

# COURSE SYLLABUS



<b>Course Title:</b>	Observation, Participation & Seminar	<b>Date submitted:</b>	Spring 2019 (AAC: 19-25)
<b>Department:</b>	Social Sciences		
<b>Curriculum:</b>	Early Childhood Education		
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101) ECE*210		<b>Prerequisites:</b>
	<b>Course Type:</b> M		Permission of the Program Coordinator AND C- or better in all of the following courses - Introduction to Early Childhood Education (ECE*101), Child Development (PSY*203), and Composition (ENG*101)
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio		
	<b>Elective Type:</b> G		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		<b>Corequisites:</b>
	<b>Credit Hours:</b> 3		None
	<b>Developmental:</b> (yes/no) No		
	Lecture: 3		
	Clinical: 0		
	Lab: 0		
Studio: 0			
Other: 0			
<b>TOTAL:</b> 3		<b>Other Requirements:</b>	
<b>Class Maximum:</b> 16		None	
<b>Semesters Offered:</b> F/Sp			
<b>Catalog Course Description:</b>	Increases objectivity in observing and interpreting of children's behavior, and increases the awareness of normal patterns of development and behavior. Students will visit, observe, and participate in an early childhood setting, approved by the instructor, for two hours per week. Weekly seminar sessions with the instructor will be held to discuss and plan for the children's learning needs		
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Observation of development: understanding the importance</li> <li>2. Behaviors to look for in emotional, social, physical, cognitive, language development, and creativity</li> <li>3. Methods of observing and recording/tools for observation/advantages and disadvantages</li> <li>4. Choosing the method for observing and recording</li> <li>5. Objective recording of narrative data</li> <li>6. Interpretation of data</li> <li>7. Writing objectives, and planning to meet needs of children based on observation/learning prescriptions</li> </ol>		

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	<ol style="list-style-type: none"> <li>8. Observing to assess self-identity and emotional development</li> <li>9. Observing to assess social play and prosocial behavior</li> <li>10. Observing to assess gross and fine motor development</li> <li>11. Observing to assess cognitive development: Logical-Mathematical/Scientific, Language and Literacy</li> <li>12. Observing to assess creative expression/aesthetic development</li> <li>13. Student teacher as observer</li> <li>14. Observing individual child</li> <li>15. Observing groups of children</li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. identify the six principle areas of child development: emotional, social, physical, cognitive, language, and creativity, and discuss particular behaviors for which observers should look and record in each area</li> <li>2. identify and discuss reasons for observing young children</li> <li>3. identify and discuss acceptable methods, and advantages and disadvantages of each method, for recording information gathered about young children including: anecdotal records, running records, specimen records, time sampling, event sampling, rating scales and checklists</li> <li>4. demonstrate an understanding of <i>objective recording</i> of narrative data through the observation and recording of children's behaviors</li> <li>5. provide a reasoned explanation of information, acquired through multiple methods of observations, using knowledge of child development</li> <li>6. identify objectives and create plans to meet individual needs of children in the classroom, based on interpreted information from observations</li> </ol>
	<p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p>
	<p><b><u>EARLY CHILDHOOD EDUCATION A.S. DEGREE:</u></b></p> <ol style="list-style-type: none"> <li>1. use knowledge of how children develop and learn in order to provide opportunities that support the physical, emotional, social, language, cognitive, and aesthetic development of all young children from birth through age</li> <li>2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children</li> <li>3. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities</li> <li>11. use informal assessment strategies to plan and individualize curriculum and teaching practices to meet the needs of individual children and to ensure the continuous physical, social, emotional, aesthetic, and cognitive development of children</li> <li>12. observe, record, and assess young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs</li> <li>16. demonstrate awareness of, and commitment to, the profession's Code of Ethical Conduct</li> </ol>
	<p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> <li>2. <b>Critical Analysis/ Logical Thinking</b> - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.                     <p style="margin-left: 20px;"><b>Demonstrates:</b> Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p style="margin-left: 20px;"><b>Does Not Demonstrate:</b> Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and</p> </li> </ol>

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	<p style="text-align: center;">indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.</p> <p>3. <b>Ethical Dimensions (embedded)</b> - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p><b>Demonstrates:</b> Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p><b>Does Not Demonstrate:</b> Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>Observations Child Study Narrative Child Study ePortfolio—NAEYC Key Assessment</p>
<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> Early Childhood Center, ePortfolio Lab</p> <p><b>Desired:</b> None</p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>