C.D. 251: Observational Techniques
Instructor: Carol Ann Marshall, MA, MFT
Sections: 1-4
Office: Modoc 102
Phone: 898-3095
Office Hours: Mon. and Wed. 3:00 – 5:00, Tues. and Thurs. by appointment
E-mail: camarshall@csuchico.edu (preferred method of contact)

Course Text:
Students are to print the course packet available on-line. This packet will contain observation assignments, evaluation sheets, course readings, and class exercises. This material is required for each lecture period. If you do not have your packet for in-class assignments, you will not receive credit.

Course Objectives:
Within the context of a high quality program for young children, students will:
1. Learn the various types of observation techniques used to observe and factually describe children's behavior, both qualitatively and quantitatively.
2. Broaden and reinforce the understanding of general principles, concepts, and theories of children's development and behavior through firsthand study and observation.
3. Apply knowledge of children's development through extensive written interpretations and discussions of observed behavior.
4. Demonstrate increasingly refined observation skills through written observations and interpretations.
5. Develop an appreciation of growth and development within individual children.

Course Prerequisite:
CHLD 252 - Introduction to Child Development

Course Requirements:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular class attendance, both class and lab periods</td>
<td>25</td>
</tr>
<tr>
<td>In-class writing assignments, exercises, assessments, and peer reviews *</td>
<td>50</td>
</tr>
<tr>
<td>Five observation assignments</td>
<td>100</td>
</tr>
<tr>
<td>Observational Techniques Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Individual Case Study Report (Course Final)</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>275</strong></td>
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</tbody>
</table>

*Approximately 11 assignments with the lowest dropped. Students must be present on the day in-class assignments are given to receive credit. Make-ups will not be allowed.
Grading and Evaluation:
All observation assignments will be graded according to the evaluation sheets found in the course packet. In-class assignments and the final project will be graded in a similar fashion. Points will be totaled at the semester’s end and a letter grade assigned according to the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

All scores will be posted on Blackboard under My Grades. You can follow your point status throughout the semester.

Attendance and General Class Policies:
- Regular attendance and class participation are essential!! The more often you are here, the better you will do!!
- Assignments are due at the beginning of the class period – anything turned in after that is considered late; specific time guidelines will be given with assignments. LATE ASSIGNMENTS will be lowered 5 points per class period. Any paper over one week late will only receive half credit.
- No assignments will be accepted the last week of classes.
- Although assignments are assigned differing maximum points, they are all important. To emphasize the importance of the contribution of all observation assignments, 25 points will be subtracted from the total score of a student who is missing one or more assignments.
- Any work turned in that is found to be copied, plagiarized, or in any way un-cited and claimed to be the student’s own work, will receive a ZERO for the assignment and the issue will be referred to Judicial Affairs. Please see following pages regarding academic honesty and plagiarism.
- Missed In-class assignments cannot be “made up”.
- Notifying me in advance that you will be missing class does not constitute an excused absence.
- In-Class Activities/Participation points will be given during class lecture. If you are not here and participating, you will not receive credit.

Classroom Protocol:
You are expected to be considerate of others at all times by being on time and seated when class begins; remaining in your seat until class is dismissed (except in the event of an emergency); and refraining from talking or causing distractions when others are speaking. Students will lose participation points for not following these guidelines!

Cell phones, texting, and laptop classroom rules:
- Turn off your cell phones or set them on silent mode when you come to class.
• Text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited to make a choice either to cease the texting or leave the classroom.
• DO NOT use your laptop in class unless obtaining specific permission from the instructor and then laptops can only be used for activities directly related to this class.
• Class participation points will be deducted for these violations.

**Students are required to pick up and save all assignments.**

**There is no extra credit offered for this course.**

**Laptops and other technological devices may NOT be used during lab periods.**
Cell phones must be turned off and kept in backpacks during lab observation times.

**Literacy Requirements:**
• All written assignments will be graded for literacy, spelling and grammar. Please read in your UNIVERSITY CATALOG regarding the University's literacy requirements. One point is taken for each four spelling or grammar errors. Due to the large volume of papers submitted for grading in this course, the instructor/grader will discontinue grading if there are more than 10 spelling or grammar errors and the paper will be returned for correction, late points will be taken. Proofreading of your papers will be a necessity. If you know you have difficulty with spelling and grammar, please see me for helpful resources.

**Academic Honesty:**
All written work is to be individually produced unless otherwise noted in the assignment.
• Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
• When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

**Mission statement:**
Within the context of the broader university commitment to higher education, the Child Development Department offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

**Vision Statement:**
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching,
mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

**Department of Child Development Student Learning Objectives:**

1. **Foundations of Child Development**
   Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.

2. **Child and Environmental Assessment and Study**
   Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.

3. **Developmental Context**
   Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.

4. **Professionalism**
   Students will engage in professional behavior appropriate to the discipline in professional contexts.

5. **Critical Thinking**
   Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

**Contributions to Student Learning Outcomes:**

For Child Development majors, the objectives of this course correspond to the following Student Learning Outcomes (SLOs) as outlined by the Child Development Department:

Course Objective #1 (as listed above):
- Child and Environmental Assessment and Study (SLO 2) and Critical Thinking (SLO 5)

Course Objective #2:
- Foundations of Child Development (SLO 1), Child and Environmental Assessment and Study (SLO 2), and Critical Thinking (SLO 5)

Course Objective #3:
- Child and Environmental Assessment and Study (SLO 2) and Critical Thinking (SLO 5),

Course Objective #4:
- Child and Environmental Assessment and Study (SLO 2) and Critical Thinking (SLO 5)

Course Objective #5:
- Critical Thinking (SLO 5)

**Contributions to the Child Development Major Portfolio:**

In order for the Department of Child Development, and more importantly, the student to assess whether or not they have met the Student Learning Outcomes, a final cumulative portfolio will be required from Child Development students. Within this cumulative portfolio, students will be asked to reflect upon what they have learned and how they can apply learned material upon graduation. In order for students to reflect upon their own personal growth and development, they will be asked to
compile a cumulative portfolio of their college/university work. Students are encouraged to safeguard all assignments as they will be valuable in compiling the Child Development Major Cumulative Portfolio.

Accessibility Resource Center (ARC):
If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. Information about their services can be found at http://www.csuchico.edu/arc/students/register.shtml.

Title IX: Confidentiality and Mandatory Reporting
As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best fit student learning.

Changes will be posted on Blackboard, sent by campus email, and/or announced in class if possible. Regular monitoring of your campus email is recommended.