“What I don’t see can’t invade my sacred space with my Mommy”.
### West Los Angeles College Child Development Syllabus

**Observing and Recording Children’s Behavior (CD 34)**

*(Section #8280)*

*(Spring 2016- 8 week session)*

<table>
<thead>
<tr>
<th>Recommendation to all CD students:</th>
<th>Take the assessment tests for English and Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>All students should have completed the core courses: CD 1, 2, 3, 4, 10, and 11 before taking this upper division course.</td>
</tr>
<tr>
<td><strong>Co-requisites:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Section #:</strong></td>
<td>8280</td>
</tr>
<tr>
<td><strong>Days/Hours:</strong></td>
<td>Online 3:15 min Wk.</td>
</tr>
<tr>
<td><strong>Instruction Modality:</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Elizabeth Evans</td>
</tr>
<tr>
<td><strong>E-mail: Please use this email to contact instructor – no private messages</strong></td>
<td><a href="mailto:wlacecestudents@gmail.com">wlacecestudents@gmail.com</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.heart4kidsadvocacy.com">www.heart4kidsadvocacy.com</a></td>
</tr>
<tr>
<td><strong>Blog:</strong></td>
<td><a href="http://heart4kidsadvocacyforum.wordpress.com">http://heart4kidsadvocacyforum.wordpress.com</a></td>
</tr>
<tr>
<td><strong>Child Development Office:</strong></td>
<td>Monday through Saturday check office door for current hours</td>
</tr>
<tr>
<td><strong>Child Development Office Phone:</strong></td>
<td>310-287-4563</td>
</tr>
<tr>
<td><strong>Instructor Office Hours:</strong></td>
<td>Online advisement by appointment</td>
</tr>
<tr>
<td><strong>Required Text:</strong></td>
<td>Week by Week-Plans for Documenting Children’s Development</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Barbara Ann Nilsen</td>
</tr>
<tr>
<td><strong>Publisher: ISBN #:</strong></td>
<td>WAD (9781305501003) Cengage Learning</td>
</tr>
<tr>
<td><strong>Edition:</strong></td>
<td>7th</td>
</tr>
<tr>
<td><strong>Supplemental Reading: Subject:</strong></td>
<td>Learning to Listen, Listening to Learn: Building Essential Skills in Young Children</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Mary Renck Jalongo</td>
</tr>
<tr>
<td><strong>Publisher:</strong></td>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td><strong>Editions:</strong></td>
<td>ISBN: 978-1-928896-46-3</td>
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</table>
# West Los Angeles College Child Development Syllabus

### Observing and Recording Children’s Behavior (CD 34)

*(Section #8280)*

*(Spring 2016 - 8 week session)*

## Course Description:

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children’s success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored.

## West Los Angeles College Institutional Student Learning Outcomes

A. Critical Thinking: Analyze problems by differentiation fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

H. Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

## West Los Angeles College Child Development Program Student Learning Outcomes

3. Assessment: Critically investigate, interpret and analyze results of the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Utilize a variety of methods, they systematically observe, monitor, and document children’s activities and behavior, analyzing, communicating, and using the information they decide would improve their work with children, parents, and others.

6. Multiple Teaching Strategies for Meaningful Learning: Utilize a variety of practices and resources to promote individual development, meaningful learning and social cooperation.

## WLAC College Child Development Course Specific SLO’s Required by 24 unit Core Requirements for CSU’s

<table>
<thead>
<tr>
<th>Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each semester the instructor will select 4-5 of the Objectives for assessment</td>
</tr>
<tr>
<td>1. The student will demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.</td>
</tr>
<tr>
<td>2. The student will identify and evaluate logistical challenges, biases and preconceptions about assessing children.</td>
</tr>
<tr>
<td>3. The student will compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.</td>
</tr>
<tr>
<td>4. The student will consider the effect of social context, child’s state of health and well-being, primary language, ability and environment on assessment processes.</td>
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<tr>
<td>5. The student will identify and apply basic quantitative and</td>
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</table>
West Los Angeles College Child Development Syllabus

Observing and Recording Children’s Behavior (CD 34)
(Section #8280)
(Spring 2016- 8 week session)

<table>
<thead>
<tr>
<th>Course Outline:</th>
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<tbody>
<tr>
<td><strong>Week: 4/11/16- 4/17/16</strong>&lt;br&gt;<strong>Module 1 Topic of Study:</strong> INTRODUCTION</td>
<td><strong>Outside Assignments:</strong>&lt;br&gt;<strong>Assignment:</strong> Heads Up; Essay: #1 Due Date: 4/15/16&lt;br&gt;<strong>&amp; READ:</strong> Chapter 1 and Chapter 2&lt;br&gt;<strong>Module 1:</strong> Due 4/17/16&lt;br&gt;<strong>Chapter 1 &amp; 2 Activity Questions:</strong> 4/17&lt;br&gt;<strong>Assignment:</strong> Heads Up; Essay: #2 Due Date: 4/15/16&lt;br&gt;<strong>What do you see as the importance of observing and recording the behavior of young children?</strong>&lt;br&gt;<strong>Module 2:</strong> Due 4/17/16</td>
</tr>
<tr>
<td><strong>4/18/16- 4/24/16</strong>&lt;br&gt;<strong>Module 3 Topic of Study:</strong>&lt;br&gt;<strong>Using Anecdotal Recordings to look at self-care issues that children and professionals must deal with in the care and development of children.</strong></td>
<td><strong>Module 3:</strong> Due Date: 5/1/16&lt;br&gt;<strong>&amp; READ:</strong> Chapter 3 and 4&lt;br&gt;<strong>Module 4:</strong> Due Date: 4/24/16&lt;br&gt;<strong>Module 5:</strong> Due Date: 4/24/16&lt;br&gt;<strong>Module 6:</strong> Due Date: 5/01/16&lt;br&gt;<strong>Module 7:</strong> Due Date: 5/08/16&lt;br&gt;<strong>Module 8:</strong> Due Date: 5/15/16&lt;br&gt;<strong>Module 9:</strong> Due Date: 5/15/16</td>
</tr>
<tr>
<td><strong>4/25/16- 5/01/16</strong>&lt;br&gt;<strong>Module 5 Topic of Study:</strong>&lt;br&gt;<strong>Using running records to look at social growth development of children which will enable the professional to assess the needs of each child in terms of curriculum and methodologies of facilitating an appropriate learning environment.</strong></td>
<td><strong>Assignment:</strong> Heads Up; Observation #1 Due Date: 5/1/16&lt;br&gt;<strong>&amp; READ:</strong> Chapter 5 &amp; 6&lt;br&gt;<strong>Assignment:</strong> Heads Up; Observation #2: Due Date: 5/01/16&lt;br&gt;<strong>Assignment:</strong> Heads up; Mid-Term Exam Chapters 1-7; Due Date: 5/08/16&lt;br&gt;<strong>Assignment:</strong> DUE&lt;br&gt;<strong>Chapter 5 &amp; 6 Activity Questions:</strong> 5/01&lt;br&gt;<strong>Chapter 7 Activity Question:</strong> 5/08&lt;br&gt;<strong>Assignment:</strong> DUE&lt;br&gt;<strong>Mid-Term Exam:</strong> 5/08/16&lt;br&gt;<strong>Assignment:</strong> Heads up; Observation #2: Due Date: 5/15/16</td>
</tr>
<tr>
<td><strong>5/02/16- 5/08/16</strong>&lt;br&gt;<strong>Module 7 Topic of Study:</strong>&lt;br&gt;<strong>Using conversations to listen to language and speech in children. Being intentional about empowering children with receptive and verbal language skills.</strong></td>
<td><strong>Module 7:</strong> Due Date: 5/08/16&lt;br&gt;<strong>Chapter 7 Activity Question:</strong> 5/08&lt;br&gt;<strong>Assignment:</strong> DUE&lt;br&gt;<strong>Mid-Term Exam:</strong> 5/08/16&lt;br&gt;<strong>Assignment:</strong> Heads up; Observation #2: Due Date: 5/15/16&lt;br&gt;<strong>Assignment:</strong> heads up; Observation #2: Due Date: 5/15/16&lt;br&gt;<strong>Assignment:</strong> heads up; Observation #2: Due Date: 5/15/16&lt;br&gt;<strong>Assignment:</strong> heads up; Observation #2: Due Date: 5/15/16</td>
</tr>
<tr>
<td><strong>5/09/16- 5/15/16</strong>&lt;br&gt;<strong>Module 8 Topic of Study:</strong>&lt;br&gt;<strong>Using time samples to look at attention span. What are the indicators that children are having difficulty focusing in on tasks?</strong></td>
<td><strong>Module 8:</strong> Due Date: 5/15/16&lt;br&gt;<strong>Module 9 Topic of Study:</strong></td>
</tr>
<tr>
<td>Date Range</td>
<td>Module Topic of Study</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Module 11 Topic of Study: Using Work Samples to look at Creativity | Module 10: Due Date: 5/22/16  
Module 11: Due Date: 5/22/16  
Chapter 10 & 11 Activity Question: 5/22  
Peer Discussions: Questions 3,4,5,6 Due: 5/22/16  
Assignment: Heads up: Observation #3: Due Date: 5/22/16 |
Module 13 Topic of Study: Using documentation for child abuse suspicions | Module 12: Due Date: 5/29/16  
Module 13: Due Date: 5/29/16  
Chapter 12 & 13 Activity Question: 5/29  
Assignment: Heads up: Observation #4: Due Date: 5/29/16 |
| 5/30/16-6/05/16 | Final Exam and Program Assessment are due  
Module 14 Topic of Study: Using Program Assessment to look at children in group settings and situations.  
Module 15 Topic of Study: Using the portfolio for communications with families and looking at the child’s interaction with adults as an indicator for assessment.  
All work must be turned in by the due date of the assignment. Pace yourself because the assignments will be available to you in advance so that you can complete the assignments as time allots itself to your life’s schedule. | Module 14: Due Date: 6/05/16  
Module 15: Due Date: 6/05/16  
Chapter 14 & 15 Activity Question: 6/05  
FINAL EXAM : CHAPTERS 8-15 DUE: 6/05/16  
Peer Discussions: Questions 7,8,9,10 Due: 6/05/16 |

Standardized Measurements  
Module 9: Due Date: 5/15/16  
Assignment: Heads up: Observation #2: Due Date: 5/15/16
<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Instructions:</th>
<th>Points:</th>
<th>Due Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td><strong>Task:</strong> There are specific questions for each essay. It should be no less than 2 paragraphs in length. 10-12 font size. These questions are things for you to reflect on. I am looking for your own ideas and opinions.</td>
<td>50 pts. Each for a total of 100 pts.</td>
<td>Essays: #1 and 2 Due Date: 4/15/16</td>
</tr>
<tr>
<td>Observations</td>
<td><strong>Task:</strong> There are specific observations for each student to do that will engage them in learning how to observe children in different situations for different reasons that will the student to master the skills of observing and recording children’s behavior as well as growth and development. Each student can pick 4 different Observations to do from the resource Section of the class shell out of 12 different ones to choose from.</td>
<td>25 pts. Each for a total of 100 pts.</td>
<td>1: 5/10/16 2. 5/15/16 3. 5/22/16 4. 5/29/16</td>
</tr>
<tr>
<td>Chapter Discussion Questions</td>
<td><strong>Task:</strong> The Chapter Activities are directly related to the chapters in the textbook. Please read your modules and answer the thought questions. <strong>At least 5-6 lines is the minimum.</strong></td>
<td>10 points each @ 15: 150 pts.</td>
<td>Chapters 1-7: Check Due dates Chapters 8-15: Check due dates</td>
</tr>
<tr>
<td>Mid-Term Exam:</td>
<td><strong>Task:</strong> This exam consists of essay questions. Each question should be no less than a page in length. 10-12 font size should be used. I am looking for your own ideas and opinions. Do not just quote the information in your text. I want to see evidence of your own critical thinking skills.</td>
<td>100 pts.</td>
<td>Assignment: DUE: Mid-Term Exam: 5/08/16</td>
</tr>
<tr>
<td>Final Exam:</td>
<td><strong>Task:</strong> This exam consists of essay questions. Each question should be no less than a page in length. 10-12 font size should be used. I am looking for your own ideas and opinions. Do not just quote the information in your text. I want to see evidence of your own critical thinking skills.</td>
<td>100 pts.</td>
<td>FINAL EXAM: CHAPTERS 8-15 DUE: 6/05/16</td>
</tr>
<tr>
<td>Peer Discussion Questions: 1-10</td>
<td><strong>Task:</strong> This is an opportunity for you to go into the discussion area of the Shell and write your opinions and feelings about the topic presented. <strong>You must remember to respond to at least 2 other peer’s postings as well. The more responses you do the higher your points will be. A least a 5+ line paragraph</strong></td>
<td>10 points each for a total of 100 pts.</td>
<td>Check the dates Assignment are due on the ETUDES</td>
</tr>
<tr>
<td>Modules /Instructor Notes/ Lecture and Power Points</td>
<td>These elements are aids to assisting you in understanding the content of the course.</td>
<td>No points</td>
<td></td>
</tr>
</tbody>
</table>
West Los Angeles College Child Development Syllabus
Observing and Recording Children’s Behavior (CD 34)
(Section #8103)
(Fall 2012)

Course Grading System

COURSE GRADING:
Exams: Midterm and Final = 25%
Projects Special Projects - Observations = 25%
Peer Discussion Activities = 25%
Chapter Activity Questions = 25%
(ETC)

Total Points: TB Reconciled at the end of the semester if assignments are changed

GRADING SCALE:

(100%- 90%)   A
(89% - 80%)    B
(79% - 70%)    C
(69% - 60%)    D
(Under 59%)    F

Always keep up with your points throughout the semester. If you need to speak with my about your grade email me at: wlacecestudents@gmail.com and we can arrange to talk.

***ECERS Program Assessment is an Extra Credit Assignment: Worth 50 points

You each have an opportunity to do well in this course! It will involve an investment of your time and interest in mastering the content of the course. Every assignment that is required from this course involves thinking critically and using your life experiences to infuse in your responses whether it is an essay question, peer discussion, module discussion, observation, or exam. I want you to read the textbook and comprehend what you are reading but I want you to go beyond the text and speak your own truth and understanding of what you are experiencing when you are observing how children live their lives in their reality and what is transpiring in their learning experiences that they are interacting with. I hope you go into each experience in this course with excitement and expectation to grow as an individual and as an educator. I want this to be a joy filled journey as you peek into the world children live in, work in and play in. Remember PLAY is their Work, and Work is their Play.
Course Evaluation and Requirements for Grading: Online Format

Expectations of Students for Appropriate Participation:

COURSE REQUIREMENTS:

- Discussion Activities: Participation is mandatory in all peer discussion topics and questions. You will participate in a variety of activities throughout the semester. However, points will be assigned to discussion activities and modules assignments on assigned dates. All activities must be completed on time. It is imperative that you are regular in logging on and doing your work consistently. This course requires “time management” on the student’s part in order to be successful in this course.
- Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, discussions, and lecture material from the modules. Exams will be essay questions and projects that are assigned as an exam. Extension on any exam is at the instructor’s discretion and with prior discussion between the student and the instructor.
- Readings: All chapters should be read during the week they are assigned.

College Attendance/Drop Policy:

- Your participation is mandatory.
- The instructor checks for participation throughout the week to see if you have participated and are doing your assignments.
- If you miss three weeks without participating, and have not contacted the instructor, you will be excluded from class unless arrangements have been made with the instructor in advance.
- Last Day to drop a class without receiving a “W” April 18th 2016
- Last Day to drop a class to receive a “W” May 20, 2016
- It is the student’s responsibility to:
  o Inform the instructor of personal/medical emergencies affecting your participation.
- It is the student’s responsibility to officially drop this class if you stop attending.
- If you are late the day any presentation or assignment is due you will lose the points for that assignment

SIMPLE RULES OF CLASSROOM COURTESY:

- Participate in the course regularly.
- Be respectful to your instructor and other classmates.
- Use appropriate language at all times in our discussions.
- You are enhancing not only your academic skills but your personal development and therefore it is my expectation that you will conduct yourself in this course appropriately at all times. Discussions are for the purpose of expanding these skills and everything that is discussed and shared remains within the context of the course and remains confidential and professional among only the participants in this class. We are all members of this “virtual community”.

STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- “Dishonesty, such as;
  o Cheating
  o Knowingly furnishing false information to instructors and college personnel
  o Do no turn in work that is not your own (plagiarism).
- “Obstruction or disrespect towards anyone in general is unacceptable.”
- “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”

CHEATING POLICY:

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an “F” grade for the course.
- Disabled Students Programs and Services (DSP&S) is dedicated to promoting academic success by providing services and accommodations that assure educational access for students with disabilities. Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Programs and Services (DSP&S) to discuss your specific needs.
**Keys to Student Success**

**Key 1: Attendance Policy:**
It is the student's responsibility to inform the instructor if you have any personal/medical emergencies affecting your participation. If you find that you are not able to continue in the course please officially drop the class to avoid failing the course by default.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

**Key 2: Drop Policy:**
It is the student's responsibility to process and official withdrawal from class.

**Key 3: Withdrawal and/or Incomplete Policies:**
College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.

**Key 4: Students with Special Needs:**
Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to participating online, carrying out assignments, or writing paper examinations.

**Key 5: Academic Honesty:**
With the respect to the academic honesty of students, it is expected that all material submitted as part of any course assignment, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

**Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:**
The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

**Key 7: College Level Work Standards and Student Commitment:**
All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1” margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.

**Key 7: College-Level Writing Requirements**
Evaluation of student’s work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self-assessment.

**Key 8: Communication is the Main Ingredient to Success:**
If you are struggling with or have a question about any of the concepts that I am presenting in this course please do not hesitate to talk to me about it. You can e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

**Key 9: Academic, Professional, and Personal Development:**
It is the intention of the WLAC Learning Community that each of our students will benefit from this academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship. We are all members of this virtual learning community.

**Key 10: Graduation, Certificates, Transfer, and/or Employment:**
It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task with all the necessary requirements to fulfill their aspirations.