



CHLD 251: OBSERVATIONAL TECHNIQUES ONLINE COURSE SYLLABUS



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Office: Modoc 103

Whole Class Meeting Days: Mondays 1 – 1:50pm

Group Meeting Days: Wednesdays 1 – 1:50pm

Student Hours: Mondays 11 am – 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, video observations, and group work. Each week, you will:

- participate in a 50-minute class lecture and discussion on Zoom on Monday
- conduct 2 hours of video observations
- meet with your small group online on Wednesday

Successful completion of the requirements for this course will include class and group participation, as well as individual and group assignments. One class period each week will be used to meet with our whole class and the other class period will be used to meet with your group. You will also complete 2 hours of video observations each week and will 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 **600 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., 500 out of 600 points = 86%). 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 (200 points, see breakdown of points below):

Zoom Whole Class Participation (15 classes x 8 points = 120 points)

You will receive 8 points per Monday lecture for your attendance and participation. Missing more than 10 minutes of class results in a deduction of points.

Group Participation (10 group assignments x 8 points = 80 points)

Each week, the activity that is completed during your group meeting (on Wednesdays) will be submitted for a possible 8 participation points.

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 = 600 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:

Student Professional Behavior: College is a professional setting. Please treat it as such by following standards for professional and ethical behavior in our online classroom and when communicating with students and faculty in Zoom discussions, through email, and on discussion boards. This includes engaging in mutual respect and cooperation. This will be discussed further in class. 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 discussing child-related information in less appropriate settings outside of the classroom (e.g., hallways). Additionally, during these unique times of virtual classes - "attending" class from our homes, cars or other places, the line between what's acceptable and not might seem less clear. According to the Office of Student Conduct Rights and Responsibilities (SCRR), behavioral expectations do not change when the learning environment does. This means that behaviors that would not be acceptable in person are not acceptable in our virtual space. If you would like to learn more, please visit the SCRR website(<https://www.csuchico.edu/scrr/>). 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.

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.

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.

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>SLO 1: Foundations of Child Development</p>	<p>Students will apply the theoretical and empirical foundations of human development.</p>
<p>SLO 2: Child and Environmental Assessment and Study</p>	<p>Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.</p>
<p>SLO 3: Developmental Context and Diversity</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>SLO 4: Professionalism</p>	<p>Students will engage in appropriate professional behavior in professional contexts.</p>
<p>SLO 5: Critical Thinking</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.