

ED 110: PRINCIPLES OF OBSERVATION (CRN 47234)

Final: Tuesday, 9:30 - 11:20

Instructor: Marcia Walsh
Office: LM 125
Phone: 541-917-4748
E-mail address: walshm@linnbenton.edu
Office hours: M 2-3, Th 2:30 - 3:30, F 12-1

I. 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* (2ndnd Ed). St. Paul, MN: Redleaf Press. (2013)

Available online as an ebook:

<http://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=1105422>

IV. How to be SUCCESSFUL in this course:

- Participate in classroom activities and conversations.
- 'Reflect on the quote' weekly in your journal.
- Check Linn-Benton email at least weekly for assignment video links.
- 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.**

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%
900-1000

B = 80-89%
800-899

C = 70-79%
700-799

D = 60-69%
600-699

F = 59% or less
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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VII. Course Outline/Calendar

Week	Topic	Readings Due Today	Assignments Due Today
1	Course overview; Learning to See	Ch.1	Create a 'Turnitin' Account Acquire 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.5	#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. 9	#7: Anecdotal
9	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 about.** 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.