

## Course Information

Semester & Year: Spring 2024

Course ID & Section #: V6231

Instructor's name: Michelle Hancock

Course units: 3

## Instructor Contact Information

Online

Office hours: Monday thru Thursday 8-10 a.m., on zoom Monday 8-10 a.m.

Phone number: (707) 339-0488

Email address: michelle-hancock@redwoods.edu

## Catalog Description

This covers the appropriate use of assessment and observation tools and strategies to document young children's development and learning. Emphasizes use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals.

## Course Student Learning Outcomes

1. Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
2. Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
3. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

## Recommended preparation

ENG 102 - Developing Reading and Writing

ENG 150 – Precollegiate Reading and Writing

## Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodation for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: [dsp@redwoods.edu](mailto:dsp@redwoods.edu).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

## Course Assignments

### Weekly Assignments

13 weeks @ 4 points per week	52
6 chapter quizzes @ 5 points each	30

### Observations

3 Mini Observations @ 5	15
Observation 1	15
Observation 2	15
Observation 3	15

### Other Assignments

DRDP	35
Parent Conference/Form	15
Introduction Quiz	<u>3</u>
Total Points	195

### COURSE GRADING

90 – 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
0 - 59%	F

## Course Policies

### Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

People go to college for a variety of reasons, but one of those reasons should be to gain knowledge. With that goal in mind, and to maintain the academic integrity of our course – all students are expected to abide by the guidelines laid out in the college academic honesty policy available at: <http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf> as well as the following:

- Complete your own work

While it is possible to enlist the help of others when completing an online course, ask yourself what is gained. The information and assignments provided in this course are intended to enrich your understanding of the subject matter.

B) Give credit where credit is due

Imagine you write an amazing novel, only to find it published as a best-seller under someone else's name! Plagiarism is taken very seriously and could lead to severe academic consequences. Learn the proper way to give credit to those whose words, ideas, and concepts you use to support your own original thoughts. More information about citing sources is available at:

<http://libguides.santarosa.edu/citing>

C) Use the textbook and instructor-provided materials as your main sources of content for the course. The internet provides us with a wide range of resources at our fingertips. Not all sources are created equal. Our textbook was carefully chosen to provide you with a strong base of knowledge not available on most websites. Don't be try to snatch little bits of information here and there – our textbook and resources provide a framework to build upon. When other sources are needed, use reputable sources. More about determining reputable sources is available at:

[http://www.santarosa.edu/~kthornle/LIR10/LIR10\\_EvaluationCriteriaW4.pdf](http://www.santarosa.edu/~kthornle/LIR10/LIR10_EvaluationCriteriaW4.pdf)

## AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

## Grading

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Grades are based on the points that you earn, all points in the class contribute to the final grade of 100 points possible. A rubric will be provided for each assignment.

## Communication

Communication is critical to the success of our class! You need answers to your questions in a timely manner to do your best on assignments and meet deadlines. Don't hesitate to contact me if you can't find the answer to your question after reviewing our class syllabus, postings, or announcements. The best way to contact me is to either 1) send me an email, or 2) text me. I check email *at least* once a day, (usually more) except Sundays. If you have not received a response in 24 hours, assume I have not received it, confirm the email address you used and try again, and/or a different method.

*Very important:* In all forms of communication, be sure to include your full name and the class you are enrolled in prior to asking your question. Remember, good communication is a two-way street. We will all need to work at it to make sure we communicate well during the semester. When we do, everyone benefits!

## Late Work

The following policies applied to late work during our time together:

- 1) One missing discussion post will be accepted from each student during the semester for 50%.
- 2) You may request 1 missing quiz be reopened the final week of class.
- 3) Assignments (other than discussion posts and tests) can be turned in for a reduction of 5% per day, so if you submit 2 days late, the score will be reduced by 10%.

If you know there will be a major event that is going to create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss the situation before it occurs. The late policies still apply, but we can discuss how you can complete your work in advance.

## Course Participation

Are you an active participant in our class? Unlike a face-to-face class that takes attendance using a sign-in sheet, an online class is a little more ambiguous. In order to establish your presence in the class, you must post your introduction in the discussion forum by Tuesday of the first week of class. If you don't post, you will be dropped from the course. If you do not participate for two consecutive weeks after posting your introduction (at any time during the course) you will be dropped.

Basically, if you stop participating in class, you risk being dropped and this may cause a significant problem for your financial aid.

## Reading and Assignment Calendar

	Topic	Readings	Assignments Due
Week 1 1/16	Introductions	Syllabus	Introductions Forum – Tue/Sun Note to Michelle -Tue Introduction Quiz – Sun
Week 2 1/22	Observation and Documentation	Chapter 1	Discussion Forum – Fri/Sun Chapter 1 Quiz - Sun
Week 3 1/29	Topic Continued	Supplemental	Discussion Forum – Fri/Sun Obs. Consent Form - Sun
Week 4 2/5	Quality Counts	Chapter 2	Discussion Forum – Fri/Sun Observation 1 – Sun Chapter 2 Quiz - Sun
Week 5 2/12	Using Observation Methods, Tools, and Techniques	Chapter 3	Discussion Forum – Fri/Sun Chapter 3 Quiz - Sun
Week 6 2/19	Topic Continued	Supplemental	Discussion Forum – Fri/Sun Mini Observation #1 - Sun
Week 7 2/26	The Purpose, Process, and Practice of Monitoring, Screening, and Evaluating	Chapter 4	Discussion Forum – Fri/Sun Observation 2 – Sun Chapter 4 Quiz - Sun
Week 8 3/4	Topic Continued	Supplemental	Discussion Forum – Fri/Sun Mini Observation #2 - Sun
	Spring Break	Spring Break	Spring Break

Week 9 3/18	How to Plan Effective and Meaningful Curriculum	Chapter 5	Discussion Forum – Fri/Sun Chapter 5 Quiz - Sun
Week 10 3/25	Topic Continued	Supplemental	Discussion Forum – Fri/Sun Observation 3 – Sun
Week 11 4/1	Using Documentation and Assessment to Communicate w/Families	Chapter 6	Discussion Forum – Fri/Sun Chapter 6 Quiz - Sun
Week 12 4/8	Topic Continue	Supplemental	Discussion Forum – Fri/Sun Mini Observation #3 - Sun
Week 13 4/15	Through the Eyes of a Child	Supplemental	Discussion Forum – Fri/Sun
Week 14 4/22	Setting Up an Environment to Support Observation		Discussion Forum – Fri/Sun
Week 15 4/29	Assessment and NAEYC	Supplemental Reading	DRDP – Sun
Week 16 5/6	Finals Week		Parent Conf. Form – Fri

## Discussion Forum Specifics

You will be required to submit one initial posting and two responses to peer postings per week for each question. This is the minimum. *Postings* should be at least 200 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views. Try to relate the post to your personal or professional life experiences. You must cite/quote from the readings in your initial weekly post – this means you will include a statement from our readings that supports your thoughts. Credit will not be given for quotes that are posted as a follow-up. You must include the quote in your initial post.

Sample citations/quotations:

According to our text, “insert statement from our textbook here.” (Peterson & Elam, page #)

Or . . .

“Insert statement from our textbook here.” (Peterson & Elam, page #)

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. “I agree” does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below. All work in the final week is due on Friday.

### Weekly Posting Grading Rubric

- 1 Properly cited quote from the weekly readings included in initial post
- 1 Initial post is made by Friday night at midnight
- 1 Substantially response to a minimum of 2 peers
- 1 Quality of initial post

## Child Observations

Conduct three 30-minute child observations with the same child. (Observe one child four times.) The child must be between the ages of 0 and 8 and not be your own child. You must obtain parent or guardian permission to observe the child and share written, photo, video, or other forms of documentation with this class. All materials you submit must be typed. In the documentation for your observation include (which should be labeled by part number):

Part 1: Setting of the observation including time, date, place, other people present, background information.

Part 2: An *objective* description of what occurs during the observation in as much detail as possible.

Part 3: A *subjective* reflection of your thoughts and feelings about what happened during the observation.

Part 4: A conclusion about how you will use the observation to influence how you care for/teach this child.

## Mini Observations

Complete 3 different mini observations based on short videos provided.

## Desired Results Developmental Profile (DRDP-2015)

Complete a DRDP (2015) using the four observations you have conducted. Be sure to select the appropriate form for the age of the child from the links provided in the class. Read the instructions on how to complete the form before you begin. You will complete 10-15 measures. Be sure to include a statement on each measure explaining how you reached the assigned score. Each comment must give the date observed. Also, you will complete the Child Progress Form as if you were going to meet with a family member to discuss the child's progress. Write a conclusion/reflection that includes:

- how effective you feel the DRDP is as an assessment of a child's learning and development?
- how you will /would use the results of the DRDP to further the child's learning?
- how the DRDP informs your overall approach to teaching/being with children?

## Parent Conference/Form

Conduct a family teacher conference for the child you observed using the form provided. Submit your written plan that includes:

- what you will share with the family, at least areas where the child excels and concerns if any
- what you will do to support the child's learning at school/out of home experience (any kind of childcare setting)
- ideas for the family to try at home
- and a reflection/conclusion about what it was like to meet with the family and share this info and what you would do differently next time based on your experience.
- Please note: You must include the Child Progress Form and it must include a parent signature. You can scan to submit.
- If you cannot meet in person, a Zoom conference will be acceptable.

## Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

### Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

### Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: [shawnabmft@gmail.com](mailto:shawnabmft@gmail.com)

Fax: 707-237-2318 (voicemail can be left via fax)

### Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

## Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

## Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: [the-grove@redwoods.edu](mailto:the-grove@redwoods.edu)

## Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

## EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

## TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

## Veterans Resource Center

The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

## CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

## Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)



February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 1	District-wide closure (Cesar Chavez Day) .
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Canvas Information

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu. For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)