

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ECHD 240**

**Year: 2022-2023**

**Course Title: Techniques for Observing and Recording Young Children's Development**

**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

Designed to acquaint early childhood students with the observation techniques they need to become thoroughly familiar with how children grow and develop. The observation techniques are a skeleton on which the students build knowledge of child development and behavior. Students also learn the goals, benefits and uses of assessment. Each week students review child development principles and use one special observation technique to study these principles. Prerequisites: RDNG 099 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

This is a required course in the fourth semester of the Early Childhood A.A.S. degree program.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M0 Course requires very little or no math.

**Reading:** R2 Before taking this course, students must have a C or better in RDNG 099 or assessment indicating that RDNG 099 was not required.

### **Course Goals**

1. Students should protect each child's, family's, and school's privacy by being informed of ethics involved in observing and recording young children.
2. Students should learn to differentiate between the various techniques of recording observations to select the most appropriate method and show a proficiency in using each technique for observing and recording young children's behavior.
3. Students should understand the rationale for observing, recording, and assessing the behavior of young children and interpret behaviors recorded in reference to child growth and development.
4. Students should be exposed to a variety of anti-bias materials, designed for us to use in early childhood classrooms.

## Course Objectives/Topics

Objective/Topic	# Hours
To know, understand and use ethical and responsible behavior when undertaking observation and assessment and when using it for professional ends. To know and understand the goals, benefits and uses of observation and assessment in early childhood education. To know, understand and use observation and assessment to share information with other professionals.	6 Hours
To know, understand and use a range of observation and assessment methods: class list log, anecdotal records, checklists, running records, frequency counts, interviews, time samples, rating scales, work samples, portfolios, video recording, self-assessment, and child study.	12 Hours
To know, understand and use observation and assessment and interpret it by child development stages in social, physical, intellectual, creative, and emotional areas.	9 Hours
To know, understand and use observation and assessment to inform parents of their child's progress and to involve them in the assessment process. To know, understand and use observation and assessment as an indicator of children's special educational needs.	6 Hours
To know, understand and use technology to record observation and assessment of children's learning.	2 Hours
To know, understand and use formal methods of assessment that are used in early childhood classrooms including screening, diagnostic assessment, standardized testing, and accountability assessment.	4 Hours
To know, understand and use observation and assessment as a means of professional reflection. To know, understand and use observation and assessment to indicate the appropriateness of the curriculum offered to children.	6 Hours

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>The planned curriculum for ECHD 240 supports this goal through the use of assignments that require students to read textbooks, take part in planning and carrying out activities that represent educational practice developmentally appropriate for young children as well as represent and reflect through writing accumulated knowledge and reaction to learning experiences presented in the college classroom environment. The following description is an example of the major assignment done by students enrolled in ECHD 240. Students practice commonly accepted tools of observation currently used in early childhood education classrooms. Students choose a group of eight children from their field placement setting to observe and carry out the defined tools of observation and recording. Using data gathered from this work, students then choose one child and write a child study. The child study is documented through the use of a power point. This documentation is presented to peers in the class and invited members of the TC3 community.</p>

<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li>   <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>The curriculum carried out in ECHD 240 is guided by the goals of social/global awareness. Students are assigned specific reading and writing that provide opportunities to gain the necessary skills to understand the consequences of their actions and the way in which lives are shaped by the world in which one lives. Assignments consider encouraging students to practice these skills in preparation for the world they will enter as they leave the college experience. The principle assignment in ECHD 240 demonstrates this process. Students practice commonly accepted tools of observation and recording young children's behavior. As students examine the data collected through the observation techniques and work with this data in classroom discussions and activities, they are consistently challenged to identify what is actually seen and heard in the observation of the children's actions and play. Students are pushed to separate accurate observations from personal judgments. Like wise students consider issues that impact perspective taking such as economic status, gender preference, racial identity and stereotypes. Students consider and reflect on how these areas have the potential to compromise the ability to produce an accurate observation and inference. Students use information gathered through observation to work together sharing this information and designing activities that include all children given their differences in culture, family structure, language, racial identity, gender, abilities and economic class.</p>

**Instructional Methods**

This course should be taught as a seminar. Students should be expected to participate actively in the discussions and other class activities. The instructor should facilitate a variety of experiential in-class exercises. The instructional methods should include short lectures, small group work, discussions, and video films, writing assignments, in class exercises, service learning assignments, and naturalistic observations.

**Methods of Assessment/Evaluation**

<b>Method</b>	<b>% Course Grade</b>
Observations 1-4, using each of the techniques presented (Max 400 points)	40%
Three (3) tests + unannounced quizzes	20%
Class participation reflections	20%
Complete Child Study Project	10%
Work on completion of the Personal Professional Portfolio	10%

**Text(s)**

Week by Week-Plans for Observing and Recording Young Children's Behavior, Barbara Nilsen, Latest Edition

**All textbooks required**

The Art of Awareness, Carter, M. and D. Curtis, Latest Edition

**All textbooks required**

## **Bibliography**

Bredenkamp, Sue & Copple, C. eds. (1997). Developmentally Appropriate practice in early childhood programs. Washington, DC: NAEYC.

Bredenkamp, Sue, & Rosegrant, T. (series & vol. Eds.). (1992, 1995). Reaching potentials: Vol. 1 & Vol. 2. Transforming early childhood curriculum and assessment. Washington, DC: NAEYC.

Chang, H. N., Muckelroy, A., et al (1996). Looking In, Looking Out: Redefining child care and early education in a diverse society. San Francisco, CA: California Tomorrow.

Cohen, D. H., Stern, V., and Balaban, N. (1997). Observing and recording the behavior of young children. (4th ed.). New York, NY: Teachers College Press.

Copley, J. V. (2000) The young child and mathematics. Washington, DC: NAEYC.

Copley, J. V., ed (1999). Mathematics in the early years. Washington, DC: NAEYC.

Carter, M. and Curtis, D. Training teachers: A harvest of theory and practice. St. Paul, MN: Redleaf Press.

Carter, M. and Curtis, D. The visionary director: A handbook for dreaming, organizing, and improvising in your center. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. Reflecting children's lives: A handbook for planning child-centered curriculum. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. The art of awareness: How observation can transform your teaching. St. Paul, MN: Redleaf Press.

Edwards, C. et al, eds (1998). The hundred languages of children: The Reggio Emilia Approach –Advanced reflection. Stamford, CT: Ablex Publishing Corporation.

Gandini, L. & Edwards, C. P. (2001). Bambini: The Italian approach to infant/toddler care. New York, NY: Teachers College Press.

Gardner, H. (1993). Frames of Mind: The theory of multiple intelligences. New York, NY: Basic Books.

Helm, Harris J. & Lilian Katz. Young investigators: The project approach in the early years. St. Paul, MN: Redleaf Press.

Jones, E. Teaching adults: An active learning approach. Washington, DC: NAEYC.

Jones, E. & Nimmo, J. Emergent curriculum. Washington, DC: NAEYC.

Katz, L. & Chard, S. (1989). Engaging children's minds: The project approach. Stamford, CT: Ablex Publishing Corporation.

Shore, R. (1997). Rethinking the brain: New insights into early development. New York, NY: Families and Work Institute

## **Other Learning Resources**

### **Audiovisual**

No resources specified

### **Electronic**

<http://artsedge.kennedy-center.org/>

<http://www.nwrel.org/cfc/>

<http://www.eastern.edu/publications/emme/>

<http://www.gsn.org/>

<http://curry.edschool.virginia.edu/curry/centers/multicultural/>

Revised Spr 14

<http://www.scholastic.com/>  
<http://www.ankn.uaf.edu/>  
<http://www.dreamtime.net.au/dreaming/index.htm>  
<http://www.kstrom.net/isk/mainmenu.html#top>  
<http://ecrp.uiuc.edu/v3n2/mendoza.html>  
<http://www.cbookpress.org/>  
<http://ecrp.uiuc.edu/index.html>  
<http://www.scils.rutgers.edu/~kvander/ChildrenLit/asian.html>  
<http://members.aol.com/mcsing29/index.htm>  
<http://www.cynthialeitichsmith.com/>  
<http://www.soemadison.wisc.edu/ccbc/50mult.htm>  
<http://www.hehd.clemson.edu/CurrInst/Kaminski/indexK.htm>  
<http://www.isomedia.com/homes/jmele/homepage.html>  
<http://www.nypl.org/branch/kids/asian/asian.html>  
<http://www.storyarts.org/>  
[http://clnet.ucr.edu/Latino\\_Bibliography.html](http://clnet.ucr.edu/Latino_Bibliography.html)  
<http://clnet.ucr.edu/library/bplg/>  
<http://www.oyate.org/>  
<http://www.crede.ucsc.edu/>  
<http://www.dshs.wa.gov/occp/22-486.pdf>  
<http://www.gse.harvard.edu/hfrp/projects/fine.html>  
<http://www.futureofchildren.org/>

**Other**

No resources specified