

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Pre-Professional Experience	Instructor: Mrs. Jennifer Patterson
Course Prefix/Number: EC 211	
Class Location: online	
Lecture/Lab Schedule: Online classroom (Moodle)	
Credits: 2 credits	
Pre-/Co-requisites: None	

Course Description:

This course emphasizes the importance of skillful observation when planning appropriate activities and experiences for children. In addition, the course explores the use of informal and formal assessment strategies to plan and individualize activities and lessons and the use of assessments for determining the ability level of children.

Relationship to Campus Theme:

The goal of the Paraprofessional Early Childhood program is to prepare professionals to work as an early childhood professional and provide an educational continuum for degree advancement. The paraprofessional program is committed to hands-on learning and uses field experiences early childhood settings as common instructional techniques.

Goals/Objectives:

Upon completion of this course, student will:

- Observe children of various ages noting the stages of physical, cognitive, and social/emotional development
- Utilize formal and informal assessments to plan appropriate activities and individualize for special needs
- Use and interpret assessment instruments to determine the ability level of children representing “at risk” populations.

Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Rational for assessment	SEP8K1	Discussions #1-11
<i>The student will have the ability to:</i>	<i>CEC Standards</i>	<i>Evidence/Criteria</i>
Demonstrate basic collection techniques as directed	SEP8S1	Discussion #12; Field Experience Portfolio
Make and document objective observations as directed	SEP8S2	Field Experience Portfolio
Follow instructions of the professional	SEP9S2	Attendance Log & Evaluation
Engage in activities to increase one's own knowledge and skills	SEP9S10	Attendance Log & Evaluation

Required Textbooks and Materials:

Basics of Assessment: A Primer for Early Childhood Professionals, McAfee, Leong, and Bodrova. ISBN: 1-928896-18-9

Course Requirements:

Description of Assignment/Assessment	Points Possible
<i>Discussions:</i> Discussions are used during the first part of class to facilitate reflection and collaboration on the week's material. These can take multiple forms, such as written response and class activity.	120
<i>Field Experience:</i> Student will observe an early childhood professional as pre-professional experience and complete a portfolio based on observation and knowledge gained.	n/a
<i>Portfolio Project:</i> The final weeks of the semester will be dedicated to observation and completion of a portfolio of skills. Sections include: title page, physical facility properties, room description, description of children, anecdotal record, lessons observed, teaching strategies, relationships, positive outlook, questions & concerns, observations, successful professionals and evaluation and attendance log.	135
Total Points Possible:	255

Grades: Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together on valued assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

View the *Plagiarism Tutorial-Pearson Education* to learn more about plagiarism, citing sources, etc.

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

Tentative Course Outline (*Subject to Change*)

Topic	Discussion Topic and Activities	Notes
1	<p style="text-align: center;">Introduction to Field Experiences</p> <p style="text-align: center;">Start thinking about where you will be doing your field experience and the paperwork that needs to be completed.</p>	Welcome!
2	A Definition The Process of Assessment	
3	The process of Assessment	
4	Why We Assess young children	
5	Sound Assessment Is....	
6	Assessment in the Classroom and (Home)	
7	Guidelines to Assist Assessment/Observation	
8	When to Assess	
9	Gathering Information about Children	
10	Looking at the Information you Gathered	
11	Using Your Assessment Information	
12	Making Assessment Part of Your Classroom	
13-15	Pre-Professional Experiences	
16		<p>Field Experience Portfolio</p> <ul style="list-style-type: none"> - Attendance Log - Title Page & Table of Contents - Physical Facility Properties - Room Description - Description of Children - Anecdotal Record - Lessons Observed - Teaching Strategies - Relationships - Positive Outlook - Questions & Concerns