

SYLLABUS
for
Observation & Assessment of Young Children
ECS 304
Ohlone College – Spring 2008

Instructor: J. Michele McDowell, M.B.A., M.S. **Day & Time:** Thursday, 9:00 – 12:10
Email: mmcdowell@ohlone.edu **Class Location:** CDC, Room 122
(510) 979-7453 www.ohlone.edu/people/mmcdowell

REQUIRED TEXTS:

Nicolson, S., & Shipstead, S. (2002). *“Through the Looking Glass: Observation in the Early Childhood Classroom”*, Prentice Hall.

Nilsen, Barbara Ann.. (2004). *“Week By Week Documenting the Development of Young Children”* (3rd Edition), Thompson Delmar Learning.

RECOMMENDED TEXT:

Beaty, Janice, (2002) *Observing Development of the Young Child*, Prentice Hall.

Billman & Sherman, (1996) *Observation and Participation in Early Childhood Settings*, Allyn & Bacon

Also required will be some supplemental reading. The supplemental reading will be in the form of handouts and supplemental books. Supplemental books may be located in local libraries and commercial bookstores.

Course Description:

This course deals with observation methods focusing on major areas of child development such as emotional, social, physical and cognitive. Extensive observation in this course aids students in the ability to learn and utilize assessment strategies and develop curricula to support children’s growth. This course is intended for advanced Early Childhood students. (Formerly ECS 102 and 102L)

Course Objectives:

Students completing the course should be able to:

1. Identify the factors affecting children’s behavior, motivation, and styles, based on assessment of social, emotional, physical, imaginative, and cognitive development.
2. Use a variety of observational methods and assessment tools to understand children’s behavior.
3. Interpret and apply information gathered from observations to develop individual curriculum plans, appropriate guidance and environments for young children.
4. Design a child study portfolio demonstrating an understanding of and ability to use and interpret methods of observation and assessment.
5. Describe the process for developmental assessment and its role in identifying, planning and intervening for a child with special needs and for the family.
6. Document procedures for specialized support resources and placement options in the local area.
7. Set up and create a resource file of community agencies, referral systems, and specialized support services in the local area.

COURSE REQUIREMENTS

Attendance: Attendance at all classes is required. Failure to attend will negatively impact the final grade. If you miss more than 20% or six classes you may be dropped from the class. In addition, students must perform 3 hours of lab time in the lab per week. The student is responsible for setting up these arrangements & providing documentation of these hours. Three late arrivals or leaving early three times equals one absence.

Class Participation: Students will arrive on time, have the required texts and participate appropriately in class and group activities. **Not participating** in class discussions, role-plays, small group activities or **dominating** class activities will negatively impact your course grade. Cell phones and pagers must be turned off or to vibrate; if it rings you will be asked to leave for the remainder of the class.

In Class Assignments: In class assignments and reflections must be completed and turned in the day of the class. These assignments will not be accepted late. If you miss a class you will not be allowed to make up the missed in class assignments. These assignments will be based on in class lecture, videos, discussions, role-plays and the text.

In-Class Activities: Students will be prepared to discuss the topic of the week after reading the corresponding chapter. (See Weekly Schedule.) Other activities include, but are not limited to, analyzing the content of various videos, participating in group discussions, presentations, small group activities, role playing and reading of the text.

Exams, Papers & Projects: All assignments must be completed on the scheduled dates. I will not accept late assignments. When applicable, work completed outside of class will be typed. (Handwritten papers will be returned to the student ungraded.) ALL individual work turned in must be your own. Students are required to do their own reading of materials, you may work together to synthesize and understand the information, however the **written work, exams, and oral presentations MUST BE YOUR OWN WORK IN YOUR OWN WORDS!** Be sure to cite any quote(s) you use. Any plagiarism will result in an "F".

Lab Assignments: All students **MUST** keep a **weekly log of their lab hours** and have the log signed each week by the supervising teacher or director. Lab assignment descriptions will be handed in advance of their due date. All observation assignments must be turned in by the due dates. No late papers will be accepted. When applicable, all work should be typed.

NOTE: all assignments are due on the date listed on the syllabus or the lab and class assignment schedules. Papers should be clearly organized, typed, neat, and orderly. While this is not a writing class, it is a college level course. Correct spelling, proper grammar using complete sentences and paragraphs are assumed. If your writing skills are not at college level you will be required to work with a tutor on all written assignments and must be signed off by the tutor. All assignments must be your own work in your own words. (Some students may want to consider taking one of the recommended English courses prior to this course.) This refers to all writing including emails.

ACADEMIC ETHICS

In this course, students are expected to share ideas, suggestions, resources and information, and are often required to work together cooperatively to complete a task. However, cheating and plagiarism will result in a F grade. This will apply to all persons involved.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements.

Point System for Grades:

1. Participation	75 pts	10 %
2. Homework, Quizzes, In Class Work (up to 150 pts)	150 pts	20 %
3. Journal	50 pts	7 %
4. Final Exam	100 pts	15 %
5. Special Needs Paper	50 pts	7 %
6. Resource File	75 pts	11 %
7. In-depth Child Study Report	200 pts	30 %
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	700 pts	

Grades will be calculated as follows:

A	=	700 - 630 points
B	=	629 - 560 points
C	=	559 - 490 points
D	=	489 - 420 points
F	=	419 - 0 points

YOU ARE RESPONSIBLE for giving Admissions and Records a drop form if you drop this course.
I MAY DROP YOU after six absences if your commitment is unclear to me.

ECS 304 - WEEKLY CLASS SCHEDULE

Changes announced in class take precedence over this published schedule and requirements.

<u>Week</u>	<u>Week of</u>	<u>Topic</u>	<u>Reading</u>
1	1/31	Syllabus, General Information & Introductions	
2	2/7	Introduction: Getting Started The Educated Observer	Intro – WBW Ch 1 – TTLG
3	2/14	Using the Class List Log to Look at Separation & School... On the Road to Sound Observations	Ch 1 – WBW Ch 2 - TTLG
4	2/21	Using Anecdotal Recordings*	Ch 2 – WBW Ch 6 - TTLG
5	2/28	Using Checklists*	Ch 3 – WBW Ch 7 - TTLG
6	3/6	Using Running Records*	Ch 4 – WBW Ch 5 - TTLG
7	3/13	Using Conversations to Listen to Language & Speech*	Ch 6 - WBW
8	3/20	Rating Scales*	Ch 9 – WBW
	3/27	<i>Spring Break</i>	
9	4/3	Using Work Samples to Look at Creativity “	Ch 10 – WBW
10	4/10	Using Frequency Counts to look at Emotional Development Tally Event Sampling*	Ch 5 – WBW Ch 11 - TTLG
11	4/17	Using Time Samples to Look at Attention Span Time Sampling* Narrative Event Sampling*	Ch 7 – WBW Ch 12 – TTLG Ch 9 - TTLG
12	4/24	Using Technology to Look at Sociodramtic Play* Resource File Due @ 9:00 SHARP!!!	Ch 11 – WBW
13	5/1	Using Standardized Tests to Look at Cognitive Dev Special Needs Paper Due @ 9:00 SHARP!	Ch 8 - WBW
14	5/8	Using Program Assessments Portfolios & Parent Conferences	Ch 11 – WBW Ch 14 – WBW Ch 10 - TTLG
15	5/15	Designing Observational Instruments Selecting Methods to Plan, Observe, & Enrich... Using the Yearly Plan Using Documentation for Child Abuse Suspicions <i>Child Study Due @ 9:00 SHARP!!! No Late Assignments Accepted,</i>	Ch 13 – TTLG Ch 14 – TTLG Ch 15 – WBW Ch 12 - WBW
16	5/22	FINAL EXAM,	

***Observation(s) relating to this topic are due in class for review, discussion and verification of completion!**