1. Course #: ECE 271
NAME OF COURSE: Early Childhood Field I

2. NAME OF ORIGINATOR or REVISOR: Melissa Dreyfus Grossman

3. CURRENT DATE: July 2013. Please indicate whether this is a NEW COURSE or a REVISION: REVISION
DATE OF PRIOR REVISION 2008

4. NUMBER OF CREDITS: 3
5. NUMBER OF CONTACT HOURS PER WEEK: 15

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
   • Observation and Assessment

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? 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>
<th>This outcome will be measured by one or more of the following instruments (exercises, tools, observations):</th>
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<tbody>
<tr>
<td>SLO 1: Students will demonstrate their capacity to work professionally alongside classroom teams.</td>
<td></td>
<td>Instrument:</td>
</tr>
<tr>
<td>Objective 1: Students will work cooperatively with their supervising teacher, site staff, and families.</td>
<td></td>
<td>• Class discussions</td>
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<tr>
<td>Objective 2: Students will demonstrate an understanding of the particular culture of their Field Site.</td>
<td></td>
<td>• Journal Entries</td>
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<tr>
<td>Objective 3: Students will demonstrate their understanding of professional responsibilities.</td>
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<td>• Reflective Journal</td>
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<td>SLO 2: Students will use knowledge of a particular child to construct curricular opportunities.</td>
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<td>• Midterm and Final Site Supervisor Evaluations</td>
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Instrument:
Objective 1: Students will articulate their knowledge of individual children’s approaches to learning and how to support those varied ways of knowing.

Objective 2: Students will provide opportunities for learning for that child based on their knowledge of the child’s interests, preferences, and modes of thinking and learning.

**SLO 3: Students will describe the learning environment to provide a context for understanding an individual child’s interests, values, standards and approaches to learning.**

Objective 1: Students will examine the role that the environment plays in the teaching and learning process.

Objective 2: 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 3: Students will participate in conversations with classroom teachers and, where applicable, support service providers, in order to provide the optimal learning environment for that particular child.

**Instrument:**
- Reflective Journal
- Journal Entries
- Class discussions
- Midterm and Final Site Supervisor Evaluations

**SLO 4: Students will write create a narrative report that highlights the child’s strengths as a thinker and learner.**

Objective 1: Students will review observations of the child over time and identify key learning styles.

Objective 2: Students will summarize their findings in a narrative form.

**Instrument:**
- Class discussions
- Midterm and Final Site Supervisor Evaluations
- Written Assignment
- Reflective Journal

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>
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</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</td>
</tr>
<tr>
<td>SLO 2: Critical Thinking and Problem Solving Skills</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
<tr>
<td>SLO 3: Information and Technology Literacy Skills</td>
<td>SLO 1, 2, 3, 4</td>
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<tr>
<td><strong>Knowledge &amp; Attitudes</strong></td>
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<tr>
<td>SLO 4: Learning to be a successful learner</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
<tr>
<td>SLO 5: Global Awareness and a Sense of Community and Responsibility</td>
<td>SLO 1, 2, 3, 4</td>
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15. **TOPIC OUTLINE**

Students are required to complete 126 hours of supervised fieldwork.
Topics coincide with the co-requisite Observation and Assessment course.

- 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 and Expressive Materials
- Week 6: Descriptive Review of Children’s Work
- Week 7: Guest Lecture and Presentation of Archive
- Week 8: Midterm Exam
- Week 9: The Child’s Disposition and Temperament
- Week 10: The Child’s Connections with Others
- Week 11: The Child’s Strong Preferences and Abiding Interests
- Week 12: The Child as Thinker and Learner
- 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.)

- Students work directly with children in supervised settings.

**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
4. Carini, P. “Collecting and Describing Children’s Work at Prospect” 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)
This weekly 9-hour field experience accompanies the course: Observation & Assessment in Early Childhood. The student learns how Early Childhood Practitioners become researchers by systematic observation of children’s behaviors and works in a group setting. Students practice techniques of recording and assessment of a child’s development which culminates in a portfolio and descriptive review of a child.

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.
General Education Committee  
Statement of Values for Westchester Community College Students

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)