skill*)

Potential Elements of Performance

- Manage the use of time and other resource to complete projects
- Take responsibility for one's own actions, decisions, and consequences..

III. TOPICS:

- Time and resource management in field placement
- Communicating with mentors in the field placement setting
- Using Observations, making interpretations, and referencing the ELECT document.
- How to plan and facilitate appropriate learning experiences.
- Learning Language and Loving it Certificate Training:
 - Checklists: Conversation Styles and Developmental Stage Development
 - Video Feedback #1: Let the Child Lead

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

Access to the internet, Sault College Portal and LMS website links to

- ED137 Integrated Seminar
- ED136 Field Practice 2

The following TEXTS will be referred to at various times during the semester.

Purchased in other courses:

- Weitzman, Greenberg (2002) **Learning Language and Loving It** 2nd Ed. Toronto: The Hanen Centre.
- Wolpert, E. (2005) **Start Seeing Diversity: The Basic Guide to an Anti Bias Classroom.** St Paul MN: Redleaf Press
- Dietze, B and Kashin, D. (2012). **Playing and Learning in Early Childhood Education.** Toronto: Pearson Canada

Materials

- Ontario Ministry of Child and Youth Services. (2007). *“Continuum of Learning”* **Early Learning for Child Today**
- Academic calendar

V. EVALUATION PROCESS/GRADING SYSTEM:**Learning Language and Loving It Observation and Video #1****25%****Observations and Interpretations**

- Conversational Styles
- Language Development

Video #1

- Action Plan
- Analysis
- Feedback Session

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 all further Integrated Seminar, Teaching Methods, and Field Practice courses.

Field Discussion**50%**

Students will engage in weekly discussions around a specific topic related to the field placement experience. Students will be required to bring any required materials (such as observations, plans, resources, documentation etc.) necessary to participate in the discussion. It will be up to the student to check LMS and class notes to record what materials to bring to the discussion. **NOTE: Seminar Discussion Protocol will be strictly enforced.**

Time Management plan **5%**

Students will complete a timeline that documents when they will complete all of their field practice and seminar requirements.

Planning forms **20%**

Students will complete each of the following planning forms for evaluation.

- **Song / Fingerplay form**
- **Story sharing form**
- **Learning experience form**
- **Observation form**

The following semester grades will be assigned to students:

<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: 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**

VI. SPECIAL NOTES:

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.

Confidentiality Protocol as per ECE Program Manual

- Students are to maintain the privacy of discussions within the classroom and respect and uphold confidentiality where this applies. In some classes students will have opportunities to share information about themselves and placements. In order to provide a safe environment students are expected to refrain from communicating (oral, written including electronic) about these conversations outside of the classroom setting

Assignment Submissions:

- Unless otherwise indicated by the instructor, assignments are to be submitted at the beginning of the scheduled class on the assigned due date.
- Students have one week from the assigned due date to submit their assignment, however a penalty of 5% will be deducted from their mark for each day the assignment is late. Assignments will not be accepted after the one week period unless negotiated prior to due date with the instructor.
- 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

Learning Environment:

- Students are responsible for contributing to a positive and supportive learning environment. Therefore, policies outlines in the Student Code of Conduct will be strictly enforced.
- Non-allergenic snacks are permitted in the class, however it is the responsibility of the student to clear the area of their garbage.
- Students are reminded to be aware to sensitivities to scents and are encouraged to refrain from wearing strong scents in class.
- Students will be given one reminder if side conversations interrupt the class, If the side conversations persist, the student(s) will be asked to leave the learning environment.
- Students will be given one reminder about the improper use of electronic devices during class. If the student continues to use their electronic device improperly during class, the student(s) will be asked to leave the learning environment. (See Policy on Electronic Devices).

Your professor 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. Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.