1. Course #: ECE 270
   NAME OF COURSE: Observation and Assessment

2. NAME OF ORIGINATOR or REVISOR: Melissa Dreyfus

3. CURRENT DATE: September 2016. Please indicate whether this is a NEW COURSE or a REVISION: REVISION

   DATE OF PRIOR REVISION 2008

4. NUMBER OF CREDITS: 4
5. NUMBER OF CONTACT HOURS PER WEEK: 20

6. APPROXIMATE FREQUENCY OF OFFERING THIS COURSE
   [Every semester, fall, spring, or not offered every semester] Fall and Spring Semesters

7. PREREQUISITES or ENTRY LEVEL SKILLS or PLACEMENT SCORES
   o Early Child Development
   o Foundations of Early Childhood

8. COREQUISITES
   • Early Childhood Field I

9. PLACE OF THIS COURSE IN CURRICULUM:
   X Required for Curriculum (name) Early Childhood Education

10. IS THIS COURSE DESIGNED FOR TRANSFER TOWARD A SPECIFIC MAJOR?  X Yes  No
    MAJOR(S) Early Childhood Education

11. STUDENT LEARNING OUTCOMES (SLO) and COURSE OBJECTIVES
    • Under each SLO, list the related course objective(s). (Three to five SLO’s suggested)
    • For every Student Learning Outcome, describe at least one measure, instrument, tool, observation, etc.

<table>
<thead>
<tr>
<th>SLO/Objectives</th>
<th>Upon successful completion, the student will be able to:</th>
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</thead>
<tbody>
<tr>
<td>SLO 1: Students will demonstrate knowledge of how to support each child’s strengths and ways of learning in Early Childhood settings.</td>
<td>This outcome will be measured by one or more of the following instruments (exercises, tools, observations):</td>
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<tr>
<td>Objective 1: Observe a child in order to learn his/her strengths and individual dispositions towards learning</td>
<td>Instrument:</td>
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<tr>
<td>Objective 2: Review observations of the child over time</td>
<td>• Reflective journal</td>
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<tr>
<td>Objective 3: Utilize the framing headings of the Prospect’s Descriptive Processes to prepare a detailed portfolio that brings forward the strengths and capacities of a particular child.</td>
<td>• Class discussions</td>
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<td>SLO 2: Students will use knowledge of a particular child to construct curricular opportunities.</td>
<td>• Portfolio</td>
</tr>
<tr>
<td></td>
<td>Instrument:</td>
</tr>
</tbody>
</table>
| Objective 1: Students will articulate their knowledge of individual children’s approaches to learning and how to support those varied ways of knowing. | Instrument:  
- Reflective Journal  
- Class discussions  
- Midterm Exam  
- Environment Paper |
| Objective 2: Students will provide opportunities/entry points for that child based on their knowledge of the child’s interests. |  |
| SLO 3: Students will demonstrate an understanding of how to create a classroom environment that takes into account an individual child’s interests, values, standards, and approaches to learning. | Instrument:  
- Midterm Exam  
- Environment Paper  
- Reflective Journal  
- Class Discussions |
| Objective 1: Students will describe the learning environment and where a particular child locates him/herself within that environment to provide a context for understanding that child’s learning process. |  |
| Objective 2: Students will demonstrate how to provision a classroom with materials and opportunities that provide entry points for a particular child’s interests, approaches to learning, and investigations. |  |
| Objective 3: Students will describe learning environments inclusive of the spectrum of learners with regard to the range of approaches to thinking and learning. |  |
| Objective 4: Students will study the life span of a variety of artists, inventors, etc and make connections to the artist’s/inventor’s interests as children and how their lifelong interests and opportunities supported their work. |  |
| SLO 4 Students will analyze a child’s work(s) over a period of time to gain understanding of the child’s ways of constructing knowledge. | Instrument:  
- Class reflections on the child’s work  
- Reflective Journal |
| Objective 1: Students will collect and describe a child’s work in the context of discovering patterns, motifs and themes. |  |
| Objective 2: Students will participate in a longitudinal study of a child and develop an understanding of the continuity of a person over time. |  |
| SLO 5: Students will consider observation alongside current trends in assessment (such as testing) as a valid way of understanding children’s complex ways of knowing. | Instrument:  
- Class discussions  
- Final Exam |

12. COURSE GRADE
Based on the above measures, how will the final course grade be calculated? [Suggested model(s)]

| Environment Paper | 15% |
| Midterm Exam | 15% |
| Portfolio | 35% |
| Final Exam | 20% |
| Attendance & Participation | 15% |

13. INSTRUCTIONAL METHODS: List the different instructional methods you might use, in the course of the semester. List supplementary learning options, if any

- Lecture
- Collaborative Learning (large and small group discussions)
- Guest speakers and presenters
• Reading assignments and discussions
• Visual media: films and Internet source presentations (TED talks, Youtube)
• Independent writing assignments (journal writing and papers)
• Shared personal narratives/recollections of learning
• Peer Assessments

14. Westchester Community College Key Values: These skills, abilities, knowledge and attitudes cross disciplines and prepare our students to be life-long learners.

<table>
<thead>
<tr>
<th>Student Learning Outcome/Objective(s)</th>
<th>Related Course SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If any of the following values pertain to this course, indicate which of the above course SLO’s address those values. Please see related objectives for each SLO on page 2.</td>
<td></td>
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<tr>
<td><strong>Skills &amp; Abilities</strong></td>
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<tr>
<td>SLO 1: Communication Skills: Reading, Writing &amp; Speech</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>SLO 2: Critical Thinking and Problem Solving Skills</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>SLO 3: Information and Technology Literacy Skills</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td><strong>Knowledge &amp; Attitudes</strong></td>
<td></td>
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<tr>
<td>SLO 4: Learning to be a successful learner</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>SLO 5: Global Awareness and a Sense of Community and Responsibility</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
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15. TOPIC OUTLINE
Week 1: Welcome and Introduction to Course
Week 2: Observation and Description
Week 3: The Child’s Physical Presence and Gesture
Week 4: The Child in Imaginative Activities/Play
Week 5: The Child’s Disposition and Temperament
Week 6: The Child’s Connections with Others Descriptive Review of Children’s Work
Week 7: The Child and Expressive Materials
Week 8: Guest Lecture and Presentation of Archive
Week 9: Midterm Exam
Week 10: The Child’s Strong Preferences and Abiding Interests
Week 11: The Child as Thinker and Learner
Week 12: Preparing a Descriptive Review and Implications for Curriculum Development
Week 13: Language and Literacy
Week 14: Portfolio Presentations
Week 15: Course Reflections and Film

16. UNIQUE ASPECTS OF COURSE (such as equipment, specified software, space requirements, etc.)
N/A

APPENDIX I: REQUIRED TEXTS AND/OR MATERIALS (Include Supplementary Readings)
Required Texts:
Supplemental readings:


3. Carini, P. “A Letter to Parents and Teachers on Some Ways of Looking at and Reflecting on Children” In, *Prospect Descriptive Processes: The Child, the Art of Teaching, & Classroom & School*. Prospect Center, 2002


5. “College Student Pieces His Way to Lego Mastery” NPR April 4, 2012


**APPENDIX II: - CATALOG DESCRIPTION:**

(Approximately 65 words or less)
Observing children is at the core of Early Childhood Education. Through documentation of teacher’s observations and the works of the child using the Prospect Center Descriptive Review of the Child and the Description of Children’s Work, the student comes to understand how a particular child makes meaning. Through shared recollections of their own learning experiences students gain a larger perspective of teaching and learning. Emphasis is placed on collaboration and sharing observations in developing knowledge about teaching.

**Reminder:** Per Middle States recommendation, the individual course outline that you prepare for your students must include the departmental STUDENT LEARNING OUTCOMES from the syllabus, (#11). Instruments (i.e. assignments, exams, projects, experiments, performances, etc.) are at the discretion of the instructor.
The General Education Committee presents this document of values that the community holds for our students. These skills, abilities, knowledge and attitudes cross disciplines and prepare our students to be life-long learners. Based on the focus groups we conducted, the feedback from faculty and administrators, and the mission of the college, we have created a document that reflects these values. (Approved, Faculty Senate 12/2/11)

Skills & Abilities

- Communication Skills: Reading, Writing & Speech—Ability to:
  - Make oneself clear to others through effective written and oral expression
  - Write a coherent text within a college level form
  - Revise and improve a text
  - Comprehend, analyze and evaluate college level written material
  - Prepare, deliver, and critically evaluate oral presentations

- Critical Thinking and Problem Solving Skills – Ability to:
  - Identify, analyze, and evaluate arguments as they occur in their own or others’ work
  - Develop well-reasoned arguments
  - Develop a scientific-inquiry based approach

- Information and Technology Literacy Skills - Ability to:
  - Determine the extent and type of information needed
  - Access the needed information effectively and evaluate it critically
  - Use information ethically and legally
  - Synthesize information logically to support an argument or claim
  - Adapt knowledge and skills to changing technologies
  - Use technology to improve and enhance learning and to meet personal needs

Knowledge & Attitudes

- Learning to be a successful learner – Ability to:
  - Pose questions, take a point of view and research it, be resourceful, construct an argument, analyze information, look further & deeper
  - Work cooperatively
  - Adopt the habits and strategies that facilitate academic success
  - Integrate life experiences into learning
  - Embrace the culture of higher education
  - Persist at a task

- Global Awareness and a Sense of Community and Responsibility
  - Develop an understanding of the world and one’s place in it
  - Recognize and appreciate different cultures
  - Understand the larger community and our responsibility to contribute to it (Civic Engagement)
  - Develop a sense of history, geography, sustainability and commerce
  - Demonstrate creativity and individual expression
  - Engage in academic and extracurricular activities to expand self-awareness, develop talents and abilities, and cultivate a sense of community (College Experience)