

## CSU, Chico • Department of Child Development

### CHLD 251: Observational Techniques (In Person Section), Spring 2024

<b>Instructor:</b>	Dr. Lindsey Nenadal
<b>Office location:</b>	Modoc 103
<b>Telephone:</b>	530-898-4696
<b>E-mail:</b>	<a href="mailto:lnenadal@csuchico.edu">lnenadal@csuchico.edu</a>
<b>Student hours:</b>	Mondays on Zoom from 11:00 am - 1:00 pm Tuesdays in Modoc 103 from 12:00 - 2:00 pm Please sign up for a 15 minute meeting time using <a href="#">this link</a> .
<b>Class days and times:</b>	Tuesday from 2:00 - 3:50 pm
<b>Classroom:</b>	Modoc 120
<b>Prerequisites:</b>	CHLD 252 (may be taken concurrently)

### Course Usage of Canvas

Copies of the course syllabus and major assignments may be found on Canvas. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal at <http://portal.csuchico.edu>.

### Course Description, Format, and Mode of Instruction

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

This class meets in person and involves lecture and out-of-class observations. Each week, you will attend a 1 hour and 50-minute lecture in our meeting location (see above). Additionally, you will independently 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 class time will be spent learning new material and working with your group.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:	Assessment:
<p><b>1. Critical Thinking in Child Development:</b> Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.</p>	<ul style="list-style-type: none"> <li>● Whole and Small Group Discussions</li> <li>● Group Observation Ratings</li> <li>● Unit Reading Quizzes</li> </ul>
<p><b>2. Written Communication in Child Development:</b> Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.</p>	<ul style="list-style-type: none"> <li>● Independent Observation Notes</li> <li>● Group Observation Ratings</li> </ul>
<p><b>3. Oral Communication in Child Development:</b> Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.</p>	<ul style="list-style-type: none"> <li>● Whole and Small Group Discussions</li> </ul>
<p><b>4. Information Literacy in Child Development:</b> Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.</p>	<ul style="list-style-type: none"> <li>● Whole and Small Group Discussions</li> <li>● Group Observation Ratings</li> <li>● Unit Reading Quizzes</li> </ul>
<p><b>5. Quantitative Literacy in Child Development:</b> Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.</p>	<ul style="list-style-type: none"> <li>● Unit Reading Quizzes</li> </ul>
<p><b>6. Professionalism in Child Development:</b> Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.</p>	<ul style="list-style-type: none"> <li>● Whole and Small Group Discussions</li> <li>● Independent Observation Notes</li> <li>● Group Observation Ratings</li> </ul>

## Required Text and Resources

### Required Textbook & Resources

- Nilsen, B.A. (2023). Week by Week: Plans for Documenting Children's Development. Cengage Learning. ISBN: 9780357625682
- Please download or print (it is free): [DRDP \(2015\): An Early Childhood Developmental Continuum, Preschool Essential View](#).
- Additional readings assigned in Canvas.

## Classroom Protocol

### Commitment to Equality and Respect

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.

## Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found <http://www.csuchico.edu/catalog/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

## Grading Policy

It is important that you keep track of your grade throughout the semester and reach out to me if you are struggling or have any questions. You will receive a letter grade based on the points you have earned at the end of the course (e.g., 415 out of 510 points = 81%). The following grades will be assigned according to your percentage:

		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

Late assignments will be accepted **up to five days after the due date** and will receive a deduction of 10% per day late. Quizzes cannot be submitted late and will not be available after the due date.

## Assignments

1. **Attendance and Participation** (15 class meetings x 8 points = 120 points) – To foster a productive learning environment, you are expected to arrive on time and come prepared to participate in discussions. You will receive 8 points per lecture for attendance, participation, and completion of your group activity. You are allowed to miss one class and still receive credit. All other absences will result in missed points. Repeated tardiness will also result in a point deduction. **No make-up assignments for missed classes will be given.**
2. **Introduction Activity** (5 points) - To help you get to know one another, you will complete an introduction activity on Google Slides during Week 1 of class.
3. **Observation Assignments** (300 points total, see below for breakdown):
  - a. **Independent Observation Notes** (Submitted 3 times in the semester x 60 points each = 180 points) – To practice the observational techniques that you are learning, you will complete and submit your observation notes three times during the semester.
  - b. **Independent Observations Reflection** (Submitted 3 times in the semester x 5 points each = 15 points) – To give you the opportunity to see how your understanding of observational techniques and children’s development has grown, you will reflect on your learning three times during the semester.
  - c. **Group Observation Ratings** (Submitted 3 times in the semester x 35 points each = 105 points) – To show what your group has learned about a Target Child’s development during your observations, you will work with your group to complete a rating and assessment three times during the semester.
4. **Unit Reading Quizzes** (3 unit quizzes x 25 points each = 75 points) – To show what you have learned in your readings, you will take a quiz upon completion of each unit. The quizzes are to be taken independently and will be available on Canvas.
5. **Final Reflection** (10 points) – To give you the chance to reflect on your growth and connect it to your professional interests, you will complete an in-class reflection during finals week.

**TOTAL POSSIBLE POINTS = 510 points**

## University Policies and Campus Resources

### **Land Acknowledgement**

We acknowledge and are mindful that Chico State stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land, the flora, the fauna, and the waters that run through campus. We are humbled that our campus resides upon sacred lands that since time immemorial have sustained the Mechoopda people and continue to do so today.

### **Academic Integrity**

Students are expected to be familiar with the University's Academic Integrity Policy. Your commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found on the [Student Conduct, Rights, and Responsibilities website](#).

Specifically, use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct as described above.

### **IT Support Services and Wildcat Computing Support**

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the [ITSS website](#). Tutorials and guides are available for all of the programs and software that are provided to you at no cost through a campus license; access to these resources is available through the [Wildcat Computing Support website](#).

### **Student Affairs, Services and Resources**

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation, and basic skills development. Student services information can be found on the [Division of Student Affairs website](#). Information on available student resources can be located on the [Student Resources and Services website](#).

### **Americans with Disabilities Act**

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact the

Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you with further assistance with requesting and arranging accommodations.

**[Accessibility Resource Center](#)**

530-898-5959

Student Services Center 170

[arcdept@csuchico.edu](mailto:arcdept@csuchico.edu)

**Student Learning Center**

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college coursework by offering a variety of programs and resources to meet student needs. The SLC 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. The University Writing Center has been combined with the Student Learning Center. You can also visit the [Student Learning Center website](#).

**ALLY**

Chico State is committed to providing you with the best learning experience possible. With this goal, we have activated ALLY in your courses. ALLY is a revolutionary product that focuses on making digital course content more accessible to all students. You will now be able to download any content in this course in the format that fits best with your learning style. PDF, HTML, .EPUB and Audio files are now available for most content items. Here is a link to more [information on formats available](#) as well as what each format offers. Should you have any questions or experience issues while using ALLY please contact the Office of Accessible Technology and Services at [oats@csuchico.edu](mailto:oats@csuchico.edu) or 530-898-6532.

**Mental Wellness**

Mental health concerns or stressful events (ex: a global pandemic) may lead to diminished academic performance or reduce your ability to participate in daily activities. Free, easily accessible, confidential mental health services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of mental health services available on campus at the [WellCat Counseling Center website](#).