**ED 110: PRINCIPLES OF OBSERVATION (CRN 47234)
Final: Tuesday 9:30 - 11:20**

**Instructor**: Marcia Walsh

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**Office hours**: M 2-3, Th 2:30 - 3:30, F 12-1

1. **Course Description**Observe children in a classroom or child care environment using a variety of techniques. Focuses on using information gathered from observation to draw conclusions about children’s
typical development and plan appropriate curriculum activities.

**II. Course Outcomes** *Students will be able to:*

* Recognize the components of observation skills.
* Distinguish the difference between descriptions and interpretations of observations.
* Plan, implement, and evaluate a developmentally appropriate activity based on observations of a child.

**III. Required Text and Material**
 Curtis, Deb, and Margie Carter. [*The Art of Awareness*](http://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=1105422) (2ndt Ed). St. Paul, MN:
 Redleaf Press. (2013). Click on link to access e-book.

 CA Department of Education (2016). [*The Integrated Nature of Learning, Best Practices for Planning* *Curriculum for Young Children.*](https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf) Click on title for link to online access.

**IV. How to be SUCCESSFUL in this course:**

* Participate in classroom activities and conversations.
* ‘Reflect on the quote’ weekly in your journal.
* Do exercises within the chapters.
* Complete assignments on time.

**V. Expectations about your skills and abilities as a student:**

* Attend consistently and on time.
* Complete assigned readings in preparation for Thursday’s class.
* Bring textbook to EVERY class.
* Critical thinking and reflection.
* Use the course outline to manage assignment due dates.
* Complete chapter readings by Thursday to participate in class discussions.

 **VI. Advice**

* Practice observing the photos in the text. Compare your observations with what the teacher wrote.
* Look at the photos and see what the teacher wrote about. This will help you learn more about ‘developmental themes’ and descriptive language.
* Come to class the on learning experience presentation day. This portion of the assignment is worth 100 points.

**VII. Grades will be based on the following required assignments:**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Total Points** | **Your Points** |
| Assignment #1: Perspectives  | 100 |  |
| Assignment #2: Exploring Images (book) | 100 |  |
| Assignment #3: Anecdotal  | 100 |  |
| Assignment #4: Time sampling  | 100 |  |
| Assignment #5: Child Learning Story Outline | 50 |  |
| Assignment #6: Adapted running records | 100 |  |
| Assignment #7: Anecdotal Observation | 100 |  |
| Assignment #8: Learning Experience Plan | 100 |  |
| Assignment #8: In-Class Learning Experience | 100 |  |
| Assignment #9: Child Learning Story | 100 |  |
| Assignment #10: Observation Analysis | 50 |  |

 **Your total points:**Written assignments will be evaluated on the following:
 \* Creativity

 **\*** Detail and description

 \* Clarity & Quality
 \* Application of educational content to classroom experience and observations.

Please see rubric below for additional guidance. **Quality ‘minimum’ is a B.** If you are striving for an A, do more than the minimum and follow guidelines carefully.

Late assignments: You will have **2 late coupons** which you can attach to any assignment (except the in-class presentation). Read the instructions carefully. After the week extra for each assignment, your assignment will not longer be accepted. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED (unless you use your late coupon).**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| 94-11 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-70 | 67-69 | 60-66 | <60 |
| Excellent | Good | Satisfactory | Passing | Fair |
| **What this means:**Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes. | **What this means:**Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes. | **What this means:**Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed. | **What this means:**Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes. | **What this means:**Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome |

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or less

 900-1000 800-899 700-799 600-699 590 or less

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.*

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|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Readings Due Today** | **Assignments Due Today** |
|  **1** | Course overview; Learning to See | Ch.1  | Create a ‘Turnitin’ AccountAcquire a Journal |
|  **2** | Observing for Children’s Perspectives | Ch. 2 & 3 | **#1: Perspectives** |
| **3** | Observing Children’s Lively Minds | Ch. 4 | **#2: Exploring Images (book)** |
|  **4** | Observing How Children Use Their Senses | Ch.5Part 5: Int. Nature | **#3: Anecdotal** |
| **5** | Observing How Children Explore, Invent & Construct | Ch. 6 | **#4 : Time sampling** |
|  **6** | Observing How Children Connect with the Natural World | Ch. 7 | **#5: Child Learning Story Outline** |
| **7** | Observing How Children Seek Power, Drama & Adventure | Ch. 8 | **#6: Running Records** |
| **8** | Observing Children’s Eagerness for Drawing, Symbolic Representation & Literacy | Ch. 9Part 3: Int. Nature | **#7: Anecdotal** |
| **9**In Class Presentations | Observing How Children Form Relationships & Negotiate Conflict | Ch. 10 | **#8: Learning Experience Plan & In-class Presentation** |
|  **10** | Learning Story Presentations | Ch. 11 & 12 |  **#9: Child Learning Story** |
|  **11** | Learning Story Presentations continued; Observation Analysis**Final: Tuesday 9:30 - 11:20** |  | **#10: Observation Analysis**Bring observation assignments to final |

 **Assignments are due on Tuesdays
 Chapter readings are due on Thursdays**  The instructor reserves the right to make changes in the course schedule

 **Additional Information about the course and assignments**ALL assignments are due on the Tuesday class of each week, unless otherwise indicated.
All readings need to be completed by Thursday of assigned week.

 **Course Text:**

* Bring to **EVERY** class.
* **Practice observing the photos** in the text. Compare your observations with what the teacher wrote.
* **Look at the photos and see what the teacher wrote abou**t. This will help you learn more about ‘developmental themes’ and descriptive language.
* Do some of the suggested activities in the weekly chapter readings.

**Observations:**

* **Watch videos more than once**. Compare what you saw the first time with the second time (or even third time). Use information from videos to be specific in reflection area of assignments.

**Journaling**

* Journaling is a large part of the course. You will use your journal in-class - **bring your journal to class EVERY time.**
* It may help to organize your journal into sections:
 1 - Chapter reading exercises and quote reflection.
 2 - In-class journaling
 3 - Video observations

**Learning Stories**

* **Learning stories** are assessment tools used in early childhood programs to document the explorations and learning of a child.

 Child’s Learning Story: You will be assigned a video for your learning story & in-class learning
 experience presentation..
 - Developmental focus area will emerge
 - Describe child(ren’s) learning & disposition in story format.
 - Use ‘symbolic images’ to represent text.
 - Create in ‘google slides’ (or PowerPoint)
 - Partial points for presentation to class.