

CALIFORNIA STATE UNIVERSITY, CHICO
Child Development Program

C.D. 251: Observational Techniques

Fall 2011

Instructor: Carol Ann Marshall, MA, MFT

Sections: 1- 10

Office: AJH 123

Office Hours: Monday and Wednesday 2 – 3 outside classroom, Tues. 12:30-2:30 (AJH)

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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.

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 Requirements:

Assignments	Points
Regular class attendance, both class and lab periods	15
In-class writing assignments, exercises, and assessments**	50
Five observation assignments	110
Observational Techniques Quiz	25
Individual Case Study Report (Course Final)	100
Total	300

**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:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
%	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	60 or less

Note: Observation assignments are considered on time if received IN CLASS on the due date. Late papers are defined as assignments submitted after the class period on the due date. LATE

ASSIGNMENTS will be lowered 5 points per class period. Unless prior arrangements have been made and the due date specifically extended, assignments turned in later than one week after the due date will only receive half credit. 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.

Students are required to pick up and save all assignments.

There is no extra credit offered for this course.

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. Due to the large volume of observations 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 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:

Cell phones must be turned off during lecture periods and during lab observation times. **This includes texting!**

Mission statement:

Within the context of the broader university commitment to higher education, the Child Development Program 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 Study and Assessment, Programs for Children and Families, Professional Qualities, Critical Thinking Skills, and Developmental Context.

Vision Statement:

Students in the Child Development Program 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 Program Committee:

Course Objective #1: Child and Environment Assessment (SLO 2) and Critical Thinking (SLO 5)

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

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

Course Objective #4: Child and Environmental Assessment (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.