

CHDEV 20- Observation and Assessment

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About our Course- Syllabus

WORDS OF ADVICE

Each week you will need to complete 1 new modules, each covering a different concept pertaining to infant toddler development. Weekly lessons will be available beginning EACH TUESDAY at 8:00 AM and continue until MONDAY at 11:55 PM. You **MUST COMPLETE** the weekly modules between these times. *If you do not complete the lesson by Monday at 11:55 PM the assignment is considered late.* The assignment will lose 50% points (please see late policy). You may submit assignments up to 7 days late (read the late policy closely for some exceptions). As the discussion board posts simulate classroom discussion of the topics CURRENT to the week, only original discussion board posts may be submitted late (late peer responses will NOT be graded). Quizzes can **NOT** be submitted late.

You must participate in the online lessons and discussion for the entire 18 week session to receive credit for the course. Online and face-to-face sections of the same class follow the same RC Curriculum approved course outline, objectives and outcomes. This means that you will be completing the same course as the face-to-face sections of this course (with slight assignment differences between instructors and delivery modalities). However, online courses rely heavily on the student's ability to learn through reading and writing. If you have difficulties understanding through reading and writing, I highly advise enrolling in the face to face session of this course.

Each week you should expect to spend between **6 to 9 hours on each module**. Each weekly module should take about 3 hours of time to complete which is equivalent to the 3 hours you would be spending in a face-to-face lecture course. You should also plan to spend about about 3-6 hours per module completing assignments, reading the provided material, and studying for and completing quizzes; this is equivalent to the amount of time you would spend on the same items in a face-to-face course. If you think you are saving time by taking an online course, think again! Everything you have the luxury of sitting passively and listening to in lecture you have to now read word for word. Online courses might be more convenient but they are A LOT more work.

I hope that you will decide to stay in this online class. I promise I will do my part in helping you to have an exciting and successful learning experience. Good luck!

Course Description: Observation and Assessment

The appropriate use of assessment and observation tools and strategies to document young children's development and learning. Emphasizes use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals.

Course Outcomes

Upon completion of this course, students will be able to:

1. Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools..
2. Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
3. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Attendance -Using Canvas

Utilizing Canvas is a **REQUIRED** component of this course. All course correspondence and material including (but not limited to) syllabus, assignments, and reading requirements will only be available through Canvas. All assignments must be completed within the Canvas system.

You should expect to spend 6-9 hours a week working on our course. Since ALL course content is only available online in Canvas this means you will spend 6-9 hours LOGGED in working on content.

Students must contribute to the course weekly through participation in weekly discussion boards (more on this in a few pages). If you fail to log in and participate for 2 consecutive weeks you will be dropped from the course.

If you are having difficulty navigating Canvas the [Student Guides](#) (Links to an external site) provide information on almost anything you might need a little extra support with!

Communication

How to communicate?

ALL course correspondence MUST come to me through our course messaging system. Due my roll as the instructional Designer and Distance Education Coordinator for Reedley College I receive dozens of emails a day. In order to promptly respond to students it is easiest to respond within the course they are taking. This is a firm statement if you email me I WILL IGNORE the email. If you are uncertain how to use the Canvas course messages system use the guides attached below.

[Communicating in Canvas-Video](#) (Links to an external site.)

[Communicating in Canvas \(Conversations\) - Guide](#) (Links to an external site.)

Expectations

In an online course it can be difficult to remember an instructor is not available to answer email at 1 am (despite the knowledge THIS instructor is often grading at 1 am). So what can you expect? Messages to be answered within **24** hrs and phone calls to be answered within **48** hours. Why the discrepancy? Due to the multiple professional hats I wear I am often out of the office which makes returning phone calls more difficult but returning messages much simpler (and quicker.) If you not heard from me in 24 hrs. please send me a respectful reminder. Often times I will look at my messages without having the time to actually respond, which marks it as read which means I forget to respond.

Weekend hours:

I do know that many online students choose to take courses online because of M-F demands on their time whether it be work or family BUT this does not mean I will be available during the weekend hours. In the past I have sacrificed A LOT of family time to work and as my kiddos grow the time we have on the weekends becomes even more precious. Given this I will check on you guys FRIDAY at 5 pm and most likely won't be responsive again until 8 am Monday morning. If I find I have some free time on Saturday I MIGHT pop in and answer a few questions but I will **NEVER** respond on a Sunday. I highly encourage the use of the Q & A discussion board during this time, if you notice a peers question (and you know the answer) take a second to respond.

All of my contact information can be found on our course home page.

**** If you send me a message using the Canvas inbox you can earn 1 point extra credit this week**

Academic Dishonesty

Academic Dishonesty

"Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur "serious consequences.

Cheating

"Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely."

Plagiarism

"Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on "

Cheating/Plagiarism: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated. If a second violation occurs the student

will be reported to the Dean of student services and an F will be issued for the course.

For information on how to cite visit our Canvas class page: [ECE resources page](#)

Discussion Board

Each week you will be required to "discuss" a topic related to the lesson for that week. You "discuss" the topic by posting your response to the question I have provided. Then responding to the reflection posts of at least **2** other students. Discussion boards are worth 15 points each; you will receive up to 10 points for your original reflection post and 2.5 point for each response you post to other students. Do not assume that you will be automatically awarded full points for simply completing the assignment. Make sure your posts are thoughtful and answer the questions fully. To answer the question fully I expect to see evidence you have read and applied the information from the week's readings. If you are utilizing the information from the text or from resources provided you must cite this information using APA format AND remember to use correct grammar. **If you use "i" instead of I you will loose points**

You will not be able to view another persons post until you create a thread (response). Why do I do this? Sometimes it can be very tempting to save time by reading the responses already made and figuring out what to post based on other responses. Because I am such a WONDERFUL instructor I have removed this temptation for you...YOU'RE WELCOME!

Each week your original post is due FRIDAY by 11:55pm and your peer response is due MONDAY by 11:55pm. You are able to submit original posts late up to 7 days late (with a reduction of 50% points but you are not able to reply to peers late). You may not submit late peer responses.

Access to each discussion board is available with the module or you can access through the link on the left hand navigation menu. Use the guides below for some additional information on creating posts.

[What are discussions for students?](#) (Links to an external site.)

[How do I create a discussion?](#) (Links to an external site.)

[How do I reply to a discussion?](#) (Links to an external site.)

Most importantly let's talk about Netiquette

Late Assignments/Late Work

Late Work:

Late assignments will automatically lose 50% of the available points and must be turned in within 7 days after the due date. After 7 days the assignment will NOT be accepted. Quizzes can NOT be submitted late. Peer replies on discussion board can NOT be submitted late, but original posts can be submitted 7 days late.

Submitting Assignments:

All assignments must be submitted in Canvas NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!! All assignments must be submitted electronically using the median specified in each assignment instructions. Make sure to read all directions carefully.

Retaining Returned Assignments:

Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.

Accommodations for Students with Disabilities:

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible. If you have not yet visited our DSP&S office on campus use the link provided below to obtain more information.

[Disabled Student Programs & Services \(DSP&S\)](#) (Links to an external site.)

Assignment Summary

Please take note this is not a detailed list of assignment requirements. EACH assignment will have VERY specific directions which need to be followed. Please make sure to read each assignment directions individually when the time comes. The course calendar found on the left hand navigation menu is an EXCELLENT tool to keep track of the assignment due dates!

Weekly Discussion Board 18 x 15 = 270 points

Each week you will engage in a discussion with classmates. The topics will vary but will pertain to the weekly readings, videos or other resources provided. Knowledge gained through the weekly readings must be demonstrated for full points; this will be demonstrated through citation of sources and/or reference to weekly information. To complete the discussion board you must create an original post each FRIDAY 11:55 pm and respond to a peer each MONDAY 11:55pm Discussion board posts are worth 15 points (10 for original post and 5 points for each peer response)

Weekly Quizzes 18 x 15pts = 270 pts

There will be a total of 18 quizzes; one quiz each week. Each quiz will be worth a total of 15 points. The content within the quiz relates to the materials read in the chapter as

well as any additional information I have directed you to read. The quiz could be multiple choice, short answer, T/F and/or matching. Make sure you are studying and reading each week. The quizzes are due the week they are assigned. NO LATE QUIZZES. The quizzes are NOT timed.

Major Projects

Each Reedley College course has set Student Learning Outcomes (SLO's). These SLO's state the overarching skills a student should expect to learn in the course. In order to best assess if you (the student) have gained the knowledge stated in our course SLO's you will be completing 3 major projects each tied to a course SLO. Please note, if you do not complete one of these projects you will not be able to pass this course.

Observation and Documentation Project: SLO #2 Various

Due Dates

100 pts

SLO 2: Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.t.

Each student will create a series of observations using a variety of tools. These observations will then be used to modify the environment and create curriculum for a class of children. You will be provided with VERY specific instructions for this assignment in Week 3.

Part of this assignment will be to complete a modified ECERS

Parent Workshop SLO #3 DUE NOV

14th

100 pts

SLO 3: Discuss the role of partnership with families and other professionals in utilizing interpretations of observational and assessment data

Each student will create a script of a parent teacher conference using information from the DRDP 2015. You will be provided with VERY specific instructions for this assignment in Week 10.

SLO 1: Evaluate the characteristics, strengths limitations and applications of contemporary observation and assessment tools. Will be evaluated through weekly discussion boards and quizzes.