

10-15d.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-66d.	AP-4/6/10	App-12/7/10

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Kris K. Ramassini	Email Address k.ramassini@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4422

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

CDFR 310: Advanced Child Development	CDFR 310: Child Observation & Assessment
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program                       Program Title Change                       Program Revision  
 New Minor Program                       New Track

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Judalene Bowen</i>	<i>1/22/10</i>
Department Chair(s)	<i>Mary E. Swinko</i>	<i>1/22/10</i>
College Curriculum Committee Chair	<i>Robert Kestelink</i>	<i>2/22/10</i>
College Dean	<i>Garleen P. Zoni</i>	<i>2-24-10</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S Sedquist</i>	<i>4/9/10</i>

\* where applicable

Received

Received

APR 09 2010

FEB 25 2010

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Liberal Studies

Liberal Studies

## **Part II. 1. NEW SYLLABUS OF RECORD**

### **I. Catalog Description**

**CDFR 310: Child Observation & Assessment**

**3 class hours**

**0 lab hours**

**3 credits**

**(3c-01-3cr)**

**Prerequisites:** Grade of C or better in CDFR 218 and enrolled in minor or major or permission of instructor.

Study of two important aspects of child development as a course of study: observational assessment and theory. Observational assessment methods will be taught and mastered by the students. Relevant theories of child development will be discussed. Students will integrate their observational assessment experience with the child development theories via a case study project.

### **II. Course Outcomes**

Students will be able to

1. Discuss the historical perspective of the assessment of young children and the current issues and trends in assessment in early childhood education.
2. Observe preschool-aged children in a preschool setting across activities, including play, in an objective manner.
3. Apply the use of observational assessment methods (e.g., running record, anecdotal record, event sampling, time sampling, and developmental checklist) via the observation of a target child over the course of the academic semester.
4. Recognize observable behavioral characteristics, including developmental delays, in preschool-aged children across the areas of social/emotional development, physical development, cognitive development, and language development.
5. Apply an understanding of the current theories of child development to the observable behavior of preschool-aged children.
6. Create a longitudinal case study based on the observational assessment of a target child over the course of the semester.
7. Assess the target child's development based on knowledge of development and theories of child development via the longitudinal case study.

### III. Course Outline

- A. Assessment in Early Childhood Education (8 hours)
  - 1. Historical and philosophical background of the assessment of young children
  - 2. Current trends and issues in assessment of young children
  - 3. Developmentally appropriate assessment of young children
    - a. Developmentally appropriate for range of variation and exceptionality among individuals
    - b. Culturally appropriate
    - c. Linguistically appropriate
    - d. Individually appropriate
  - 4. Assessment components in a standards aligned system
    - a. Authentic
    - b. Screening
    - c. Diagnostic
    - d. Formative
    - e. Summative
  - 5. Ethical practices for assessment of young children
  
- B. Classroom Assessments (8 hours)
  - 1. Observation
  - 2. Checklists
  - 3. Rating Scales
  - 4. Rubrics
  - 5. Portfolio
    - a. Work and play samples
    - b. Electronic portfolios
  - 6. Teacher-designed strategies
  - 7. Performance-based strategies
  
- C. Theoretical Frameworks (10 hours)
  - 1. Bronfenbrenner's Ecological Model
  - 2. Maslow's Hierarchy of Needs
  - 3. Freud
  - 4. Erikson
  
- Midterm Exam (1 hour)
  
- D. Theoretical Frameworks (cont'd) (12 hours)
  - 1. Learning Theory
    - a. Classical Conditioning
    - b. Operant Conditioning
    - c. Social Learning Theory
  - 2. Piaget
  - 3. Vygotsky
  - 4. Gardner's Multiple Intelligences

**E. Assessment: A Collaborative Process**

(3 hours)

1. Multidisciplinary team
  - a. Consider cultural, economic, and/or linguistic differences
2. Communicating with Parents

Final Exam – Given During Finals Week

**IV. Evaluation Methods**

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

45% - Two exams (a midterm exam and one during exam week). The examinations could include multiple choice, true/false, matching, short answer/essay with materials coming from lecture notes, the text(s), videos, and class handouts.

30% - Observation assignments including a running record, an anecdotal record, a play observation, a time sampling, an event sampling, and developmental checklist.

25% - A longitudinal case study based on the observations of a child between the ages of two to six years of age.

**V. Grading Scale**

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

**VI. Attendance Policy**

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of classes.

**VII. Required Textbook(s), Supplemental Books and Readings**

Salkind, N. J. (2004). *An introduction to theories of human development*. Thousand Oaks, CA: Sage.

Wortham, S. C. (2008). *Assessment in early childhood education* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Additional Required Material:

The Creative Curriculum Developmental Continuum for Ages 3 – 5: Individual Child Profile  
[http://www.teachingstrategies.com/book/0134\\_IndChildProfile.cfm](http://www.teachingstrategies.com/book/0134_IndChildProfile.cfm)

Suggested:

*Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). (2001). Washington, D.C.: American Psychological Association.

## VIII. Special Resource Requirements

None

## IX. Bibliography

Aries, P. (1962). *Centuries of childhood*. Baltimore, MD: Penguin Books.

Boehm, A. E., & Weinberg, R. A. (1996). *The classroom observer: Developing observational skills in early childhood settings* (3<sup>rd</sup> ed.). New York: Teachers College Press.

Chen, J., & McNamee, G. D. (2007). *Bridging: Assessment for teaching and learning in early childhood classrooms PreK-3*. Thousand Oaks, CA: Corwin Press.

Doherty, J., & Hughes, M. (2009). *Child development: Theory and practice 0-11*. White Plains, NY: Pearson-Longman.

Draper, H. E., & Draper, M. W. (1977). *Studying children: Observing and participating*. Peoria, IL: Chas. A. Bennett Co., Inc.

Gullo, D. (2005). *Understanding assessment and evaluation in early childhood education*. New York: Teachers College Press.

Hobart, C., & Frankel, J., & Walker, M. (2009). *A practical guide to child observation and assessment* (4<sup>th</sup> ed.). Cheltenham, United Kingdom: Nelson Thornes LTD.

Irwin, D. M., & Bushnell, M. M. (1980). *Observational strategies for child study*. New York: Holt, Rinehart, & Winston.

Kuzma, K. (1978). *Child study through observation and participation: A workbook*. Palo Alto, CA: R & E Research Associates, Inc.

Paguio, L. P., Skeen, P., Wallinga, C., Osborn, D. K., & Halverson, C. F. (1990). *Observational guide to child study*. Athens, GA: Education Associates.

Pellegrini, A.D., & Bjorklund, D. F. (1998). *Applied child study: A developmental approach* (3<sup>rd</sup> ed.). Hillsdale, NJ: Lawrence Erlbaum.

Rogers, C. S., & Sawyers, J. K. (1988). *Play in the lives of children*. Washington, DC: NAEYC.

Singer, D. G., & Singer, J. L. (1990). *The house of make-believe: Children's play and the developing imagination*. Cambridge, MA: Harvard University Press.

Thomas, R. M. (2004). *Comparing theories of child development* (6<sup>th</sup> ed.). Florence, KY: Wadsworth.

Wright, R. J. (2010). *Multifaceted assessment for early childhood education*. Thousand Oaks, CA: Sage.

### Student Outcome Matrix

Course Objectives	NAEYC Standards	PDE Competencies
1	1 & 3	IE II10 & II12 IIIA IIIB IIIE IIIF IIIQ IIIR IIIC7
2	1 & 3	IC3 IC9
3	1 & 3	IH IIIB IIIE IIG
4	1 & 3	IC4 VB
5	1 & 3	ID
6	1 & 3	IIIC IIIE IIIG IIIN IVC7
7		II11 IIIC IIIE IIIG

## **Part II. 2. SUMMARY OF PROPOSED REVISIONS**

A. CDFR 310 was revised in the following ways:

1. Objectives 1-5 were reworded.
2. A sixth and seventh course outcome was added.
3. A course outline was included.
4. A bibliography was included.

## **Part II. 3. JUSTIFICATION FOR THE REVISIONS**

1. Objectives 1-5 were reworded to be more appropriate for a 300 level course.
2. A sixth and seventh outcome was added to reflect the National Association for the Education of Young Children's (NAEYC) Standards and the State of Pennsylvania's Early Learning Standards.
3. The course outline was added to indicate what was taught in the course.
4. The bibliography was added to reflect research and publications in the field.

## **Part II. 4. THE OLD SYLLABUS OF RECORD**

The Old Syllabus of Record is not available. The current syllabus is attached.

**Part III. LETTERS OF SUPPORT**

None needed.



## **Part II. 2. SUMMARY OF PROPOSED REVISIONS**

A. CDFR 310 was revised in the following ways:

1. A sixth and seventh course outcome was added.
2. A course outline was included.
3. A bibliography was included.

## **Part II. 3. JUSTIFICATION FOR THE REVISIONS**

1. A sixth and seventh outcome was added to reflect the National Association for the Education of Young Children's (NAEYC) Standards and the State of Pennsylvania's Early Learning Standards.
2. The course outline was added to indicate what was taught in the course.
3. The bibliography was added to reflect research and publications in the field.

## **Part II. 4. THE OLD SYLLABUS OF RECORD**

The Old Syllabus of Record is not available. The current syllabus is attached.

**CDFR 310: Advanced Child Development  
Fall 2009, Section 001**

**Instructor:** Dr. Ramassini, CFLE  
**Office:** 108 Ackerman Hall  
**Office Hours:** M-W-F 12:15-1:15 p.m., T-TH 12:45-1:45 p.m., or by appointment  
**Email:** k.ramassini@iup.edu  
**Phone:** (724) 357 – 4422 (office)  
**Time & Place:** Lecture: M-W-F, 1:25 – 2:15 pm, 203 Ackerman Hall  
Lab hours: 9 hours over the course of the semester

1) Peer Contact: \_\_\_\_\_

Phone & Email \_\_\_\_\_

2) Peer Contact: \_\_\_\_\_

Phone & Email \_\_\_\_\_

**Required Texts:**

Salkind, N. J. (2004). An introduction to theories of human development. Thousand Oaks, CA: Sage.

Wortham, S. C. (2008). Assessment in early childhood education (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

**Additional Required Material:** *can be found in campus bookstore*

The Creative Curriculum Developmental Continuum for Ages 3 – 5: Individual Child Profile  
[http://www.teachingstrategies.com/book/0134\\_IndChildProfile.cfm](http://www.teachingstrategies.com/book/0134_IndChildProfile.cfm)

**Course Description**

A study of trends and research in the field of child development based on a review of major theorists and current literature.

**Course Prerequisite:** Grade of C or better in CDFR 218

## Course Objectives

Upon successful completion, students will be able to:

1. Demonstrate an understanding of the historical perspective of the assessment of young children and the current issues and trends in assessment in early childhood education.
2. Observe preschool-aged children in an objective manner.
3. Demonstrate an understanding and the use of observation assessment methods (e.g., running record, anecdotal record, event sampling, time sampling, and checklist) via the observation of a target child over the course of the academic semester.
4. Recognize observable behavioral characteristics, including developmental delays, in preschool-aged children across the areas of social/emotional development, physical development, cognitive development, and language development.
5. Relate current theories of child development to the observable behavior of preschool-aged children.

## Policies for Laboratory Experience

**At all times when observing and working directly with professors, children, staff, and parents you must conduct yourself in a professional manner both in actions and dress.**

### **CONFIDENTIALITY:**

Please remember that it is an honor and a privilege to be able to observe the children in the Davis Hall Child Development Center. Each of the children is an individual in a family who deserves to have his/her identity protected. Therefore, it is critical that you do NOT refer to any of the children by their own names either verbally, to someone else, or in written form OUTSIDE of class, this includes when you are in the observation booth observing the children. Please assign each child you observe a letter and refer to him/her using that letter, that is, Child A, Child B, and Child C in your notes (in case your notes get misplaced or lost). When you turn in the final copy of your written observation assignments, you may use the children's first names as well as the teachers' names.

- ◆ **Please refrain from conversation – NO TALKING – in the booth as a courtesy to the children and teachers as well as to the other students observing. If you need to communicate with another student observing, you can write your thoughts/comments/questions down on paper and pass it between yourselves.**
  - *You may **NOT** receive or make cell phone calls from the observation booth. If the call is important enough that it can't wait, leave the observation booth and choose another time to come back for that week's observation.*

## Tentative Schedule of Topics & Assignments

- ◆ The course syllabus provides a general plan for the course; deviations may be necessary.
- ◆ Students are expected to have read the corresponding material in the text by the date listed in order to better follow lectures and participate in class discussions.

### DATE

### TOPIC/ ASSIGNED READINGS:

August 31, Monday

Intro to Course

- ◆ Pgs. 135-138 – Wortham text

September 2, Wednesday

Intro to course cont'd

September 4, Friday

Intro to course cont'd

Chapter 1 & 2 -- Wortham text

Chapters 1 & 2 & 3 – Salkind text

- ◆ **Hand in a copy of your class schedule to Dr. Ramassini**

September 7, Monday

NO CLASS – Labor Day

September 9, Wednesday

Chapter 1 & 2 -- Wortham text

Chapters 1 & 2 & 3 – Salkind text

September 11, Friday

Chapter 1 & 2 -- Wortham text

Chapters 1 & 2 & 3 – Salkind text

September 14, Monday

Chapter 1 & 2 -- Wortham text

Chapters 1 & 2 & 3 – Salkind text

September 16, Wednesday

Chapter 5 & 6 -- Wortham text

- ◆ FYI: Chapter 3 (pg. 50-62); Chapter 4 (pg. 98-100) – Wortham

September 18, Friday

Chapters 5 & 6 – Wortham text

September 21, Monday

Chapters 5 & 6 -- Wortham text

- **Target child assigned**

**DATE**

**TOPIC/ ASSIGNED READINGS:**

September 23, Wednesday

Visit University Early Care & Learning Center—  
Davis Hall → MEET at the Center

◆ *You go through the playground to get to the entrance  
in the bottom floor of Davis Hall*

Group 1: 1:25 – 1:45

Group 2: 1:55 – 2:15

◆ **REMEMBER:** Pgs. 135-138 – Wortham text

***Begin observing Thursday, September 24 ...***

September 25, Friday

Chapters 5 & 6

September 28, Monday

Bronfenbrenner (pg. 35-38 in Salkind text)

September 30, Wednesday

Bronfenbrenner

October 2, Friday

Maslow

**Running Record Due**

October 5, Monday

Freud & Erikson

◆ Chapters 5 (pg. 109-125) & 6 Salkind text

October 7, Wednesday

Erikson cont'd

October 9, Friday

Erikson cont'd

**Anecdotal Record Due**

October 12, Monday

Erikson cont'd

October 14, Wednesday

Erikson cont'd

**DATE**

**TOPIC/ ASSIGNED READINGS:**

October 16, Friday

Erikson cont'd

October 19, Monday

**MIDTERM – Part 1**

October 21, Wednesday

**MIDTERM – Part 2**

October 23, Friday

Learning theory  
♦ Chapter 7 (pg. 159-188) & Chapter 8 (pg. 209-225)  
Salkind text

October 26, Monday

Learning theory cont'd

October 28, Wednesday

Learning theory cont'd

October 30, Friday

Learning theory cont'd

November 2, Monday

Learning theory cont'd

November 4, Wednesday

Learning theory cont'd

November 6, Friday

Learning theory cont'd  
**Play Observation Due**

November 9, Monday

Learning theory cont'd

November 11, Wednesday

Cognitive theories –  
Piaget  
♦ Chapter 9 (p. 229-265) – Salkind text

November 13, Friday

Piaget  
**Time Sampling Due**

**DATE**

**TOPIC/ ASSIGNED READINGS:**

November 16, Monday	Work on CASE STUDIES in class <ul style="list-style-type: none"><li>o Bring All relevant materials to class including the C.C. Developmental Continuum for your target child</li></ul>
November 18, Wednesday	Piaget cont'd
November 20, Friday	Piaget cont'd Event Sampling Due
Week of 11/23-11/27	NO CLASS – Thanksgiving Break
November 30, Monday	Vygotsky <ul style="list-style-type: none"><li>◆ Chapter 10 – Salkind text</li></ul>
December 2, Wednesday	Vygotsky & Gardner <ul style="list-style-type: none"><li>◆ pg. 118 – Wortham text</li></ul>
December 4, Friday	Creative Curriculum Developmental Continuum due <ul style="list-style-type: none"><li>◆ Graded IN class – <i>must be present to receive a grade</i></li></ul>
December 7, Monday	Gardner cont'd
December 9, Wednesday	Chapter 7 – Wortham text
December 11, Friday	Chapter 8 – Wortham text Case Study Due
December 14, Monday	Chapter 9 & 10 – Wortham text
December 16, Wednesday	<b>FINAL EXAM</b> 12:30 – 2:30 p.m.

## GRADING AND COURSE POLICIES

### Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Students are expected to attend all classes for the full class time. Attendance and participation in class are essential components of the learning process. The lecture portion of the class will include information from the required texts as well as a variety of outside sources. Graded assignments and exams will cover information in the textbooks as well as information from these outside sources. Therefore, to do well in this class, class attendance is essential. Your attendance and participation in class discussion/activities will help you in your learning and understanding of infant/toddler development.

- ◆ *Sleeping in class* is disruptive and demonstrates a lack of professionalism and commitment to the field of child development and family relations. You will be counted as absent for the day if you sleep through class.
- ◆ The need to miss class because of illness or personal emergency is recognized; these will be considered *excused* if the student presents medical (or other appropriate) documentation.
- ◆ *The total number of unexcused absences should not exceed six (6) class periods.* Unexcused absences, after six, will result in loss of 10 points per class period. The 10 points, per absence over six, will be deducted at the end of the semester from your total number of earned points for the class.

### General Course Policies:

1. You are expected to take tests on the day the test is scheduled. **No make-up exams will be allowed without prior approval of the instructor.**
  - ◆ **You MUST contact me via email or by leaving a message on my office phone BEFORE the start of class on the day of the exam.**
  - ◆ In order to take a make-up exam, you MUST have a documented excuse of a personal emergency, family emergency, or a health-related issue (e.g., a copy of a tow truck receipt, a copy of an obituary, a note from your doctor or your family member's doctor).
    - **You MUST have documentation - NO exceptions.**
  - ◆ *The instructor reserves the right to assign an "F" grade (zero points) for late assignments or missed tests.*



2. **All written assignments will be due in class on the date assigned; they must be turned in at the *BEGINNING* of the class period.**
  - ◆ Any assignments turned in AFTER I take roll for the class period will be considered LATE. The appropriate points will be deducted (*see the assignment for the specific point deduction*).
  - I do NOT accept assignments by email – you must turn in a hard-copy of your assignment.
  - Assignments turned in late for any reason (unless prior instructor approval given) **will receive a point reduction**, per class, until the assignment is turned into the instructor. NO assignments will be accepted after a class period (see specific assignments for details).
  - If the student is ill or has special problems and cannot turn in an assignment on time, *the instructor must be notified in advance* via e-mail, by a message on my office phone, or in person to make appropriate arrangements.
  
3. **All assignments must be typed, double-spaced, and stapled (no paper clips!).** If the assignment isn't typed, double-spaced, and/or stapled, I will deduct 5 points for each.
  - You are responsible for turning in a TYPED paper – I will **NOT** accept excuses for broken printers, printers without ink, no available printer etc.
  - Spelling and grammar will be included as part of the grade for all written formal work. Thus, proper spelling and careful proof reading are important.
  - **Students should utilize the APA writing style (5<sup>th</sup> ed.)** for formatting written assignments.
    - a. **If you need assistance with a writing assignment, please utilize the services offered by IUP's Writing Center.** It is located in 218 Eicher Hall (on Grant Street). The phone number is 724-357-3029; the email address is [w-center@iup.edu](mailto:w-center@iup.edu). No appointment is needed. The Writing Center has a copy of the APA writing manual (5<sup>th</sup> ed.) for your use on-site.
      - ◆ The Writing Center's website is: <http://www.wc.iup.edu/>
  
4. **Students are expected to observe all principles of academic honesty, especially plagiarism and cheating during exams.** Violators of such standards will be dealt with accordingly. (See Undergraduate Catalog.)
  - **Plagiarism** on a written assignment in this course will result in a grade of zero points for the assignment.
    - Information on plagiarism can be found on the following IUP websites:
      - <http://www.lib.iup.edu/instruction/researchmodule/avoidingplagiaris.htm>
      - [http://www.lib.iup.edu/instruction/survivor/mod6/mod6\\_5.htm](http://www.lib.iup.edu/instruction/survivor/mod6/mod6_5.htm)
      - <http://www.chss.iup.edu/sociology/Student%20Resources/Articles/Earl%20Babbie%20--%20Plagiarism.pdf>
  - **Cheating during an exam** will result in a grade of zero points for the exam.

5. Only work assigned by and submitted to the instructor of record will count toward the final grade in this course. If you have any problems with the course or the materials, please see the instructor prior to or after class to arrange an appointment time.
6. You must turn in your own assignments. You are expected to do your own work on assignments and exams unless designated by myself as collaborative efforts involving two or more students.

## Classroom Conduct

Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. We each must take the responsibility for preserving an environment conducive to this common goal.

- ◆ **Your cell phones should be turned OFF and ear pieces and phones should be put AWAY (not in your lap or on your desk!) once attendance is taken.**
- ◆ **Text messaging will not be permitted during class.** If I see (or hear!) the sending or receiving of text messages, I will ask you to leave the class and you will not be permitted to return for the current class period. Your absence from class will be counted as an UNEXCUSED absence.
- ◆ Please do not come in late or leave early.
- ◆ Please be attentive and courteous during class. It is disruptive to engage in activities that are unrelated to the class or to hold side conversations with classmates while the professor (or another student who has the floor) is talking.
- ◆ *To request an exception to these policies on a specific occasion, please see me before class begins.*

## Class Discussion

- ◆ In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counter productive to successful teaching and learning.
- ◆ Learning is both about sharing different views and actively listening to those with different views. Students in this class are expected to do both. Remember that it is OK to “agree to disagree” with each other. Learning is maximized when many different viewpoints are expressed in the classroom.
- ◆ Keep the discussion and comments on the topic, not on the individual. Don't personalize the dialogue. Students should try to raise questions and comments in way that will promote learning, rather than defensiveness and conflict in other students.

### Personal Responsibility for Course Material

Students are responsible for all material covered in class (lectures, videos, speakers, etc.) as well as reading assignments. Please contact one of your "Peer Contacts" from the first day of class (see page 1 of your syllabus) about what content was covered and assignments given. It is not my responsibility to re-present class material that was missed.

### Course Requirements

Students will be evaluated by their performance on exams and observational assignments as described below.

**Students will earn points in the following manner:**

<b>Points Breakdown:</b>		<b>Course Grade:</b>		
Mid-Term exam	100 points	394 - 440	=	A
Final exam	100 points	350 - 393	=	B
Running Record	20 points	306 - 349	=	C
Anecdotal Record	20 points	262 - 305	=	D
Play Observation	30 points	0 - 261	=	F
Time Sampling	20 points	The standard IUP grading scale will be used: 90-100% = A 80 - 89% = B 70 - 79% = C 60 - 69% = D		
Event Sampling	20 points			
C. C. Checklist	20 points			
Case Study	110 points			
<b>Total</b>				
	<b>440 points</b>			

#### 1. Two Exams (100 points each = 200 points)

Two exams will be given, and each exam will be worth 100 points. The exams will cover any information presented in class including readings and any videos shown in class. All assigned work is fair game for exams. The exam format will include multiple choice as well as short-answer questions.

- ◆ Exam I: Monday, October 19th & Wednesday, October 21<sup>st</sup>
- ◆ Exam II: Wednesday, December 16th, 12:30 – 2:30 pm

## 2. Running Record (20 pts)

Your first observation assignment will be a running record. You will receive a handout in class detailing how to complete this assignment; follow the directions and staple the cover sheet to your finished assignment.

- ◆ **Due Date:** Friday, October 2, 2009, *BEFORE* I call roll for that day's class.
  - ◆ This assignment must be typed, double-spaced, & stapled; 5 points will be deducted for each.
  - ◆ You will lose 5 points for each class period your assignment is late. I will not accept papers after the beginning of class on Friday, October 9th unless prior arrangements have been made.
  - ◆ **Spelling/Grammar:** I will deduct 1 point per spelling/grammar error up to 5 points – **PROOFREAD!!!**

## 3. Anecdotal Record (20 pts)

Your second observation assignment will be an anecdotal record. You will receive an assignment sheet in class detailing how to complete this assignment; follow the directions and staple the assignment sheet to your finished assignment.

- ◆ **Due Date:** Friday, October 9, 2009, *BEFORE* I call roll for that day's class.
  - ◆ This assignment must be typed, double-spaced, & stapled; 5 points will be deducted for each.
  - ◆ You will lose 5 points for each class period your assignment is late. I will not accept papers after the beginning of class on Friday, October 16<sup>th</sup> unless prior arrangements have been made.
  - ◆ **Spelling/Grammar:** I will deduct 1 point per spelling/grammar error up to 5 points – **PROOFREAD!!!**

## 4. Play Observation (30 pts)

Your third observation assignment will be an observation of four types of social play and the three types of cognitive play. You will receive a handout in class detailing how to complete this assignment; follow the directions and staple the cover sheet to your finished assignment.

- ◆ **Due Date:** Friday, November 6, 2009, *BEFORE* I call roll for that day's class.
  - ◆ This assignment must be typed, double-spaced, & stapled; 5 points will be deducted for each.
  - ◆ You will lose 10 points for each class period your assignment is late. I will not accept papers after the beginning of class on Wednesday, November 11<sup>th</sup> unless prior arrangements have been made.
  - ◆ **Spelling/Grammar:** I will deduct 1 point per spelling/grammar error up to 10 points – **PROOFREAD!!!**

### 5. Time Sampling (20 pts)

Your fourth observation assignment will be a time sampling. You will be given an assignment sheet for this exercise in class; follow the directions and staple the assignment sheet to your finished assignment.

- ◆ **Due Date:** Friday, November 13, 2009, *BEFORE* I call roll for that day's class.
  - ◆ This assignment must be typed, double-spaced, & stapled; 5 points will be deducted for each.
  - ◆ You will lose 5 points for each class period your assignment is late. I will not accept papers after the beginning of class on Friday, November 20<sup>th</sup> unless prior arrangements have been made.
  - ◆ **Spelling/Grammar:** I will deduct 1 point per spelling/grammar error up to 5 points – **PROOFREAD!!!**

### 6. Event Sampling (20 pts)

Your fifth observation assignment will be an event sampling. You will be given an assignment sheet for this exercise in class; follow the directions and staple the assignment sheet to your finished assignment.

- ◆ **Due Date:** Friday, November 20, 2009, *BEFORE* I call roll for that day's class.
  - ◆ This assignment must be typed, double-spaced, & stapled; 5 points will be deducted for each.
  - ◆ You will lose 5 points for each class period your assignment is late. I will not accept papers after the beginning of class on Friday, December 4<sup>th</sup> unless prior arrangements have been made.
  - ◆ **Spelling/Grammar:** I will deduct 1 point per spelling/grammar error up to 5 points – **PROOFREAD!!!**

### 7. Creative Curriculum's Developmental Continuum/ Checklist Assignment (20 pts)

Your sixth observation assignment will be an ongoing observation of your target child using Creative Curriculum's Developmental Continuum. You will work on this assignment over the course of the semester; the information you gather via this checklist will be useful when you complete the Case Study assignment below.

- ◆ You will earn five points for each completed section: social/emotional development, physical development, cognitive development, and language development.
- ◆ **You will earn a ZERO for any section that is not completed in its entirety.**

*Continued on next page...*

*Cont'd:*

## **Creative Curriculum's Developmental Continuum/ Checklist Assignment (20 pts)**

- ◆ **Due Date:** Friday, December 4, 2009, during class.
  - ◆ **I will not accept ANY late assignments.** If it is not turned in at the assigned time, you will earn a zero for this assignment – **NO exceptions.**
  - ◆ **I will grade your assignments IN class on Friday, December 4<sup>th</sup> so you will have it to complete your case study.**

## **8. Case Study (110 points)**

The purpose of the case study is to study the development of a specific child longitudinally, that is, over time. Given this purpose, this assignment:

- ◆ Requires a **minimum of 9 hours** of observation time of **YOUR target child.**
- ◆ ***Requires that you complete at least one observation of your target child during 7 of the 9 weeks between September 28<sup>th</sup> and December 4<sup>th</sup>, excluding the week of Thanksgiving break*** at the Davis Hall Child Care Center (this includes the times you observe YOUR target child for your other assignments) to receive full credit.
  - **40 points will be deducted if this doesn't occur.**
- ◆ Details of the case study will be provided in a supplementary packet.
- ◆ **Spelling/Grammar:** I will deduct 1 point per spelling/grammar error up to **20 points** – **PROOFREAD!!!**
- ◆ This assignment must be typed, double-spaced, & stapled; 5 points will be deducted for each.
- ◆ **Due Date:** Friday, December 11, 2009, at the beginning of class **BEFORE** I take roll for the class period.
  - I will deduct 25 points if your Case Study is turned in after I take attendance for the class period. I will **NOT** accept any assignments after the beginning of class on Monday, December 11th (you would lose 50 points).
  - *I strongly advise that you print out your assignment the day before it's due – there will be **LONG** lines to print at the computer labs on campus as it's the end of the semester! Having a problem with a printer is **NOT** a valid excuse for turning in your case study late.*
- In addition to your Case Study Packet, refer to pages 128-138 in your Salkind text for supporting information.