C.D. 251: Observational Techniques
Instructor: Carol Ann Marshall, MA, MFT
Sections: 1-10
Office: Modoc 105
Phone: 898-5564
Office Hours: Mon. and Wed. 11-12 and 3:00-5:00, Tues. and Thurs. by appointment
I will also be available from 2-2:30 (outside Langdon 300 Mon. and Wed.)
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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:
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 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>270</td>
</tr>
</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>69-73</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.
- **Students that miss more than three classes may be dropped from the course.**
- In-Class Activities/Participation points will be given during class lecture. If you are not here and participating, you will not receive credit.

**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. Laptops may be used during lecture periods in the front row only.**

**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:**
Academic honesty is strictly enforced. Campus policies forbid students from taking information from other students or providing information during exams, when writing papers and/or completing other course assignments. Plagiarism and "Dry Labbing" are extreme ethical violations and will not be tolerated in this class. Students found to do either of these will receive an automatic F for the class. In addition, a letter explaining the violation will be placed on file with the Child Development Program Coordinator and a report made to the Office for Student Judicial Affairs. Students are responsible for reading the Academic Honesty pamphlet distributed by CSUC. If you have not received a copy of this pamphlet, please ask us to provide you with one.

**Cell Phone Use:**
All cell phones need to be on silent and out of view, thus no texting. Cell phones must be turned off and kept in backpacks during lab observation times.

**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 practice. Specifically, the program centers on the foundations of child development, child and environment assessment and study, developmental context, professionalism, and critical thinking skills.

**Vision Statement:**
Students in the Child Development Department will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students’ professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.

**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:
For Child Development majors, the completed Individual Case Study along with other assignments may be used by students in their senior capstone class as evidence of student learning or SLO’s. As such, students are encouraged to keep copies of these completed assignments.

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.