

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

Department of Teacher Education

| | |
|--|--|
| Title of Course: Observation & Assessment in ECE ECE 301 – SEC 981 | Class hours: 1 (Online) Lab hours: 4 (Fieldwork) |
| Semester: Fall 2009 Fieldwork: M 9am- 12:45pm Seminar: Online | Instructor Information: Alyse C. Hachey, Ph.D. Office: N602 Phone: 212.220.1215 Email: Hachey@tc.edu |
| Credits: 3 | |

Course Description:

This is a fieldwork course requiring supervised participation and observation in an assigned early childhood setting such as a day care center, head start program, public school, private school, etc. The student will spend a minimum of 60 hours in the field. Assigned readings and written work in the seminar component are coordinated to help students relate theories of child development and instruction to actual field work experiences and to promote student's effectiveness in working with the children.

Note: The seminar component of this course is conducted through distance learning. In addition to attendance at the field placement, weekly participation in the online course site is expected. On certain dates, the seminar will meet in person—see the Action Plan for required in-person dates.

Prerequisites/Co-requisites: ECE 202

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Student Learning Outcomes:

| ECE 301 students will be able to: | Measurements (means of assessment for student learning outcomes listed in first column) |
|--|---|
| 1. Describe developmentally appropriate practice in Early Childhood Education. | 1. All ECE 301 Assignments |
| 2. Compare and contrast various techniques of child observation. | 2. Pre-Observation Project |
| 3. Produce observations and interpretations of children's behavior from varied developmental viewpoints based on established observation techniques. | 3. Observation Log |
| 4. Conduct a self –assessment on building relationships and engaging in effective communication in an educational setting. | 4. Mid-Term Self Evaluation |
| 5. Analyze and debate diverse perspectives of young children and teaching. | 5. Reflective Journal |
| 6. Create and present a portfolio of a child in their field placement. | 6. Portfolio Project |
| 7. Interpret NAEYC Standard 3: Observing, Documenting and Assessing to Support Young Children | 7. Standard 3 Interpretation |

| | BMCC General Education Goals: (Checked goals indicate college-wide goals that will be covered and assessed in ECE 301.) | Measurements (means of assessment for general education goals listed in first column) |
|--------------------------|---|---|
| X | 1. Communication Skills- Students will write, read, listen and speak critically and effectively. | 1. All ECE 301 Assignments |
| <input type="checkbox"/> | 2. Quantitative Reasoning- Students will use quantitative skills and the concepts and methods of mathematics to solve problems. | |
| <input type="checkbox"/> | 3. Scientific Reasoning- Students will understand and apply the concepts and methods of the natural sciences. | |
| X | 4. Social and Behavioral Sciences- Students will understand and apply the concepts and methods of the social sciences. | 4. Block Paper; Social Studies Paper |
| | 5. Arts & Humanities- Students will develop knowledge and understanding of the arts and literature. | |
| | 6. Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies. | |
| X | 7. Values- Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. | 7. Social Studies Paper; Math Game; Integrated Workshop; Standard 4 Interpretation |

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Required Text & Readings:

Marion, M. (2004) Using Observation in Early Childhood Education. New Jersey: Pearson, Merrill Prentice Hall.

Use of Technology:

The seminar component of this course is offered online through distance learning. The technical requirements for this course are:

Evaluation & Coursework Requirements of Students:

Coursework Requirements

| | |
|-------------------------------|-----------|
| Pre-Observation Project | 10 Points |
| Mid-Term Self Evaluation | 10 Points |
| Standard 3 Reflection | 5 Points |
| Observation Log | 35 Points |
| Reflective Discussion | 20 Points |
| Assessment of Professionalism | 10 Points |
| Portfolio Project | 10 Points |

Total 100 Points

How Grades are Determined

| Grade | Earned Points |
|--------------|----------------------|
| A | 93 -100 |
| A- | 90- 92.9 |
| B+ | 87.1- 89.9 |
| B | 83.0- 87.0 |
| B- | 80.0- 82.9 |
| C+ | 77.1- 79.9 |
| C | 73.0- 77.0 |
| C- | 70.0- 72.9 |
| D+ | 67.1- 69.9 |
| D | 63.0- 67.0 |
| D- | 60.0- 62.9 |
| F | Below 60.0 |

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Pre-Observation Project (10 Points)

DUE: FEB. 8th (Bring to Class)

Pre-Observation Project

Part 1: Exploring Mental Filters

Three pictures are posted in the course documents section of the course site labeled "Pre-observation pictures".

Look over the picture for a few minutes (without talking or writing) and make some mental notes about what you see. Notice your emotional reactions to the picture as well as the details. Then, put the picture *out of view* and write down your description of the photograph.

Email your partner your three descriptions. (Note: DO NOT read your partner's descriptions until you have completed your own). Arrange a time to call and discuss both of your observations. Use the follow questions to guide your discussion:

- What were the differences in what each person noticed about each picture?
- Why do you think each of you reacted this way?
- What from your background, experiences or values may have influenced what you saw in each picture?

You bring to class: a copy of your descriptions for each picture and a 1/2 page reflection on your discussion with your partner that addresses the questions above. (Typed, double spaced, 12 font)

Part 2: Collecting details, describing and interpreting

From magazines or the Internet, find three photographs that show a person or group of people (preferably children) involved in an activity or interaction. Do an observation of each picture as detailed as possible using the following layout:

| Descriptions | Interpretations | Parking Lot |
|--------------|-----------------|-------------|
| | | |

You bring to class: copies of the three picture and three tables with your observations for each picture. (Tables can be typed or hand-written)

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Mid-Term Self Evaluation (10 Points)

DUE on: April 12th Email to: hachey@tc.edu or leave in mailbox in N602

Now that you have been at your field site for several weeks, it is time to take stock. Please fill out this form giving yourself credit for the great work you are doing and looking carefully at what you'd like to do better. Please discuss what you write with at least one of the teachers in your room. After you have talked about your self-evaluation with at least one teacher, please answer the last question. Note: DO NOT forget to complete the comment sections.

Student's name:

Cooperating Teacher's Signature:
(after reading and discussing student's responses)

School:

Answer the following:

1. Please describe something that you did at your site that you are proud of.
2. Please describe something you think you could have handled differently:
3. How would you describe your relationship with the children? Please use descriptive words to help me see how you interact with the children. Please do not just say your relationship is "good."
4. What kinds of things do you do in the classroom?
5. What else could you be doing that you haven't done so far this semester?
6. Rate yourself on the following and comment briefly on each:

| | | | | | |
|--|---------------|---|---|----------------|---|
| A. Participation in the classroom/ taking initiative when appropriate | Terrific 1 | 2 | 3 | Not great 4 | 5 |
|--|---------------|---|---|----------------|---|

Comments:

| | | | | | |
|---|---------------|---|---|----------------|---|
| B. Working one on one with the children | Terrific 1 | 2 | 3 | Not great 4 | 5 |
|---|---------------|---|---|----------------|---|

Comments:

| | | | | | |
|---|---------------|---|---|----------------|---|
| C. Letting children solve problems on their own | Terrific 1 | 2 | 3 | Not great 4 | 5 |
|---|---------------|---|---|----------------|---|

Comments:

| | | | | | |
|-------------------------------|---------------|---|---|----------------|---|
| D. Punctuality and attendance | Terrific 1 | 2 | 3 | Not great 4 | 5 |
|-------------------------------|---------------|---|---|----------------|---|

Comments:

| | | | | | |
|------------------------------------|---------------|---|---|----------------|---|
| E. Ability to learn from criticism | Terrific 1 | 2 | 3 | Not great 4 | 5 |
|------------------------------------|---------------|---|---|----------------|---|

Comments:

7. After sitting down with the teacher, please reflect upon the meeting and discuss how the teacher at your site agrees or disagrees with your self-assessment.

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Standard 3 Reflection (5 points)

DUE on: March 15th Email to: hachey@tc.edu or leave in mailbox in N602

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families: Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Read the standard above. Write a one paragraph (at least 3 sentences) reflection of what this standard means to you based on what we have covered in class, your readings and your placement experience.

Observation Log (35 points)

DUE in your online log folder on various DUE dates—see Action Plan

Throughout the semester, you will be compiling observations of the teachers, children and classroom environment from your fieldwork site. These observations will be used to create a personal log. Each of you will have an individual Observation Log Folder in the online course site where you add your entries.

Observation Log Entries

Note: Use the standard form for anecdotal records and running records as outlined in the class notes. It is recommended that you type and save your notes in a word document before cutting and pasting into the online course site.

- Environment Observation (Day 1)
 1. How is the classroom/space arranged? Draw a sketch of the layout
 2. How are the materials displayed?
 3. What do you think about the arrangement of space and materials? Can you imagine a better arrangement? Describe
 4. What is the daily routine/schedule?

- Role of Teachers Observation (Day 2)
 1. What are the names of each of the teachers and their position (Head teacher, Assistant, etc):
 2. What is the role of each teacher in the classroom?
 3. What kind of activities do the teachers do to facilitate the children's learning? (provide support)
 4. Is the teacher's approach more teacher-directed or child-oriented? Why?
 5. How are the general interactions between the teachers and the children? How about between the teachers? How do the teachers interact with you?

- Running Record Observation #1 (Day 3)

Create a 5-running record observation of a group of children (+/- teacher). Pick an area of concentration (examples: stages of play development, social interaction, interaction with materials, how complete an activity, etc.—see p. 79/80)

STOP—pick one child to focus the rest of your observations on! This child will be the focus of your final portfolio presentation.

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

- Running Record Observation #2 (Day 4)

Create a 5-minute running record observation of your chosen child engaged in play or an activity. Focus on how the child relates to other children... does s/he choose to work/play with others? How does s/he initiate interactions? Note responses of other children to him/her. Observe and record his/her body movements, postures, and facial expression during work/play and in response to others.

- Emotion observation

1. Describe emotions your child displays and the ABC's that surround it? (A = antecedent (what went before), B= behavior (what emotions displayed), C = consequent (what happened after?))
2. Do s/he share awareness of their own emotions? How? Provide Support.
3. Do s/he share awareness of other's emotions? How? Provide Support.
4. How do s/he recover from a negative emotion?
5. Is his/her emotional expression and regulation typical for the age? Why do you think this?

- Social Development Observation

Create a graphic rating scale checklist related to social skills (see p.95). You may want to refer to your running record observation #2 as you design it. Then complete an observation. (See p. 198-209)

- Literacy Development Observation

Anecdotal Record of your child engaged in a literacy activity.

Copy by hand or with a photocopier one example of your child's art work or writing. (You should have a number of such examples of your child's work throughout the semester.)

- Cognitive Development Observation

Three anecdotal observations of your child solving problems – For example while playing with a puzzle or blocks, figuring out a math problem or during dramatic play. You can choose to record your child's problem solving skills when they engaged in a group or alone. (Draw a sketch or try to obtain visual evidence)

- Creativity and Teacher Centered Observation

Two anecdotal observations of your child engaged in a creative activity (music, arts, dramatic play, etc.) or in creative thinking

Two anecdotal observations of your child during a teacher -centered activity (circle time, lesson time etc.)

- Physical Development Observation

Create a checklist for gross motor and fine motor to assess your child's physical development. Then complete an observation. (See p.161-164)

You must complete all 10 observation entries. Entries 1-4 should be in the order above, entries 5- 10 can be completed any week you choose. You can use 5x8 index cards on a ring or a small flip-top note pad for a log book (available at the dollar store).

Reflection Journal (20 Points) **Various DUE Dates—See Action Plan**

You are expected to post in the class Reflection Journal a minimum of two (2) times on the weeks that reflective discussions are held.

Task 1: Read and reflect on the quote of the week. Use the "quote questions" to prompt your thinking. Write a summary of your thoughts and post your reflection in the class Reflection Journal for the designated week.

This first task is about YOU... you should do your *own* thinking on the quote and compose your post before reading and responding to the reflections of your classmates. This is time for you to really think about your core beliefs and how they will affect your teaching. Individual reflections are due by 8pm on the Saturday of the week they are assigned.

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Task 2: Read and reflect on the postings of your classmates. Respond thoughtfully to at least one (1) of your classmates. Reflection responses are due by 8pm on the Tuesday of the week they are assigned.

Basically, participation in the Reflection Journal is a given. Therefore, although the number and timeliness of entries will be a consideration (you should have two (2) total for each assigned week), the 20 points will really reflect the quality of your contribution. It is very easy to get entries like "I really agree with what Doris said". Although I am glad that you agree with Doris, this is not the type of response I am looking for. More relevant is why you agree with Doris, what knowledge you have gained to support your point, how this reflects your personal experience, what the implications of this are, etc. Instead of simple agreement or disagreement, entries should reflect thoughtful contemplation of the observations at your fieldwork, readings and your own personal experience.

The Reflection Journal really represents the focal point for interaction and collaboration in our online course site. This is the area where the saying "you get out what you put in" really applies. You are more than welcome to bring up new or branch topics, upload relevant documents or suggest other quotes/readings of interest related to early childhood education. This is a chance for us to really explore deeply feelings on children, education, observation and defining your own teaching practice, while bringing in everyone's unique personal experiences to create a rich community of learning. I cannot emphasize enough that true effort and thought should be employed here by all.

Reflection Quotes:

Reflection 1:

"We walk around believing that what we see with our eyes is real, when, in truth, each of us constructs our own understanding of what we are seeing." ~Donald Hoffman

Quote Questions: What does this mean to you? How does perception influence your ability to make observations of the world around you?

Reflection 2:

"We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment." ~ Lisa Delpit

Quote Questions: What does this mean to you? What experiences does it remind you of? How do you think it relates to your work with children?

Reflection 3:

"If you have a child of two or three, let her give you beginning lessons in looking. Ask a child to come from the front of the house to the back and closely observe her small journey. It will be full of pauses, circling, touching, and picking up in order to smell, shake, taste, rub and scrape. The child's eyes won't leave the ground and every piece of paper, every scrap, every object along the way will be a new discovery. It does not matter if this is familiar territory, the same house, the same rug or chair. To the child, the journey of this particular day, with its special light and sound has never been made before. So the child treats the situation with the open curiosity and attention that it deserves. The child is quite right." ~Corita Kent

Quote Questions: What is your reaction to this quote? Do you have any experiences that you can relate to it? What have you learned or been reminded of by a child that you wouldn't have noticed if that child had not shown or told you?

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Reflection 4:

"Children are capable, competent, curious, and creative. They are natural researchers as they question what they see, hypothesize solutions, predict outcomes, experiment and reflect on their discoveries. Children are not passive, empty vessels waiting to be filled; rather, they are self-motivated learners actively seeking to understand the complex world in which they live." ~Lynn Staley

Quote Questions: What is your reaction to this quote? Do you agree with the author or not—and why? What is your view of children? How might your view of children influence your ability to making meaning from your observations of them?

Reflection 5:

"It is not necessary for the child to awaken to the sense of the strange and humorous by giving a man a luminous nose. To the child it is sufficiently strange and humorous to have a nose at all." ~G.K. Chesterton

Quote Questions: What do the author's words mean to you? How do they relate to your work with children?

Reflection 6:

"We don't understand the fullness of everything, of anything. Things constantly change and we may have seen an object only five minutes ago and thought we knew it, but now it is very different. To be able to adjust to these subtle differences means looking anew with what new materials we have gathered up inside ourselves, as well as noting what changes have taken place within the object. We need to be aware of what we don't know yet." ~Corita Kent

Quote Questions: Are there ways in which you are not the same person you were yesterday? Is there anything that you look at differently today than how you saw it in the past? What do you not yet know about the children you work with?

Reflection 7:

"There was a child went forth every day,
And the first object he looked upon, that object he became,
And that object became part of him for the day or a certain part of the day,
Or for many years or stretching cycles of years." ~ Walt Whitman

Quote Questions: What are your reactions to this idea? What experiences from your childhood confirm this? How do you see the children you work with being affected by what surrounds them?

Reflection 8:

"Every child has a story to tell, and within that story is the secret to reaching her or him as a learner. Children's stories are windows into their uniqueness and clues on how to connect the child and the curriculum." ~ Herb Kohl

Quote Questions: What do you think is meant by the idea of children having stories to tell? How do you think this relates to observing children?

Reflection 9:

"A flower is relatively small. Everyone has many associations with a flower, the idea of flowers. You put out your hand to touch the flower and lean forward to smell it, maybe touch it with your lips almost without thinking, or give it to someone to please them. Still, in a way, nobody sees a flower really, it is so small, we haven't time. And to see takes time like to have a friend takes time" ~Georgia O'Keefe

Quote Questions: What does this quote mean to you? Does it remind you of a time when you were not mindful of an event or person? How does this quote relate to your work with children?

Reflection 10:

"As we move around the circle of life, there are certain things we must do if we are to learn and grow and live a good life. The first step is to listen. If we do not listen, then we will not hear anything. The second step is to observe. If we do not look carefully at things, they we will not really see them. The third step is to remember. If we do not remember those things we have learned, then we have learned nothing. The fourth step is to share. If we do not share, then the circle does not continue." ~ Joseph Bruchac

Quote Questions: What does this mean to you? What are things you learned from your placement and seminar that you think you will always remember? What would you share with others about your experiences this semester?

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Assessment of Professionalism (10 Points) **Various DUE dates—See Action Plan**

I will judge your professionalism based on three criteria:

1. *Provides evidence of TB/health data (5 points)*

Please bring the medical form with evidence of your TB test and physical exam with you when you come to our in-person meetings or you may drop it off in my department mailbox, located at N601. The form *must* be completed within the past year. Make sure you show it to me **no later than Feb. 19th**, as I will not award points after this time. *Do not give me or anyone else your original form.* Please give me a copy in my mailbox and make a copy for your fieldwork site to keep on file. If you test positive for TB, please contact me by email immediately so we can work out a plan for you.

2. *Keeps weekly timesheet and submits timesheet when requested*

Completed Time Sheets DUE: By May 24th

YOU are responsible for maintaining an accurate timesheet of completed field placement hours. Please keep your timesheet up-to-date at all times. You should bring your time sheet to *all* in-person meetings (see schedule for meeting dates). Please make sure one of the teachers in your classroom signs it each day you are at your site and any other times you attend to make up for time missed. Please record the exact times you are there (for example, 9:05 - 12:50, instead of 9 - 12:45, if you arrived slightly late and stayed quite a bit longer). If you are using your job as your placement site, please keep this time sheet even though you may use a time clock or another time sheet, since this time sheet documents your attendance for the purposes of our course.

If you miss a day at your field site for any reason, including that the school is closed on a day that BMCC is open, you **MUST** make up the hours and document them accurately on your timesheet. Many of you will come to your sites early and leave late. That is one way to make up time. Another is to go to your site on a day you are not scheduled to be there (at the convenience of your cooperating site). Please make sure your time sheet reflects the actual day and time you attended. PLEASE REMEMBER YOU HAVE SET SCHEDULED HOURS. YOU CANNOT CHANGE YOUR HOURS OR MISS DAYS OR SHOW UP LATE REGULARLY AND ASSUME YOU CAN JUST MAKE UP THE TIME.

For further information, please see the Fieldwork Guidelines located in the Syllabus section of our course site.

SPECIAL NOTES:

- You are not required to do your filed placement hours the week of , due to BMCC scheduling. However, you may use this week to do make-up hours if needed (confirm with your placement). Please notify your placement ahead of time if you do not plan to go on the .
- **You ABSOLUTELY WILL NOT pass this course unless you have completed the required hours in the field placement—NO EXCEPTIONS.**

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

3. *Provides completed Final Evaluation from your cooperating teacher (5 points)*

A copy of a final evaluation form is available in the Course Documents section of our course site. I'm asking teachers to think about your strengths and to give you tips that will help you continue to develop as a teacher. Sometimes students feel hurt, because these suggestions feel critical to them. Please think about how to prepare yourself for receiving what I hope will be constructive criticism. You may want to schedule a time to talk about the evaluation with your teacher, however, this is optional. Plan to give the evaluation form to your cooperating teacher in late November, so s/he has time to reflect on your work and fill it out. This form should be turned in, completed by your cooperating teacher, **no later than May 17th**. If there is anything on the form you want to discuss with me, please visit me during office hours or make an appointment to talk to me about it.

Portfolio Project (10 Points)

DUE May 17th **Email to: hachey@tc.edu or leave in mailbox in N602**

For the Portfolio Project, you will select items appropriate for a portfolio that offer a "compilation of evidence documenting a child's development and learning over time" (McAfee & Leong, 2002, p.96). Your goal is to select and organize the portfolio contents to tell a story about your child (the specific story depends on your child and the journey s/he takes you on).

The Portfolio

Your portfolio should include:

- Statement of purpose (a sentence or two that highlights why the material was chosen)
- Table of Contents
- As many appropriate observations from your observation log.
- Any artwork or other work copied or photographed from the original (this varies depending on the placement environment)
- Analyses of work samples attached to each item with detailed information about the item and a label on the top corner to coordinate with the index created. (Analyses should flow together to tell the child's story).
- Summary report (short paragraph with your concluding interpretations of what the evidence is saying about your child—what are the child's strengths, challenges and what growth was observed?)

Introductory Letter

Along with your portfolio, please include a separate letter that details:

- Why did you choose this child initially? What is unique about this child?
- What do you think the teacher may have missed, or something that the teacher was able to understand, about this child that is important in knowing this child as an individual learner?
- What did you learn most about teaching from your experience in your placement and from observing this child?

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

E-Portfolio:

This semester you will continue working on your digital portfolio. Your portfolio is a record of your work in Teacher Education at BMCC and will accompany you as you continue your education beyond BMCC. It will include evidence of your knowledge, skills, and dispositions in these five areas: 1. Child Development and Learning; 2. Family and Community Relationships; 3. Observation, Documentation, and Assessment; 4. Teaching and Learning; 5. Professionalism

In this class, several inclusions to your portfolio will be made:

1. You will revisit the philosophy statement you wrote for your portfolio
2. You will add to your part 3: observation, documentation and assessment area

Outline of Topics: See Action Plan Attached

Teacher Education Department Student Professionalism Policy Statement:

In ECE 102, students in the Teacher Education Department received the professional policy statement. In this course, you will continue to explore professionalism as you develop your knowledge of becoming an early childhood educator. The policy is summarized as followed: The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during class, site visits, internships, course related activities and interactions with members of the Teacher Education Department. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC 2005). Students are required to read, sign, and receive a copy of the Teacher Education Student Professionalism Policy. Students agree to abide by these policies and understand the ramifications of failure to abide by these policies. If you have any questions concerning this policy please contact me or a faculty member of the Teacher Education Department.

College Attendance Policy:

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Hachey's Attendance Policy:

This is an online class, so the in-person college attendance policy does not apply. Therefore, you are required to complete all of the weekly coursework assigned in our online course site. However, I also realize that life happens. In conformity with the official college regulations noted above, you are allowed 2 late posts without any problem (with the expectation that the required coursework will be completed sometime in the following week). After the 2nd late posting, you must inform me of the circumstances that necessitate the additional online "absences" and depending what they are, we will work out a plan of action for you. I will work out a plan with anyone who has a VALID need for it, but it is YOUR responsibility to contact me to initiate the process. Otherwise, I will be following the college policy and your grade will be lowered accordingly.

Note:

- Anyone missing three weeks of course postings is in danger of failing this course. If you miss a significant number of weekly interactions, I recommend dropping the class and taking it again another semester. In this case, please go to the registrar's office and *FORMALLY WITHDRAW* to drop this class (otherwise, you will receive a UW).
- There is NO exemption from completing the required fieldwork placement hours. If you have not completed the required hours by the due date, you will automatically fail this course. (Note: with special permission from me and at least 36 field hours completed, an incomplete for the course may be negotiated.)

Academic Adjustments for Students with Disabilities:

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement:

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

Hachey's Guide to ECE 301 Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to display a weekly presence in our online course site and to be present for all scheduled class and fieldwork meetings.*
Participation and attendance will be factored into your final grade. Please note that in the case of missing fieldwork, it is your responsibility to notify your site in a timely manner and arrange for a time to make up your missed hours.
2. *You are expected to actively engage in the learning community of this class.*
This includes: completing the Coursework Requirements as outlined, attentively working on class activities, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor/ personnel at your fieldwork site (show respect, take turns, etc).
3. *You are expected to exhibit appropriate behavior for a higher learning environment at all times.* This includes: learning and following any guidelines or rules specific to the culture of your fieldwork site and maintaining a professional writing style in our course site (See the Netiquette Guideline in the syllabus section of our course site).
4. *Your work is expected to be your own.* Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be prosecuted according to the procedures adopted by the College.
5. *You are expected to contact me for help if needed throughout the semester.*

My office is located in Room N602.

My phone is 212.220.1215. When leaving a phone message on my voicemail, please include your first and last name, the title of the course you are taking with me and a return number where you can be reached.

THE BEST Method of reaching me is by email. My email is Hachey@tc.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. Please note: Email between a professor and student is a formal mode of communication so please do not use informal internet shorthand (OMG—LOL) in your messages. Also note: Just like you, I have a life. In general, you can expect a response from me within 24 hours. However, weekend emails (F, SA, SU) may have a longer delay.

If you have difficulty understanding the material or completing course work or—**BE PROACTIVE!!!** I *strongly* encourage you to come to talk to me (either via email or during my office hours at the college) as soon as possible. Do not wait until the day before something is due! If you take the initiative, we will work together to make this class a success for you!

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

ACTION PLAN

| WEEK | DAY | TOPIC | Readings | Assignments |
|-------------|----------------|---|-----------------|--|
| 1 | MON FEB. 01 | BMCC Meeting 9am-12:45pm Introduction, Learning to See | Chapter 1 | Familiarize yourself with the online course site |
| 2 | MON FEB. 08 | BMCC Meeting 9am-12:45pm Introduction to Assessment | Chapter 3 | Pre-observation Project DUE on 2/08 Reflective Journal #1 DUE by 2/11 & 2/14 |
| 3 | MON FEB. 15 | NO fieldwork or in-person class | Chapter 4 | President's Day COLLEGE CLOSED TB/Physicals DUE by 2/19 |
| 4 | MON FEB. 22 | Fieldwork 9am-12:45pm | Chapter 5 | Reflective Journal #2 DUE by 2/25 & 2/28 Environmental Log DUE by 2/28 |
| 5 | MON MAR. 01 | Fieldwork 9am-12:45pm | Chapter 7 | Reflective Journal #3 DUE by 3/04 & 3/07 Role of Teachers Log DUE by 3/07 |
| 6 | MON MAR. 08 | Fieldwork 9am-12:45pm | Chapter 8 | Reflective Journal #4 DUE by 3/11 & 3/14 Running Record #1 Log DUE by 3/14 |

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

| | | | | |
|----|----------------|--------------------------|------------|--|
| 7 | MON MAR. 15 | Fieldwork 9am-12:45pm | Chapter 2 | Reflective Journal #5 DUE by 3/18 & 3/21 Running Record #2 Log DUE by 3/21 Standard 3 Reflection DUE by 3/15 |
| 8 | MON MAR. 22 | Fieldwork 9am-12:45pm | Chapter 9 | Reflective Journal #6 DUE by 3/25 & 3/28 Log Entry DUE by 3/28 |
| 9 | MON MAR. 29 | NO fieldwork | | Happy Spring Break! |
| 10 | MON APR. 05 | NO fieldwork | | Happy Spring Break! |
| 11 | MON APR. 12 | Fieldwork 9am-12:45pm | Chapter 10 | Mid-Term Self-Evaluation Due by 4/12 Reflective Journal #7 DUE by 4/15 & 4/18 Log Entry DUE by 4/18 |
| 12 | MON APR. 19 | Fieldwork 9am-12:45pm | Chapter 6 | Reflective Journal #8 DUE by 4/22 & 4/25 Log Entry DUE by 4/25 |

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

| | | | | |
|----|----------------|--------------------------------------|------------|--|
| 13 | MON APR. 26 | Fieldwork 9am-12:45pm | Chapter 11 | Reflective Journal #9 DUE by 4/29 & 5/02 Log Entry DUE by 5/02 |
| 14 | MON MAY 03 | Fieldwork 9am-12:45pm | | Reflective Journal #10 DUE by 5/06 & 5/09 Log Entry DUE by 5/09 *Give Cooperating Teacher the final evaluation to complete |
| 15 | MON MAY 10 | Fieldwork 9am-12:45pm | | Log Entry DUE by 5/16 |
| 16 | MON MAY 17 | Fieldwork 9am-12:45pm | | Cooperating Teacher Final Evaluation DUE by 5/17 Portfolio Project DUE by 5/17 |
| 17 | MON MAY 24 | BMCC Meeting 11am-12:45pm | | Completed Time Sheet (50) DUE by 5/24 Bring files to upload |