



Fall 2025

College of the Redwoods



Course Information

Semester & Year: Fall 2025

Course ID & Section #number: ECE 9 V9163

Instructor's name: Michelle Hancock

Course units: 3




Instructor Contact Information

Office location or Online: <https://canyonsonline.zoom.us/j/9492207244>

Office hours: M-Th 9-11 a.m. (online Mondays and as needed)

Phone number: 707-339-0488

Email address: michelle-hancock@redwoods.edu

 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 Weekends (messages returned on Monday). 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!



Required Material

The free online textbook will be available in our Canvas modules.



Catalog Description

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



Course Student Learning Outcomes

- Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.
- Describe the ethical and professional responsibilities for educators in observing and assessing young children's development and learning.
- Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.





Course Calendar

Week	Topic	Readings	What's Due
Week 1 August 25	Introductions	Syllabus	Introduction Posts (Tues/Sun) Note to Michelle (Tues) Introduction Quiz (Sun)
Week 2 September 1	How Do We Observe?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Observing Still Photos (Sun) Focus Child Selection (Sun)
Week 3 September 8	Why Do We Observe?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 4 September 15	What Are We Looking For?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun)

Week	Topic	Readings	What's Due
			Reading Response (Sun) Focus Child Assignment (Sun)
Week 5 September 22	What Tools Do We Use to Observe?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 6 September 29	How Do We Assess?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 7 October 6	Why Do We Assess?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 8 October 13	How Do We Organize and Use Assessment Results?	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun)



Week	Topic	Readings	What's Due
			Reading Response (Sun) Focus Child Assignment (Sun)
Week 9 October 20	Collecting Evidence- DRDP Domains ATL-REG and SED	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 10 October 27	Collecting Evidence- DRDP Domains LLD, ELD and COG	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 11 November 3	Collecting Evidence- DRDP Domains PD-HLTH & HSS	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Focus Child Assignment (Sun)
Week 12 November 10	Collecting Evidence- DRDP Domain VPA	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun)

Week	Topic	Readings	What's Due
			Reading Response (Sun) Focus Child Assignment (Sun)
Week 13 November 17	Observe/Plan/Implement/Evaluate- Intentional Teaching	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) DRDP (Sun)
Week 14 December 1	Collaborating with Families and Professionals	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun)
Week 15 December 8	Planning the Family Conference	Reading will be found in the weekly course module	Weekly Discussion (Fri/Sun) Reading Quiz (Sun) Reading Response (Sun) Conference Form (Sun)
Week 16 December 15	Finals Week		End of Semester Online Conference (Monday - Friday)

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Week	Topic	Readings	What's Due



Evaluation & Grading Policy

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. Remember, this is a college class, so college level work is expected. Standard font sizes, proper capitalization/punctuation, etc. A rubric will be provided for each assignment.

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

- 1) One missing discussion post and one journal 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.




Prerequisites / Co-requisites / Recommended Preparation

None




Educational Accessibility & Support

 The Redwoods is committed to providing reasonable accommodations 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, or bipolar disorder
- 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
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the **LIGHT Center** 

(<https://www.redwoods.edu/services/sass/light.php>), counseling and advising, alternate formats of course materials (e.g. audio books or E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact **Student Accessibility Support Services (SASS)**  (<https://www.redwoods.edu/services/sass/index.php>).

If you are unsure whether you qualify, please contact SASS for a consultation:
SASS@redwoods.edu (<mailto:SASS@redwoods.edu>).

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113

Del Norte campus

- Phone: 707-465-2353
- Location: Main building, near the Library

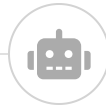
Klamath-Trinity campus

- 707-476-4280



Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, 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 a lack of academic integrity, 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 2024-2025 College Catalog and CR Board and Administrative Policies.



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, journals and quizzes. 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. If your assignment has a high AI content, you will receive a zero on the assignment. Essentially, make sure you do your own work, in your own words, with your own thoughts unless you include a citation in an appropriate assignment.

