

West Los Angeles College Child Development Syllabus

Observing and Recording Children's Behavior (CD 34)

(Section #8103)

(Fall 2013)

Recommendation to all CD students:	Take the assessment tests for English and Math
Pre-requisites:	All students should have completed the core courses: CD 1, 2, 3, 4, 10, and 11 before taking this upper division course.
Co-requisites:	
Section #:	8103
Days/Hours:	Online 3:15 min Wk.
Class Room Location:	Online
Instructor:	Gail Amos
E-mail:	amosge@lasc.edu
Cell #:	(310) 461-9082
Blog:	www.wlac.edu
Child Development Office:	Monday through Saturday check office door for current hours
Child Development Office Phone:	310-287-4563
Instructor Office Hours:	Call or email for an appointment
Required Text:	Week by Week-Plans for Documenting Children's Development
Author:	Barbara Ann Nilsen
Publisher: ISBN #	WAD (13:978-0-495-81317-0)
Edition:	5th
Supplemental Reading:	Observations Participation in Early Childhood Settings
Author:	Jean Billman and Janice Sherneer
Publisher:	Pearson
Editions:	2003
<p>West Los Angeles College Child Development Syllabus</p> <p>Observing and Recording Children's Behavior (CD 34)</p> <p>(Section #8103)</p> <p>(Fall 2013)</p>	
Course Description:	
<p>This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored.</p>	

West Los Angeles College Institutional Student Learning Outcomes

A. Critical Thinking: Analyze problems by differentiation fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

H. Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

West Los Angeles College Child Development Program Student Learning Outcomes

3. Assessment: Critically investigate, interpret and analyze results of the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Utilize a variety of methods, they systematically observe, monitor, and document children's activities and behavior, analyzing, communicating, and using the information they decide would improve their work with children, parents, and others.

6. Multiple Teaching Strategies for Meaningful Learning: Utilize a variety of practices and resources to promote individual development, meaningful learning and social cooperation.

WLAC College Child Development Course Specific SLO's Required by 24 unit Core Requirements for CSU's	Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO's		
<p>1. Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.</p> <p>2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.</p> <p>3. Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.</p> <p>4. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.</p> <p>5. Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.</p>	<p>Each semester the instructor will select 4-5 of the Objectives for assessment</p> <p>1. The student will demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.</p> <p>2. The student will identify and evaluate logistical challenges, biases and preconceptions about assessing children.</p> <p>3. The student will compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.</p> <p>4. The student will consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.</p> <p>5. The student will identify and apply basic quantitative and qualitative observation and recording techniques.</p>		
Supplemental Reading and Recommended Reading and Additional Links			
Title:	Author:	Publisher:	Edition/Notes:
California Preschool Curriculum Framework, Volume I	California Department of Education	California Department of Education	http://www.cde.ca.gov/re/pn
The Global Covenant to Protect the Sacred Lives of Children	E. Evans	Heart4kids Inc. 2010	Available online ETUDES in the CD 42 Resource section of the Shell
The Emotional Development of Young Children: Building an Emotion-centered Curriculum	Marilou Hyson		2004

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Course Outline:

Week of:	Module Topics:	Outside Assignments:
8/26/13	<p>Module 1 Topic of Study: INTRODUCTION</p> <p>Orientation to the class and the requirements of the class. Explanation of expectations for student success.</p> <p>Role and responsibilities of a teacher in observing and assessing children's growth and development.</p>	<p>Assignment:</p> <p>Essay: #1 What is the Role of A Teacher in an Early Childhood Program & Intro to DQ Due Date: 9/6/12</p> <p>& READ: Chapter 1</p>
<p>9/02/13</p> <p>Monday</p> <p>9/2/13</p> <p>HOLIDAY</p>	<p>Module 2 Topic of Study:</p> <p>Using the class List Log tool and the Reflective Journal as a means of observation.</p> <p>Separation and adjustment situations and the value of the observation tools to look for resolutions.</p>	<p>Assignment:</p> <p>Essay : #2 What do you see as the importance of observing and recording the behavior of young children? Due Date: 9/13/12</p> <p>& READ: Chapter 2</p>
9/9/13	<p>Module 3 Topic of Study:</p> <p>Using Anecdotal Recordings to look at self-care issues that children and professionals must deal with in the care and development of children</p>	<p>Assignment:</p> <p>Work on Observations</p> <p>& READ: Chapter 3</p>
9/16/13	<p>Module 4 Topic of Study:</p> <p>Using checklist to look at the physical development of children in terms of their growth and development so that we can assess what needs to be included in our curriculum and what skills we need to focus in on for each individual child.</p>	<p>Assignment:</p> <p>Observation #1: Due Date: 9/20/12</p> <p>& READ: Chapter 4</p>
9/23/13	<p>Module 5 Topic of Study:</p> <p>Using running records to look at social growth development of children which will enable the professional to assess the needs of each child in terms of curriculum and methodologies of facilitating an appropriate learning environment.</p>	<p>Assignment:</p> <p>Observation #2: Due Date: 9/27/12</p> <p>& READ: Chapter 5</p>
9/30/13	<p>Module 6 Topic of Study:</p> <p>Using frequency counts to look at emotional development</p>	<p>Assignment:</p> <p>Observation #3:</p>

	<p>in children.</p> <p>Visualizing the fabric of assessment and curriculum as they are interwoven and interface.</p>	<p>Due Date: 10/04/12</p> <p>Exam Chapters 1-7 Due Date: 10/25/12</p> <p>& READ: Chapter 6</p>
10/07/13	<p>Module 7 Topic of Study:</p> <p>Using conversations to listen to language and speech in children. Being intentional about empowering children with receptive and verbal language skills.</p>	<p>Assignment:</p> <p>Observation #4: Due Date: 10/18/12</p> <p>& READ: Chapter 7</p>
10/14/13	<p>Module 8 Topic of Study:</p> <p>Using time samples to look at attention span. What are the indicators that children are having difficulty focusing in on tasks?</p> <p>Activities and Modules for Chapters 1-7 are due</p> <p>Assignment: Remember that your Personal Journals are due: 12/03/12</p>	<p>Assignment:</p> <p>Observation #5: Due Date: 10/30/12</p> <p>& READ: Chapter 8</p> <p>Activities and Modules for Chapters 1-7 Due Date: 10/25/12</p> <p>Assignment: Remember that your Personal Journals are due: 12/04/12</p>
10/21/13	<p>Module 9 Topic of Study:</p> <p>Early Childhood Environmental Rating Scale</p> <p>Using cognitive task experiments to look at cognitive development.</p> <p>The value of PLAY in ECE.</p> <p>Desired Results</p>	<p>Assignment:</p> <p>Exam Due: Chapters 1-7 Due Date: 10/25/12</p> <p>Observation #6: Due Date: 11/08/12</p> <p>& READ: Chapter 9</p> <p>& READ: Chapter 10</p>
10/28/13	<p>Module 10 Topic of Study:</p> <p>Rating Scales and the value of assessment in relationship to literacy in young children.</p> <p>Utilizing work samples of children to assess the creative development of children.</p>	<p>Assignment:</p> <p>Observation #7: Due Date: 11/15/12</p> <p>& READ: Chapter 11</p>
11/04/13	<p>Module 11 Topic of Study:</p> <p>Using technology for documentation of socio-dramatic play to assess children and the value of play as a modality of learning in young children.</p>	<p>Assignment:</p> <p>Observation #8: Due Date: 11/25/12</p> <p>Observation # 9: Due Date: 11/29/12</p> <p>& READ: Chapter 12</p>

<p>11/11/13 HOLIDAY</p>	<p>Module 12 Topic of Study:</p> <p>Using documentation for child abuse suspicions</p>	<p>Assignment:</p> <p>Final Exam Chapters 8-15 Due Date: 12/15/12</p> <p>Child's Portfolio: Due Date: 12/06/12</p> <p>& READ: Chapter 13</p>
<p>11/18/13</p>	<p>Module 13 Topic of Study:</p> <p>Using Program Assessment to look at children in group settings and situations.</p> <p>Desired Results and Rating Scales as a tool</p>	<p>Assignment:</p> <p>Observation #10: Due Date: 12/02/12</p> <p>Personal Journals: Due Date: 12/04/12</p> <p>& READ: Chapter 14</p>
<p>11/25/13</p> <p>11/28-12/1 HOLIDAY</p>	<p>Module 14 Topic of Study: Lecture Topic:</p> <p>Using the portfolio for communications with families and looking at the child's interaction with adults as an indicator for assessment.</p>	<p>Assignment:</p> <p>Observation #11: Due Date: 12/02/12</p> <p>Observation #12 Due Date: 12/02/12</p> <p>& READ: Chapter 15</p>
<p>12/2/13</p>	<p>Module 15 Topic of Study:</p> <p>Using the Yearly Plan to observe and record children's development.</p> <p>Using documentation for looking at self-concept</p> <p>Using the yearly plan to observe children's development</p>	<p>Assignment:</p> <p>All missing assignments must be turned in no later than 12/15/12</p>
<p>12/9/13</p>	<p>Final Exam and Program Assessment are due</p> <p>Assignment: Final Exam Chapters 8-15 Due Date: 12/15/12</p> <p>Program Assessment Due Date: 12/15/12</p> <p>Activities and Modules for Chapters 8-15 Due Date: 12/15/12</p>	<p>Assignment:</p> <p>Final Exam Chapters 8-15 Due Date: 12/15/12</p>

Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

At the end of the semester make a copy of this page to submit to your instructor

Assignment:	Instructions:	Points:	Pts. Earned:	Due Date:
Essays	Task: There are specific questions for each essay. It should be no less than 2 paragraphs in length. 10-12 font size. These questions are things for you to reflect on. I am looking for your own ideas and opinions.	50 pts. each		Check the Assignment due dates on the ETUDES or on syllabus
Observations	Task: There are specific observations for each student to do that will engage them in learning how to observe children in different situations for different reasons that will the student to master the skills of observing and recording children's behavior as well as growth and development.	25 pts. each		Check the Assignment due dates on the ETUDES or on syllabus
Modules:	Task: Your exams are essay questions. Each question should be no less than a page in length. 10-12 font size. I am looking for your own ideas and opinions. Do not just quote the information in your text. I want to see evidence of your own critical thinking skills.	Varies according to questions		Check the Assignment due dates on the ETUDES
Child's Portfolio:	Task: Each student will compile a portfolio project that will be based on a child that they have observed and recorded information on. The format is provided in the Resource section of the shell.	100 pts.		Check the Assignment due dates on the ETUDES or on syllabus
Mid-Term Exam:	Task: This exam consists of essay questions. Each question should be no less than a page in length. 10-12 font size. I am looking for your own ideas and opinions. Do not just quote the information in your text. I want to see evidence of your own critical thinking skills.	100 pts.		Check the Assignment due dates on the ETUDES or on syllabus
Final Exam:	Task: This exam consists of essay questions. Each question should be no less than a page in length. 10-12 font size. I am looking for your own ideas and opinions. Do not just quote the information in your text. I want to see evidence of your own critical thinking skills.	100 pts.		Check the Assignment due dates on the ETUDES or on syllabus

Program Assessment:	Task: There is a format in the resource section that you must use to assess a program of your choice. The purpose of this assignment is to assess what the student understands about what is appropriate for children in an ECE program for children 0-8 years of age.	100 pts.		Check the Assignment due dates on the ETUDES or on syllabus
Peer Discussion Questions: Questions: 1-10 Post in Peer Discussion Section	Task: This is an opportunity for you to go into the discussion area of the Shell and write your opinions and feelings about the topic presented. You must remember to respond to 2 other peer's postings as well. A least a 5+ line paragraph in length.	Varies		Check the Assignment due dates on the ETUDES
Peer Discussion Questions: Personal Post in Assignment Section	Task: Each student is required to respond to at least 2 other students post.	Varies		Check the Assignment due dates on the ETUDES
Personal Journals:	Task: There is a format attached or in the Resource section that you are required to use to record different incidents you see involving a child or children. It will be about 1-2 paragraphs in length. 10-12 font.	100 PTS.		Check the Assignment due dates on the ETUDES or on syllabus

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Course Grading System

COURSE GRADING:

Exams = 25 % Midterm and Final

Projects =25 % Special Projects

Peer Discussion Activities = 25%

Modules = 25%

(ETC)

Total Points: TB Reconciled at the end of the semester if assignments are changed

GRADING SCALE:

(100%- 90%) A

(89%- 80%) B

(79%- 70%) C

(69%- 60%) D

(Under 59%) F

Course Evaluation and Requirements for Grading: Online Format

Expectations of Students for Appropriate Participation:

COURSE REQUIREMENTS:

Ø Discussion Activities: Participation is mandatory in all peer discussion topics and questions. You will participate in a variety of activities throughout the semester. However, points will be assigned to discussion activities and modules assignments on assigned dates. All activities must be completed on time. It is imperative that you are regular in logging on and doing your work consistently. This course requires “time management” on the student’s part in order to be successful in this course.

Ø Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, discussions, and lecture material from the modules. Exams will be essay questions and projects that are assigned as an exam. Extension on any exam is at the instructor’s discretion and with prior discussion between the student and the instructor.

Ø Readings: All chapters should be read during the week they are assigned.

College Attendance/Drop Policy:

Ø Your participation is mandatory.

Ø The instructor checks for participation throughout the week to see if you have participated and are doing your assignments.

Ø If you miss three weeks without participating, and have not contacted the instructor, you will be excluded from class unless arrangements have been made with the instructor in advance.

Ø Last Day to drop a class without receiving a “W” September 07, 2012

Ø Last Day to drop a class to receive a “W” November 16, 2012

Ø It is the student’s responsibility to:

o Inform the instructor of personal/medical emergencies affecting your participation.

Ø It is the student’s responsibility to officially drop this class if you stop attending.

Ø If you are late the day any presentation or assignment is due you will lose the points for that assignment

SIMPLE RULES OF CLASSROOM COURTESY:

- Ø Participate in the course regularly.
- Ø Be respectful to your instructor and other classmates.
- Ø Use appropriate language at all times in our discussions.
- Ø You are enhancing not only your academic skills but your personal development and therefore it is my expectation that you will conduct yourself in this course appropriately at all times. Discussions are for the purpose of expanding these skills and everything that is discussed and shared remains within the context of the course and remains confidential and professional among only the participants in this class. We are all members of this “virtual community”.

STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- Ø “Dishonesty, such as;
 - o Cheating
 - o Knowingly furnishing false information to instructors and college personnel
 - o Do not turn in work that is not your own (plagiarism).
- Ø “Obstruction or disrespect towards anyone in general is unacceptable.”
- Ø “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”
- Ø

CHEATING POLICY:

Ø Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an “F” grade for the course.

Ø Disabled Students Programs and Services (DSP&S) is dedicated to promoting academic success by providing services and accommodations that assure educational access for students with disabilities. *Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Programs and Services (DSP&S) to discuss your specific needs.*

Keys to Student Success

<p>Key 1: Attendance Policy:</p> <p>It is the student’s responsibility to inform the instructor if you have any personal/medical emergencies affecting your participation. If you find that you are not able to continue in the course please officially drop the class to avoid</p>

<p>failing the course by default.</p> <p>If you are having difficulty in meeting course deadlines or in understanding course materials, you are expected to discuss your situation with the instructor before it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.</p>
<p>Key 2: Drop Policy:</p> <p>It is the student's responsibility to process and official withdrawal from class.</p>
<p>Key 3: Withdrawal and/or Incomplete Policies:</p> <p>College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.</p>
<p>Key 4: Students with Special Needs:</p> <p>Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to participating online, carrying assignments, or writing paper examinations.</p>
<p>Key 5: Academic Honesty:</p> <p>With the respect to the academic honesty of students, it is expected that all material submitted as part of any course assignment, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.</p>
<p>Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:</p> <p>The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.</p>
<p>Key 7: College Level Work Standards and Student Commitment:</p> <p>All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be typed in a 12 point Times New Roman font, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.</p>
<p>Key 7: College-Level Writing Requirements</p> <p>Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self-assessment.</p>
<p>Key 8: Communication is the Main Ingredient to Success:</p> <p>If you are struggling with or have a question about any of the concepts that I am presenting in this course please do not hesitate to talk to me about it. You can e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.</p>
<p>Key 9: Academic, Professional, and Personal Development:</p> <p>It is the intention of the WLAC Learning Community that each of our students will benefit from this academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship. We are all members of this virtual learning community.</p>

Key 10: Graduation, Certificates, Transfer, and or Employment:

It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task with all the necessary requirements to fulfill their aspirations.