SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Observing Children’s Behavior
COURSE NUMBER: CHLD-0140
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Students learn to record observations of children in group care at work and play. Observations and class work help students develop an ability to determine typical age characteristics of the early years.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. What is Observation?
   A. Why Observe?
      1. Observation as a Teaching Tool to Improve Teaching.
2. Observation to Link Theory With Practice
3. Observation to Help Parents
4. Observation to Use As An Assessment
5. Observation to Help Solve a Problem
6. Observation to Communicate with Children

B. Purpose of Observation
C. Key Ingredients: Rules and Guidelines
   1. Focus
   2. System
   3. Tools
   4. Environment

D. Objecting and Interpretation
E. Types of Observations:
   1. Narratives
   2. Time Sampling
   3. Event Sampling
   4. Modified child Study Techniques
   5. Other Information-Gathering Techniques

II. Developmental Growth Characteristics
   A. Gesell’s “Ages & Stages”
   B. Piaget’s Influence
   C. Erikson’s Techniques
      1. Children as Individuals
      2. Children’s Behavior in General
      3. Understanding of Self
      4. Studies from Birth to Age 8

III. Observing and Recording in Groups
   A. Setting the Stage-Learning Centers and Equipment
      1. Indoors
      2. Outdoors
   B. Program Activities
      1. Daily Schedule
      2. Transitions
      3. Negative Behavior
      4. Group Problem Solving

IV. Ethical and Professional Considerations
   A. Parent(s) Issues/Concerns
   B. Understanding of Self

EXPECTED LEARNER OUTCOMES:

A. The student will be able to describe the use of observation to better understand young children.
B. The student will be able to identify the “Typical Developmental Ages” as it relates to the behavior of the young child.
C. The student will be able to assess the factors to consider when observing or recording children’s behavior in groups.
D. The student will be able to list various aspects of ethical considerations of observation.
E. The student will be able to discuss professional guidelines when making arrangements for individual or group observations.

COURSE COMPETENCIES:

The student will be able to describe the importance of observation to better understand the young child.

1. The student will be able to describe how to link theories with practice.
2. The student will be able to discuss observation to benefit parents.
3. The student will be able to discuss how to Link Theories with Practice.
4. The student will be able to identify the use of observation as an assessment.
5. The student will be able to evaluate observation use to help solve a problem.
6. The student will be able to use as a tool to better communication with children.
7. The student will be able to discuss the various aspects of the purposes of observation.
8. The student will be able to list the rules and guidelines for observation.
9. The student will be able to define the aspects for focus of observation used in recording the child’s behavior.
10. The student will be able to discuss the system of objective observation.
11. The student will be able to list the tools needed for observation
12. The student will be able to determine the role of the environment on observation.
13. The student will be able to assess issues of objectivity and interpretation.
14. The student will be able to describe ways of recording children by using narratives.
15. The student will be able to describe the time sampling techniques.
16. The student will be able to describe the event sampling techniques.
17. The student will be able to describe the modified child study technique.
18. The student will be able to describe the use of other information and gathering techniques.

The student will be able to identify the Development Growth Characteristics as it relates to behavior of the young child.

19. The student will be able to develop a chart of developmental characteristics of young children.
20. The student will be able to list Gesell’s “Ages and Stages”.
21. The student will be able to describe Piaget’s influences.
22. The student will be able discuss Erikson’s techniques.
23. The student will be able to describe children’s behavior in general.
24. The student will be able to evaluate the various aspects related to understanding of self.
25. The student will be able to give examples of several studies from birth to age 8.
The student will be able to assess the factors to consider when observing and recording children’s behavior in groups.

26. The student will be able to discuss various factors to consider when observing and recording children’s behavior in groups.
27. The student will be able to gain experience in setting up learning centers and equipment indoors for the observation of young children.
28. The student will be able to gain experience in setting up learning centers and equipment outdoors for the observation of young children.
29. The student will be able to discuss the role of the daily schedule in the program.
30. The student will be able to analyze transitions.
31. The student will be able to discuss issues of negative behavior during observation.
32. The student will be able to discuss the various aspects of problem solving in groups.

The student will be able to list various aspects of ethical considerations of observations.

33. The student will be able to describe concerns and issues for parent(s).
34. The student will be able to demonstrate an awareness of the importance of self-awareness of observation.

The student will be able to discuss professional guidelines when making arrangements for individual observations.

35. The student will be able to apply the various concerns for professionalism when arranging for group observations.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by:

- Written Assignments
- Exams
- Class Attendance
- Participation

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination
be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.