



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – CDEC 1323

Course Prefix and Number – Observation and Assessment

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - A study of observation skills, assessment techniques, and documentation of children's development.

Prerequisites/Co-requisites - None

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

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Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- Observing children 0-8 years
- Interpreting observations (making inferences and conclusions)
- Recording techniques (anecdotal record, checklist, interview, running record, time sample, event sample, etc.)
- Defining the term “authentic assessment” as it relates to children ages birth to eight and comparing this to formal means of assessment more appropriate for older children
- Pros and cons of various observational/ assessment measures
- Functional use of observational data to improve conduct and to design meaningful instruction

National Association for the Education of Young Children (NAEYC) Standards measured in this course:

1. Promoting child development and learning
2. Teaching and learning
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Describe the components of assessment. 2. Compare assessment tools. 3. Demonstrate “authentic assessment”. 4. And develop individual plans based on authentic assessment. 5. Reflect on topics of observation, assessment, and use of assessment. 	<ol style="list-style-type: none"> 1.2. 3. Midterm (with a minimum of one essay question) and final exams (and any additional quizzes the instructor deems necessary). (Grade of 70 indicates mastery) 2. 3. Written observation assignments graded by a rubric covering infants, toddlers, pre-school, kindergarten, and elementary age children. (Grade of 70 indicates passing mastery) 4. A collection of 10 activity ideas for the selected target child, graded by a rubric (Grade of 70 indicates mastery). 5. Weekly, in-class reflection on the weekly topic

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of

Bentzen, W. R. (Most recent edition). *Seeing young children*. Belmont, CA: Thomson Delmar Learning.
AND

Bredecamp & Copple (2009). *Developmentally appropriate practices in programs serving children (3rd ed.)*. Washington, DC: NAEYC. ISBN 13: 9781928896647

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

After reading the text, participating in class discussion, and engaging in 6 hours of observation, the student will:

Observe 6 hours (6, 1-hour sessions) and summarize development (10% of grade)

Use observational data from a target child to design 10 developmentally appropriate activities for the child

Complete a midterm, final exam, and other quizzes deemed necessary

Participate in a weekly, in-class journal reflection on the topic

The following scale will be used to calculate the student's grade in the course:

10% Attendance, class participation, and participation in weekly in-class reflections

50% Written tests (minimum of midterm with one essay question and a final exam)

30% Term project of ten appropriate activities for a selected target child

10% Written summaries of 6 hours of observation assignments

Grading Scale

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.