



## **CHLD 251: OBSERVATIONAL TECHNIQUES IN-PERSON COURSE SYLLABUS**



**Instructor:** Dr. Lindsey Nenadal

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**Office:** Modoc 103

**Class Meeting Day, Time, & Place:** Tuesdays 2:00 – 3:50pm in Modoc 116

**Observations:** 2 hours a week

**Student Hours:** Mondays 11 – 1 pm online, Tuesdays 12 – 2 pm in person, or by appointment

### **Course Description:**

This course includes acquisition and application of basic observation skills regarding children's physical, cognitive, social, and emotional development.

### **Course Format:**

CHLD 251 involves lecture and out-of-class observations. We will all meet together for 1 hour and 50 minutes once a week for lecture in our meeting location (see above). Additionally, you will complete two-hours of observations each week in the Observation Booth of the Associated Students Child Development Lab (ASCDL) preschool Magnolia classroom.

Successful completion of the requirements for this course will include individual and group assignments. Class attendance is mandatory, as time will be spent during class to assist in the group preparation. You will complete observations weekly and will also be expected to complete readings outside of class.

**Prerequisites:** CHLD 252 (may be taken concurrently).

### **How to Contact your Professor:**

Please email me or attend student/office hours if you have any questions or problems in the course, would like to discuss any of the ideas raised through the course, or just to say hi!

**PLEASE READ!** ☺ I want my course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you reach out to me, the more I can do to try to work with you to alleviate the unique disadvantages you might face.

### **How to Access Course Materials and Required Readings:**

The syllabus, schedule, required readings, and major assignments are available on Blackboard, which you access through your Chico State Portal. Please download and/or print the [\*\*DRDP \(2015\): An Early Childhood Developmental Continuum, Preschool Essential View\*\*](#).

### **Grading:**

There are **550 possible points** in this class. Grades will be assigned as follows based on completion of the course requirements outlined in the next section. You will receive a letter grade based on the points you have earned at the end of the course (e.g., 450 out of 550 points = 82%). Please note that a 60% constitutes a passing grade in this course. Access the CSUC Grading Policy (<http://www.csuchico.edu/prs/EMs/2010/10-018.shtml>).

		93-100%	= A	90-92%	= A-
87-89%	= B+	83-86%	= B	80-82%	= B-
77-79%	= C+	73-76%	= C	70-72%	= C-
67-69%	= D+	60-66%	= D	0-59%	= F

### **What Will Be Graded:**

#### **Class Participation (150 points, see breakdown of points below):**

##### **Attendance & Participation (15 classes x 10 points = 150 points)**

You will receive 10 points per lecture for attendance, participation, and completion of your group activity. **If you are absent due to illness and want to make up points, it is your responsibility to:** 1) contact me ahead of time (email or Pronto), 2) review the lecture slides and answer the turn-and-talk questions on a blank piece of paper, 3) get a copy of the group work outside of my office (Modoc 103) and complete it, and 4) submit your turn-and-talk responses and made-up group work the next time you attend class.

#### **Class Assignments (400 points, see breakdown of points below):**

##### **Class Introduction (5 points)**

To introduce ourselves and get to know one another, you will have the chance to create a slide about yourself and get to read other students' introduction slides.

##### **Final Observation Assignments (3 x 100 points = 300 points):**

Upon completion of learning a new technique and developmental focus, you will complete a final observation assignment (3 throughout the semester). These will include a combination of group and individual work (including submitting your observation notes).

##### **Reading Quizzes (3 x 25 points = 75 points)**

Upon completion of a unit, you will take a quiz on the readings that focus on that unit's technique and developmental focus.

##### **Mid-Semester Check-In (5 points)**

To make sure your learning needs are being met, there will be a mid-semester check-in where you share what is working and what is challenging with the class.

##### **Final Reflection (15 points)**

A final in-class reflection will take place during finals week.

#### **Total Possible Points = 550 points**

### ***Late and Missing Work:***

As this course is dependent on group work and group discussions, it is not typical that late work will be accepted for credit; however, if an exception is made, late work will be penalized **10% per day late, up to a maximum of 50%** (after 5 days, late work will not be accepted).

### ***Course and University Policies:***

**Cell Phones & Electronic Devices:** At the beginning of class, please place any cell phones or electronic devices in silent mode. As we will be using electronically available items throughout the course, it is expected that students will have laptops, tablets, or cell phones available in order to participate. After the activities requiring Internet access have been completed, it will be expected that devices are placed out of sight. Additionally, students found to be engaging in off-task behavior (e.g., checking email, visiting non-related course websites, or doing work for other classes) will be given one warning. Additional violations of these policies will result in further consequences, which may include asking a student to leave class for the day.

**Student Professional Behavior:** Campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and faculty. This includes engaging in mutual respect and cooperation, as well as following course policies. In this course we will also be responsible for protecting the confidentiality of children's information. It is essential that privacy is maintained, which includes not discussing child-related information in settings outside of the classroom (e.g., hallways). We will discuss professional behavior specific to this course during our Observation Booth Orientation, and you will be expected to pass an Observation Booth Orientation Quiz. If you have any questions about what constitutes professional behavior, please feel free to ask.

**Academic Integrity:** Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." It is the expectation that students 1) know and understand the University's definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. Copying another student's work of any kind, helping another student cheat, having unauthorized access to assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Additionally, plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citations or quotation marks. Misuse of sources involves inaccurately citing appropriate sources (including internet sources and papers that other students have written). Plagiarism or misuse of sources will result in a "0" for that work. Students who cheat on exams or assignments will earn a "0" for that work. These students will be reported to Judicial Affairs. Violation of these policies twice will result in an "F" for the course. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at [www.csuchico.edu/sjd](http://www.csuchico.edu/sjd).

**Title IX Confidentiality and Mandatory Reporting:** As a Chico State instructor, one of our responsibilities is to help create a safe learning environment for all students. We also have a mandatory reporting responsibility related to our roles as faculty. It is our 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. We will seek to keep information you share private to the greatest extent possible. However, we are required to share information regarding sexual harassment, which includes sexual misconduct, dating/domestic violence and stalking, with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available: <http://www.csuchico.edu/title-ix>.

### **Student Resources:**

**Disability Services:** If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898-5959. More information about ARC services can be accessed at [www.csuchico.edu/arc](http://www.csuchico.edu/arc).

**ESL Support Services:** The ESL Support Services provide free tutoring for all non-native English speakers and heritage learners. Tutors can provide assistance with any aspect of the writing process from brainstorming topics, outlining papers, editing drafts, answering grammar questions, and working with sources and citations. Tutors also provide help with oral presentations, digital documents, and reading and listening skills. The services aren't exclusively for international students. Instead, anyone who identifies as a non-native English speaker is welcome to utilize this free campus resource. ESL Support Services is located in ARTS 206A and is open Mondays – Fridays from 10:00 – 4:00. No appointments are necessary. More information can be found at the [ESL Support Services website](#).

**Learning Support Services:** The mission of the Learning Supports Services is to provide services that will assist students to become independent learners. It prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. It also facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Please visit <https://www.csuchico.edu/keep-learning/support-services.shtml> for more information. You can also visit the Keep Learning website for more resources: <https://www.csuchico.edu/keep-learning/index.shtml>

**Counseling Center:** College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you are or you notice a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm, with walk-in hours from 9am-4pm. The Center is located in the Student Services Center, Room 430 and the phone number is (530) 898-6345. You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: [www.csuchico.edu/counseling](http://www.csuchico.edu/counseling).

**Information about Food and Emergency Housing Resources Available to Students:** CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities (<http://www.csuchico.edu/chc/calfresh-outreach/>) or 530-898-5323 for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry (<https://www.csuchico.edu/sa/units/hungry-wildcat-food-pantry/index.shtml>).

**Child Development Mission Statement:**

Within the context of the broader university commitment to higher education, the Department of Child Development 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.

**Child Development 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.

**Course Objectives & Contribution to the Child Development Major/Minor:**

For Child Development majors and minors, the objectives of this course correspond to the following Student Learning Objectives (SLO’s) as outlined by the Department of Child Development:

<p><b>SLO 1: Foundations of Child Development</b></p>	<p>Students will apply the theoretical and empirical foundations of human development.</p>
<p><b>SLO 2: Child and Environmental Assessment and Study</b></p>	<p>Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.</p>
<p><b>SLO 3: Developmental Context and Diversity</b></p>	<p>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.</p>
<p><b>SLO 4: Professionalism</b></p>	<p>Students will engage in appropriate professional behavior in professional contexts.</p>
<p><b>SLO 5: Critical Thinking</b></p>	<p>Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.</p>

Within the context of a high-quality program for young children, students in CHLD 251 will:

1. Learn the various types of observation techniques used to observe and factually describe children's behavior, both qualitatively and quantitatively (SLO 2, 4).

2. Broaden and reinforce the understanding of general principles, concepts, and theories of children's development and behavior through firsthand study and observation (SLO 1, 3).
3. Apply knowledge of children's development through extensive written interpretations and discussions of observed behavior (SLO 1, 2, 5).
4. Demonstrate increasingly refined observation skills through written observations and interpretations (SLO 2, 4, 5).
5. Develop an appreciation of growth and development within individual children (SLO 1, 3).

***Acknowledgement of Mechoopda Tribe:***

We are meeting on the traditional lands of the Mechoopda people. Without them, we would not have access to this campus or our education.

***Reminder:***

The CSU requires students to be fully vaccinated against COVID-19 by September 30, 2021, unless you have an approved exemption. Currently, Chico State is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face mask covering the nose and mouth in order to participate in this course. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines.

Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any other COVID-19 related safety policy or mandate, including the face covering requirement, may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

Individuals unable to wear a face covering due to a medical condition should contact the Accessibility Resource Center by phone at (530) 898-5959 or by email at [arcdept@csuchico.edu](mailto:arcdept@csuchico.edu).

Symptomatic students should not attend in-person classes. Please contact the COVID hotline (530-898-2222) for additional directions. For more information about Chico State Covid-19 protocols, please visit: <https://www.csuchico.edu/coronavirus/combatacovid.shtml>.