

<b>Week</b>	<b>Topic</b>	<b>Chapters</b>	<b>Assignment Due</b>	<b>Notes</b>
<b>One Jan. 23</b>	<b>Syllabus General Discussion</b>		<b>Bring Book Bring Ideas and Questions Journal 1</b>	
<b>Two Jan. 30</b>	<b>Why Observe? Overview of Portfolio Class List/Soc. Adj.</b>	<b>Intro Chap. 1</b>	<b>Read Intro and Chap. 1 Journal 2</b>	
<b>Three Feb. 6</b>	<b>Anecdotal records and Self Care</b>	<b>Chap. 2</b>	<b>Read chap. 2 Do Class List Choose P. Child Journal 3</b>	
<b>Four Feb. 13</b>	<b>Checklists and Phys. Development</b>	<b>Chap. 3</b>	<b>*Permission letter Read Chap. 3 Bring in An. Rec. Journal 4</b>	
<b>Five Feb. 20</b>	<b>Running Records Social Development Stages of Play</b>	<b>Chap. 4 Quiz 1 **</b>	<b>Read Chap. 4 Bring in Checklist Journal 5</b>	
<b>Six Feb. 27</b>	<b>Frequency Counts Emotional Development</b>	<b>Chap. 5</b>	<b>Read Chap. 5 Bring in Running Rec. Journal 6 Start Collecting W.S.</b>	
<b>Seven March 6</b>	<b>Conversations Language &amp; Speech</b>	<b>Chap. 6</b>	<b>Read Chap. 6 Bring in Freq. C. *Submit Journal</b>	
<b>Eight March 13</b>	<b>MIDTERM</b>	<b>Chap. 1-6 Handouts Discussions</b>	<b>Study!</b>	
<b>March 20</b>	<b>Spring Break</b>	<b>No Class</b>	<b>Work on Portfolio???</b>	

**\*\*\*ASSIGNMENTS SUBJECT TO REVISION\*\*\***

**OBSERVATION PARTICIPATION AND SEMINAR  
Spring 2009 ECE K210 Mon. 8:00 – 10:45**

<b>Week</b>	<b>Topic</b>	<b>Chapters</b>	<b>Assignment Due</b>	<b>Notes</b>
<b>Nine March 27</b>	<b>Time Samples Attention Span Piaget Multiple Int. R. Brain, L. Brain</b>	<b>Chap. 7</b>	<b>Read Ch. 7 Lab Due</b>	
<b>Ten April 3</b>	<b>Work Samples &amp; Creativity</b>	<b>Chap. 10</b>	<b>Read Ch. 10 Bring in time samples</b>	
<b>April 10</b>	<b>Spring Break</b>			
<b>Eleven Apr.17</b>	<b>Rating Scales &amp; Literacy</b>	<b>Chap. 9</b>	<b>Read Ch. 9 Bring in art samples Organize P. narrative</b>	
<b>Twelve Apr. 24</b>	<b>Standardized Tests Cognitive Development</b>	<b>Chap. 8 Quiz 2 **</b>	<b>Read Ch. 8 Bring in rating scales</b>	
<b>Thirteen May 1</b>	<b>Technology &amp; Sociodramatic Play</b>	<b>Chap. 11</b>	<b>Read Ch.11</b>	
<b>Fourteen May 8</b>	<b>Reggio Emilia Portfolio Sharing</b>	<b>Chap.14 Conferencing with families</b>	<b>PORTFOLIOS DUE</b>	
<b>Fifteen May 15</b>	<b>Portfolio Sharing loose ends Goodbyes</b>		<b>Return Portfolios</b>	

**\*\*\* ASSIGNMENTS SUBJECT TO REVISION \*\*\***  
**ECE K210 Spring 2009**

## **ECE K210**

**Credits: 3**

### **Observation Participation and Seminar**

**Course Description:** This course emphasizes techniques and strategies for reporting children's (0-8) behavior accurately and objectively through portfolio assessment. The course reviews CT statewide Department of Education benchmarks and performance standards, and identifies the methodologies best used for assessment. The importance of child development from birth to 9 is emphasized and used in observation of children in childcare settings, preschool programs and K-3 classes.

**Course Outcome:** See attached grid.

### **Course Requirements and Grading System:**

1. Class attendance, Participation, Cooperation And Professional Conduct – see policies. Points deducted for unexcused absences.....	125
2. Quizzes, Short Essays, Lab Assignments.....	150
3. Midterm.....	150
4. Journal.....	150
5. Portfolio: Includes classroom assignments, observation tools, assessments, and seven methodologies. Approx. 10-15 hours of observation is necessary to fulfill the Portfolio requirements.....	425
	Total Points.....1000
Grade = Total points divided by 10.	

### **Classroom Policy:**

- We must allow all participants the right to learn without judgment or disruption.
- You will be expected to demonstrate professional conduct and attitudes during class time.
- Students will be responsible for obtaining class notes, handouts, assignments etc. when absent.

**Syllabus subject to revision**

Grades	Equivalent	Quality Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7

**College Withdrawal Policy:** Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 4<sup>th</sup> week of classes. From the 4<sup>th</sup> week through the end of the 5<sup>th</sup> week, a student may withdraw with the signature of the instructor or advisor. See the Three Rivers Web Page for exact deadline.

**Disabilities Statement:** If you have a hidden or visible disability which may require classroom or test taking modifications, please see me as soon as possible. If you have not already done so, you may choose to notify and consult with services to students with disabilities or the Disabled Student Counselor. You may check TRCC HANDBOOK for specific information related to these services.

**Cellular Phones and Beepers:** Students are notified that cellular phones and beepers are allowed in class or in the Resource Center only if they are turned off or turned to silent mode. NO TEXTING.

#### **Required Text:**

Nilson, Barbara (2008). *Week by Week: Plans for Documenting Children's Development (Fourth Ed)*, Albany, NY. Thomson Delmar Learning.

\* CT State Board of Education (2005). *Connecticut Preschool Assessment Framework*, CT State Department of Education.  
*Connecticut Preschool Curriculum Framework* (in class)  
 (2007) *Connecticut Guide to Early Childhood Program Development* (class)

#### **Other Books of Interest:**

Beaty, J. (2006). *Observing Development of the Young Child (6<sup>th</sup> Ed.)* Saddle River, NY: Merrill.

Carter, M. & Curtis, D. (2000). *The Art of Awareness*. Saddle River, NY: Merrill.

Edwards, Gandini, Forman, (1998). *The Hundred Languages of Children*. Westport, CT: Ablex

Engel, B. & Gronlund, G. (2001). *Focused Portfolios*. St. Paul, MN: Redleaf Press.

Owocki, G. & Goodman, Y. (2002). *Kidwatching*. Portsmouth, NH: Heinmann.

