Ball State University
ECYF 653
Observation and Assessment in Early Childhood
Fall 2026

Course Overview

This course is designed to demonstrate how to implement and interpret standardized, alternative, and authentic assessment and documentation of children's learning in order to plan curriculum that is responsive to, and supportive of children's development.

Course Objectives

Upon successful completion of the course students will:

1) articulate the importance of observing, collecting and recording information about children across all areas of development in an unbiased manner
2) select, create, use and adapt various developmentally appropriate models and methods of authentic assessment that are sensitive to the emerging abilities, cultural and learning needs of each child
3) implement observation and assessment techniques for monitoring children's progress and how to adjust practice accordingly
4) ensure that curriculum and learning experiences are driven by data collected through observation and assessments of each child
5) understand the importance of engaging families and other professionals in a child's assessment and observation
6) be skilled in collaborating and communicating with professionals in other roles and disciplines to facilitate mutual understanding and collective contributions to improving child outcomes

Course topics:

1) Developmentally appropriate assessment
2) Observation strategies
3) Assessment strategies
4) Documentation strategies
5) Working with families

Required Texts

Broderick, J. T., & Hong, S. B. (2020). *From children's interests to children's thinking: Using a cycle of inquiry to plan curriculum*. Washington, DC: NAEYC.

Nicolson, S., & Shipstead, S. (2002). Through the looking glass: *Observations in the early childhood classroom*. Upper Saddle River, NJ: Prentice Hall.

Additional Readings: Additional required readings will be included in each learning module. These readings will be available via online links, as PDF's or through the BSU Library Course Reserves System.

All required course materials can be obtained through the Ball State First Day program. All students are automatically enrolled each semester. Please check your bsu.edu email for information about delivery of physical and digital materials. Students who wish to opt out during the Fall 2026 semester must do so by August 30, 2026. Students who opt out are responsible for obtaining all required course materials on their own through the Ball State Bookstore or another retailer. If you opt out, your digital access will expire shortly after, and you will lose access to publisher-provided course content, online assignments, quizzes, and exams.

POLICIES

University Statement
We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement
If you need course adaptations or accommodations because of a disability, please contact me within the FIRST WEEK of the semester. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance policy for online course
Your regular participation and timeliness are important to your academic success. In online courses, this takes the form of participation in discussion via forums, chat, and other electronic means provided. As this is an online course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. All assignments are expected to be submitted by a specific time and date. Assignments submitted late may be subject to a reduction in points or no points at all. You may only submit assignments late with my permission.

Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week. Be sure to complete your coursework as assigned to

ensure you are recorded as attending the course. You must be constantly aware of the deadlines and meet those deadlines. This is NOT AN INDEPENDENT STUDY course, so you MUST work along at the pace set for the course. You may NOT work ahead. ALL due dates are ENFORCED!!

Communication (via Canvas ANNOUNCEMENTS and BSU email)
The professor will primarily communicate with you via Canvas ANNOUNCEMENTS. Therefore, it will be critical you always read ALL ANNOUNCEMENTS. Please be certain your CANVAS Account settings are set to notify you when course ANNOUNCEMENTS post. Please check your BSU EMAIL frequently as well. Open communication throughout the course will be a key factor during our journey. As questions emerge throughout the semester, please email directly to me via BSU email (please indicate in your email which course and section you are enrolled in and are referencing). My office door will be open throughout the semester for appointments. Please allow 48 hours' notice for scheduling and confirmation.

Email:
The professor will be readily accessible via BSU account email. However, please do not expect that the professor will be available 24/7. Please allow at least 24 hours for a response. If you didn't receive my response in 48 hours (2 days), please send reminding email to me again with what you've sent it (I always receive so many emails every day. Sometimes I missed important emails with others.). Also, please aware that my email response to you during the weekend will be slower than usual. It is important to note that email is another form of communication and students should present themselves in a professional manner. As such, it is expected that emails from students to the professor contain a salutation, as well as proper grammar and capitalization.

Freedom of Expression
In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Title IX / Sex Discrimination
Ball State University is committed to maintaining an educational environment free from sex discrimination, including sexual harassment, sexual misconduct, dating and domestic violence, and stalking. Students who experience or witness conduct that may violate University policy are encouraged to seek support and assistance. The Title IX Office can provide information about reporting options, supportive measures, and available resources. Contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

Please Note: As your instructor, I am a mandatory reporter. If you disclose information to me about conduct that may constitute sex discrimination or sexual misconduct, I am required to notify the Title IX Coordinator. The Title IX Office will reach out to discuss available resources,

supportive measures, and reporting options. If you wish to speak with someone confidentially, you may contact the Counseling Center or the Center for Survivor Support.

Pregnancy and Related Conditions
Ball State University provides reasonable modifications for students affected by pregnancy, childbirth, or related medical conditions. Students seeking academic, housing, or other modifications are encouraged to contact the Title IX Office as early as possible to discuss available options and support. For assistance, contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.@

University Grade Appeal Policy
If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Student Academic Ethics Policy
Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the instructor (including devices, AI tools, hidden notes, and open books).
- Using a generative AI system or a person to complete academic assignments such as response papers, discussion posts, essays, or any other assignment when such use is not explicitly permitted by the assignment instructions or the instructor.
- Utilizing another person or a generative AI system to take a quiz, examination, or similar evaluation in place of oneself.
- Presenting as one's own work the ideas, representations or words of another person or of a GenAI system without customary and proper acknowledgment of sources or of the AI tool(s) used.
- Using generative AI systems to analyze data, conduct research, or generate content that is included in an assignment (images, graphs, charts, tables, etc.) without proper documentation, citation, and attribution of this AI use.

- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

We are strongly committed to assigning grades based on students' honest efforts on exams and other class assignments. All students are expected to maintain the highest standards of academic honesty. There will be no excuses accepted for plagiarism, cheating, or any other act that suggests the student has not fulfilled his/her academic responsibilities in this course. Consequences of academic dishonesty will be determined by the professor after meeting with the student suspected of a violation of this policy; faculty members are authorized to assign penalties up to an "F" in the course.

AI Statement
As you work on and submit assignments this semester, know that using generative AI tools to complete your assignments is a violation of Ball State's Academic Ethics Policy unless the AI use is explicitly approved by the faculty member. In general, students may not submit any work generated by an AI program as their own. Doing so is plagiarism. In courses and assignments where AI use is permitted, faculty will have guidelines for that use. Work created outside of those guidelines will be considered an Academic Ethics Policy violation. If a student's grade is affected by an academic ethics violation, faculty are required to report the violation to the Office of the Vice Provost for Academic Affairs who oversees the Student Academic Ethics policy and maintains records of its violations.

No Generative AI Use (No GenAI use permitted for any coursework)
All work produced and/or submitted in this course should reflect your own ideas and demonstrate your current knowledge, abilities, and skills. Therefore, GenAI should not be used to complete any portion of the assignment(s). Doing so constitutes a violation of Ball State University's Student Academic Ethics Policy.

Academic honesty/Plagiarism
"As students of the university you must conduct yourself in accordance with the highest standards of academic honesty and integrity. Academic dishonesty includes any type of cheating or plagiarism, both inadvertent and intentional. Academic dishonesty by a student will not be tolerated and will be treated in accordance with the BSU Code of Student Rights and Responsibilities, Section 7 (Student Academic Ethics Policy, sections 7.2.2a-d). An ethics violation, depending on the severity, can lead to a zero for the assignment, failure of the course, or expulsion from BSU. Per University policy, all ethics violations, even if resolved at the instructor level, are reported to the University. Everything you turn in must be your own original

work. If you are unclear about this policy or my expectations, you must notify me immediately. Claiming that you did not understand the concepts of plagiarism, proper referencing, or cheating will not be an acceptable defense after you have already turned in an assignment." (BSU Statement on Academic Dishonesty)

We are strongly committed to assigning grades based on students' honest efforts on exams and other class assignments. All students are expected to maintain the highest standards of academic honesty. There will be no excuses accepted for plagiarism, cheating, or any other act that suggests the student has not fulfilled his/her academic responsibilities in this course. Consequences of academic dishonesty will be determined by the professor after meeting with the student suspected of a violation of this policy; faculty members are authorized to assign penalties up to an "F" in the course.

Except in those instances when students are engaged in collaborative efforts, it will be expected that students will complete and submit their own work. Ideas taken verbatim or paraphrased from other sources should be clearly acknowledged through the inclusion of appropriate reference notes. When in doubt regarding the appropriate way to handle a specific situation, students should consult with the course instructor. No excuse will be accepted for plagiarism, cheating, or any other act, which suggests a student has not fulfilled the academic responsibilities in this course.

All assignments completed in this course must be original work and not previously used to fulfill the requirements for any other Ball State course. For example, a brochure, paper, or PPT presentation developed for another course may not be used as part of any assignment or project for this course.

Except in those instances when students are engaged in collaborative efforts, it will be expected that students will complete and submit their own work. Ideas taken verbatim or paraphrased from other sources should be clearly acknowledged through the inclusion of appropriate reference notes. When in doubt regarding the appropriate way to handle a specific situation, students should consult with the course instructor. No excuse will be accepted for plagiarism, cheating, or any other act, which suggests a student has not fulfilled the academic responsibilities in this course.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without my permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy.
https://ballstate.policytech.com/dotNet/documents/?docid=244&public=true
Any violations will be referred to Dr. Mike Gillilan, Director of Student Rights and Community Standards.

Respect Policy:

You are expected to act in a respectful manner toward your professor and classmates. Use of profanity, rudeness, and angry outbursts, or refusal to participate in classroom activities, repeated tardiness, and leaving the classroom prior to class dismissal are just some examples of disruptive behavior. If you engage in disruptive behavior, I will ask you to change your conduct and will inform you of possible suspension or dismissal from the class.

Importance of Diversity & Inclusion Statement & Bias Response Team Information
Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at http://cms.bsu.edu/campuslife/multiculturalcenter.

Affirmative Action & Equal Opportunity
Ball State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity

Emergency Response Guidelines
The Ball State University Emergency Response Guidelines are available at http://cms.bsu.edu/about/administrativeoffices/emergencyprepared. We will review the procedures for responding to on-campus emergencies during the first week of class.

Emergency Preparedness
While participating in P-6 schools, teacher candidates should familiarize themselves with emergency response protocols of all kinds. Many types of emergencies can occur while you are in a school; such as severe weather, active shooter, or fire to name a few. It is your responsibility to request that your cooperating practicum teacher review the emergency response guidelines for your class and for the school. In addition, all teacher education candidates are required to complete CRASE (Civilian Response to Active Shooter Events) training during their academic career at BSU. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance related to your ability to prepare for or respond to emergencies.

****Doctoral Students**
Doctoral students must contact the instructor during the first week of the course to provide information about their course of study, areas of interest/specialization, a timeline for completion of comprehensive written exams, doctoral committee chair's name, etc. Once this information is obtained, your instructor, in consultation with your committee chair, will develop an additional project and/or series of assignments that will help you to fulfill requirements for the doctoral program and enhance your studies.

Technology Support

Students are expected to have access at all times to appropriate technology, hardware, email and software required to complete this course. Free or discounted Word, PPT, and other software are available from BSU via download. Students should contact CANVAS Support and/or the University Computing Services HelpDesk for technology-related questions and problems. The HelpDesk can be contacted by phone (765- 285-1517) or e-mail (helpdesk@bsu.edu). Students on campus can stop by the HelpDesk in the Bracken Library building (BL), room 101. Online chat is also available to help resolve technology problems. A link to the technology HelpDesk is included on the BSU site.

******Technology File Save & Upload Reminders**

As with all technology, unpredictable technical issues occur from time to time. Therefore, it is YOUR responsibility to verify after loading a post or assignment submission that your entry posts and displays/confirms time recorded. In the event that the CANVAS times out and this results in lost data, you should always SAVE file copies of your original Discussion posts and assignments prior to posting or upload on your own hard drive or flash drive. *Unless prior arrangements have been preapproved by the course instructor a "0" will be recorded for assignments or discussions that are missing or do not appear in the CANVAS Grading Environment by the due date.

Due Dates & Late Assignments

Students are expected to complete and submit assignments by the designated due date and time. Due dates are provided within announcements and course modules. Assignments must be submitted no later than 11:59PM (EST) on the designated due date unless specified otherwise.

Due to the length of time provided to complete each module, **LATE submissions will **NOT** be accepted unless documentation of a physician's note is submitted to the course instructor for late submission consideration. In the event of an emergency or death in the family, please contact the course instructor as soon as possible to coordinate "instructor approved," alternative due date(s). **If accepted late, they will be subject to 10%-point deduction**. With this in mind, it is essential that you pay close attention to all due dates and times. Please remember all due dates are set within the CANVAS at BSU time. If you live or work outside of the BSU time zone, please allow ample time for the time difference. (Depending on individual circumstances, previously negotiated and preapproved late submissions may result in reduction of letter grade per course instructor's discrepancy.)

IMPORTANT: The Final Reflection (i.e., final exam) MUST be submitted by 5:00 PM on the designated due date. A Final exam submitted after 5:00 PM on the designated due date will be assigned a grade of 0.

Assignment Submission Link Availability Window/Grading Timeline

Assignment submission links are set to open at 12:00 pm BSU time, the Thursday prior to the due date. Assignment grading will not begin until the assignment due date has closed. Assignment, activities, finals & discussion board grade turnaround time is typically 7 – 10 days.

Module Launch/Availability Dates

Modules will launch on the beginning module date found in the COURSE CALENDAR at 10:00 am BSU time.

Final Exam Schedule

Ball State's Final Exam schedule policy requires students to complete final exams during Finals Week on the assigned dates. According to the BSU Final Exam Policy, finals may not be taken ahead of time, nor after the course assigned examination date – (No exceptions). Please plan ahead for your final due date and the timeline.

Submission of Assignments
Prior to submission of assignments, students must name and save files on their computer in the following format: **last name, followed by first letter of first name –assignment name.** When assignments are named and saved this way, each student's submitted work is easily identified by the professor following the download process.
Ex: sydnorj-module2assignment.doc
sydnorj-finalreflection.doc
sydnorj-IQ.doc

Use of standard English, Professional/Graduate Level Writer's Voice & APA Style citation
Use of standard English is expected for all assignments in this course. As emerging academic scholars in our field, a portion of your grade for each assignment will be based on mechanics of writing (APA citation, grammar, punctuation, spelling, organization of ideas, etc.) ALL work is expected to be of graduate level quality, professional and written in a scholarly writer's voice. Therefore, points will be deducted for incorrect grammar, spelling, punctuation, APA citation and/or non-standard use of English. Written work, including in-text citations and reference lists, must follow the editorial guidelines set forth by the American Psychological Association (APA).
*PLEASE USE THE APA CITATION FORMAT FOUND IN Resource Module on Canvas.

Learning Center Services
The Learning Center offers free tutoring for many courses on campus, including science and humanities, modern languages, math and business, help with any writing task, and study strategies such as time management, test taking, note taking, and effective textbook reading. Call 765-285-3780 or Live Chat online at www.bsu.edu/learningcenter.

BSU Writing Center:
Upon graduation with a teaching degree you will be qualified to teach reading and writing. Therefore, it is imperative that you have, and can demonstrate, adequate writing skill. Spelling, grammar, and organization will count toward your grade in all written work and oral presentations. Please proofread all work.
All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center to get additional feedback on your writing. The Writing Center can help you at any stage of the writing process, whether you're just getting started and need help brainstorming or when you're wrapping up a project and just want a second set of eyes. We work with writers from all disciplines and with all kinds of writing, including essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts.
You can choose from three appointment types: getting started on a new project (Planning appointment), discussing an existing draft (Feedback appointment), or scheduling time to work, with a tutor on hand to keep you motivated (Accountability appointment). To schedule a free

appointment, go to bsu.edu/writingcenter. We offer online appointments any time we're open, or you can meet a tutor face-to-face in Robert Bell 295 during weekdays and Bracken Library First Floor West in the evenings. Make sure you plan ahead, because appointments book quickly!

NAEYC Advanced Standards (2010) Addressed through this Course

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Key elements of Standard 1 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. Key elements of Standard 2 2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. Key elements of Standard 3 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities 3d: Demonstrating ability to collaborate

effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. Key elements of Standard 4 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 6. GROWING AS A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. Key elements of Standard 6 6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession 6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role 6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role 6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research 6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies 6f: Demonstrating a high level of oral, written and technological communication skills with specialization for professional role(s) emphasized in the program

NBPTS Standards

GEN.EC.I Understanding Young Children

Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.

GEN.EC.II Equity, Fairness, and Diversity

Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness, and dignity.

GEN.EC.IX Reflective Practice

Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.

COURSE REQUIREMENTS

(*Please see the course calendar for assignment due dates)

All citations and references/reference pages for written work **MUST** use the American Psychological Association (APA) 7th edition format. The APA Publication handbook used for this course is available at the local bookstores or through an online bookseller.

Original Work Requirement
Work for all assignments in this course must be original work and not previously used in any other BSU courses. See **Academic Honesty** section of this syllabus.

1. **Observe and Document Behavior of a "Focus Child"**
   This course requires you to observe and document behavior of a "focus child" several times throughout the semester and use your findings to create your final project. The child must be **between the ages of birth to age 8** and can be your own child (or a child in your household) or a child in your program if you currently work with young children or a child in your neighborhood. If you do not have a child you can observe for this course based on the above criteria, please contact your instructor the FIRST WEEK of class to discuss your options.

2. **Module Assignments (5 @ 50 points each)**
   Selected modules will include an assignment that must be completed and submitted within the designated module time period. Specific instructions for each assignment are given in each selected module. Assignments should be submitted by 11:59 pm on the last day of each module. Please note on the course calendar that our last module (8) is only one week in length. Refer to the assignment rubric for information about how assignments will be evaluated.

3. **Discussion Board Participation (8 @ 30 points each)**

Participation in discussion boards is an essential part of the course. Please be sure to read your classmates' entries since we will not have the opportunity for regular class discussions. The discussion board will be used to share ideas and opinions about information presented through readings, PowerPoint presentations, videos, websites, etc. To ensure relevant and thoughtful participation, students are expected to ideally complete "most" assigned readings and activities for each module before entering discussions. For every Discussion Board, you are required to post your first post by the end of the first week of the module at 11:59 pm. Please comment on the original posts of at least 3+ peers by the last Sunday of the module at 11:59 pm. Check the Discussion Board regularly in order to reply to any comments or questions your peers might have about the information you have posted. Postings (including replies to classmates' posts) after the module has ended will receive NO (0) credit. **Discussion board participation should be continuous throughout the module time period, rather than concentrated into a period of 2-3 consecutive days**. **The discussion board is designed as a "safe student space."** Therefore, comments judged by the professor as derogatory or inappropriate for the purposes of the discussion board will be removed, all points will be forfeited and additional action may be taken as deemed necessary. Specific criteria for posts and responses will be provided on CANVAS and within each module.

During assigned modules, an original response to one or more of the discussion prompts/threads must be posted by the assigned date unless specified otherwise. This response must show evidence of participation in course readings and activities by including **TWO (2) bolded quotes** from course content. The response must also include **ONE (1) bolded question** to encourage discussion among students. **In addition, at least THREE (3) replies to classmates' comments** must be posted by the end of the module unless specified otherwise.

Refer to the Discussion Board Rubric for detailed information about how discussion board participation is evaluated.

***Important – Late posts:** postings after the module has ended will not receive credit unless prior arrangements have been negotiated and approved by course instructor due to an emergency or unusual circumstance. Even with instructor's approval, late submission points will be deducted.

4. **Final Project (280 points)**

Due: December 9 (Wed)

Throughout the course, students will work toward the completion of a large scale final project. This will take the place of a final examination. More details will follow.

ASSESSMENT

A total of 770 points is possible for this course:

Discussion Boards	240 points
Module Assignments	250 points
Final Project	280 points

Grades are assigned using the following scale.

A	94 – 100%	C	74 – 76.99
A-	90 – 93.99	C-	70 – 73.99
B+	87 – 89.99	D+	67 – 69.99
B	84 – 86.99	D	64 – 66.99
B-	80 – 83.99	D-	60 – 63.99
C+	77 – 79.99	F	below 60%