



**Division of Liberal Arts, Humanities &  
Education Child Development Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/child-development/>

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**CDEC 1323: Observation and Assessment| Lecture | #19189**

Spring 2021| 16 Weeks (1/19/2021-5/16/2021)

Online

3 Semester Credit Hours / 3 Lecture Hours | 48 Contact Hours Per Semester

The course modality of this class is *online Anytime*.

Attendance will be taken through completion of online assignments.

**Instructor Contact Information**

Instructor: Dr. Leslie E. Comfort  
Office: Central, Room D-110  
HCC E-mail: [leslie.comfort@hccs.edu](mailto:leslie.comfort@hccs.edu)

Office Phone: 713-718-6234  
Office Hours: By appointment  
Office Location: EDC Building, Central

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

**Instructor's Preferred Method of Contact**

My HCC e-mail address is [leslie.comfort@hccs.edu](mailto:leslie.comfort@hccs.edu), and this is my preferred method of contact. I will always respond to emails within 24 hours. Virtual office hours will be held daily from 4:00 - 5:00 p.m. Click on Cisco Webex (in Canvas) to set an appointment.

**What's Exciting About This Course**

This is one of the first classes that you are likely to take in your training to become a teacher, administrator, or teacher's aide who will one day work with young children. Do you know how to observe young children? Do you know about any other assessment techniques? During the course of our work together, you will learn so much about observing and assessing young children. Real experiences are essential for real learning. In this class you will have real experiences as you practice observing and assessing children. The ideas that you will learn about in this course have been shaped by educators, psychologists, and philosophers who have advocated for developmentally appropriate assessment practices. By the end of the semester, you will be familiar with seven different observation recording methods for

assessing young children's growth and skills.

## My Personal Welcome

Welcome to Observation and Assessment—I'm delighted that you have chosen this course. One of my passions is to know as much as I can about teaching young children, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your career with children. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC e-mail. The best way to really discuss issues is in person and I'm available during posted office hours to tackle any questions you might have. My goal is for you to walk out of the course with valuable information that you will use during your entire career working in early childhood. So please visit me or contact me whenever you have a question.

## Prerequisites and/or Co-Requisites

CDEC 1323 does not have a prerequisite. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## Canvas Learning Management System

This section of CDEC 1323 will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) for in-class assignments, exams, and activities. You should know how to access assignments, discussions, and quizzes online. All of your assignments will be uploaded into Eagle Online Canvas. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER.**

## HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## Scoring Rubrics, Sample Assignments, etc.

Look in Canvas or contact your instructor for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

<https://eagleonline.hccs.edu/login/ldap>

## Instructional Materials

### Textbook Information

The textbook listed below is **required** for this course.

Nilsen, B.A. (2017). *Week by week: Documenting the development of young children* (7<sup>th</sup> ed.). Albany, NY: Cengage.



### Other Instructional Resources

### **Tutoring**

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

### **Libraries**

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

### **Supplementary Instruction**

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## **Course Overview**

CDEC 1323 is a study of observation skills, assessment techniques, and documentation of children's development.

### **Core Curriculum Objectives (CCOs)**

CDEC 1323 is not a core curriculum course and does not specifically address core curriculum objectives.

### **Program Student Learning Outcomes (PSLOs)**

NAEYC Standard 1	Develop an understanding of child development and learning.
NAEYC Standard 2	Examine family and community relationships.
NAEYC Standard 3	Explain the observation, documentation, and assessment process needed to support young children and their families.
NAEYC Standard 4	Know, understand, and use a wide array of developmentally effective approaches, instructional strategies and tools to connect with children and families and positively influence each child's development and learning.
NAEYC Standard 5	Know, understand, and use the essential concepts, inquiry tools, and structure of content areas along with other resources to design, implement and evaluate meaningful curriculum for each child.
NAEYC Standard 6	Identify and conduct themselves as members of the early childhood profession.

### **Course Student Learning Outcomes (CSLOs)**

Upon completion of CDEC 1323, the student will be able to:

1. Describe the components of assessment.
2. Compare assessment tools.
3. Demonstrate authentic assessment.
4. Develop individual plans based on authentic assessment.

### **Learning Objectives**

#### **Describe the components of assessment.**

1.1 Analyze types of observation techniques

#### **Compare assessment tools.**

2.1 Use a variety of recording methods to document children's development

#### **Demonstrate authentic assessment.**

3.1 Compare various assessment screening and diagnostic tools

#### **Develop individual plans based on authentic assessment.**

4.1 Observe children's development and develop activities to enhance development.

### **Student Success**

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

### **Instructor and Student Responsibilities**

#### As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

#### As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

## Assignments, Exams, and Activities

### Written Assignment

Weekly written assignments will be submitted through Canvas Eagle Online. The required component, which is the observation portfolio, is also submitted online.

### Exams

Chapter quizzes are due weekly throughout the course. There is a final exam at the end of the course. It is worth 100 points. The final consists of multiple choice, matching, application, and true false questions.

### Required Components

This course includes a required component of an observation and assessment portfolio. The student will observe and practice assessments with a young child. This semester-long activity will be documented in portfolio format. If this assignment is not completed with 70% of possible points, the student will not receive a passing grade in this class.

### Grading Formula

#### FINAL GRADE POINTS:

900 – 1000 = A  
800 – 899 = B  
700 – 799 = C  
600 – 699 = D  
599 and below = F

### Incomplete Policy:

The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher AND has completed at least half of the required components for the course. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the coursework within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A").

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

## Course Calendar

Due Dates	Readings	Assignments	Points
January 22	Syllabus	Syllabus Quiz	<b>15</b>
	Chapter 1	Introduction Discussion	<b>10</b>
		Quiz 1	<b>10</b>
January 29	Chapter 2	<b>Required Signed Parental Consent Forms</b>	<b>10</b>
		Observation Video Discussion	<b>10</b>
		Class List Log Practice Assignment	<b>10</b>
		Quiz 2	<b>10</b>
February 5	Chapter 3	<b>Required Child Intake Form</b>	<b>10</b>
		Class List Log	<b>50</b>
		Anecdotal Record Practice Assignment	<b>10</b>
		Quiz 3	<b>10</b>
February 12	Chapter 4	<b>Required Anecdotal Record</b>	<b>50</b>
		Anti-bias Lessons Video Assignment	<b>25</b>
		Checklist Practice Assignment	<b>10</b>
		Quiz 4	<b>10</b>
		Start: Required Portfolio Evidence Form	
February 19	Chapter 5	<b>Required Introduction Part 1</b>	<b>10</b>
		<b>Required Developmental Checklist</b>	<b>50</b>
		Running Record Practice Assignment	<b>10</b>
		Quiz 5	<b>10</b>
February 26	Chapter 6	<b>Required Introduction Part 2</b>	<b>10</b>
		<b>Required Running Record</b>	<b>50</b>
		Frequency Count Practice Assignment	<b>10</b>
		Quiz 6	<b>10</b>
March 5	Chapter 7	<b>Required Frequency Count</b>	<b>50</b>
		Race Relations Discussion	<b>25</b>
		Quiz 7	<b>10</b>
March 12	Chapter 8	<b>Required Statement of Purpose</b>	<b>10</b>
		Multiple Intelligences Discussion	<b>10</b>
		Time Sample Practice Assignment Quiz	<b>10</b>
		Quiz 8	<b>10</b>
March 26	Chapter 9	<b>Required Time Sample</b>	<b>50</b>
		Quiz 9	<b>10</b>
April 1	Chapter 10	Standardized Measurements Discussion	<b>10</b>
		Literacy Rating Scale Practice Assignment	<b>10</b>
		Quiz 10	<b>10</b>
April 9	Chapter 11	<b>Required Literacy Rating Scale</b>	<b>50</b>
		Work Samples Checklist Practice Assignment	<b>10</b>
		Quiz 11	<b>10</b>
April 16	Chapter 12	<b>Required Work Samples Checklist</b>	<b>50</b>
		Quiz 12	<b>10</b>

April 23	Chapter 13	<b>Required 3 Additional Assessment Entries</b> Technology Discussion Quiz 13	<b>150</b> <b>10</b> <b>10</b>
April 30	Chapter 14	<b>Required Portfolio Evidence Form</b> <b>Required Summary</b> Quiz 14	<b>10</b> <b>10</b> <b>10</b>
May 7	Chapter 15	<b>Required Family Conference</b> <b>Required Professionals</b> Setting Observation Learning Discussion Quiz 15	<b>10</b> <b>10</b> <b>20</b> <b>10</b> <b>10</b>
May 14	Open May 10 – 14	Final Exam	<b>100</b>
<b>TOTAL =</b>			<b>1125</b>

### Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## Instructor's Practices and Procedures

### Missed Assignments

- All assignments are due at 11:59 p.m. on the due date.
- One point per day is deducted for late assignments (excluding discussions and quizzes).
- Points will be deducted for the assignments if English mechanics and grammar errors are discovered. Please make use of the free tutoring that HCC provides so that points are not deducted.
- No assignments may be submitted after **May 7**.

### Academic Integrity

HCC expects all students to conduct themselves with honor and integrity in fulfilling course requirements. Proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of a violation of academic integrity. "Scholastic Dishonesty" includes but is not limited to cheating, plagiarism, and collusion. Discretion is given to the instructor as to the administration of consequences for academic integrity violations at the classroom level, subject to any rules imposed by the relevant program/division/center of excellence. Consequences might include such penalties as a 0 on the particular assignment, a mandatory retaking or redoing of the assignment in question, a significant deduction from the final overall course grade, dismissal from the course (if prior to the date of last withdrawal) or failure of the entire course.

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

### Attendance Procedures

All students are expected to attend classes regularly, thus online students must login to

this course on a regular basis. Online students who do not login and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the online orientation does not count towards attendance.

Active participation means turning in assignments each week. If you are having technical difficulties and cannot login, you must immediately contact your professor and the Eagle Online Help desk, or you will be counted as absent.

### Student Conduct

"According to its policy on student conduct, the Houston Community College views college-level students as adults who subscribe to a basic standard of conduct...Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars." <https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

### Instructor's Course-Specific Information

Every effort is made for assignments and quizzes to be graded in a timely manner. Students can always expect grades to be posted in less than one week's turnaround time.

### Electronic Devices

For in-person classes, please have cell phones off or on vibrate. If you have an emergency and need to answer your phone, you are requested to leave the classroom. Please do not text or utilize your phone during instruction time.



### Child Development Program Information

The A.A.S. Child Development Program at Houston Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. Accreditation is awarded to programs that demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards. There are currently 204 institutions in 40 states with NAEYC accredited programs. HCC is one of the 11 in Texas. The accreditation term runs from beginning date March, 2017 through March, 2024.

**NOTICE** This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

**Orientation** Students who are completing lab, practicum, or field experience components at the YMCA Children's Academy at the HCC Central Campus must complete a mandatory orientation. Contact the department at 713-718-5470 or 713-718-6303 for more details about the orientation.



## HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

### EGLS<sup>3</sup>

The EGLS<sup>3</sup> (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

### Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

### HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

### Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

## **Office of Institutional Equity**

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

### **disAbility Services**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

### **Title IX**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

### **Office of the Dean of Students**

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

### **Department Chair Contact Information**

Saran Winters, [saran.winters@hccs.edu](mailto:saran.winters@hccs.edu), 713-718-6237.

## **Child Development Program Equity Statement**

The Child Development Program believes all children and adults “have the right to equitable learning opportunities that enable them to achieve their full potential as engaged learners and valued members of society” (National Association for the Education of Young Children, [NAEYC], 2019, p.1)

We recognize systemic racism continues to exist in our society and education system, Birth through college. Further, we commit to advancing equity with humility and awareness of our history and limitations, while fully acknowledging that individual bias and prejudice are human factors that may interfere with our view of a child or adult. We each must do our part as early childhood educators, administrators, faculty, and students to: model respect, work toward inclusive learning communities, stand against bias, racism, discrimination and recognize, respect, and learn from our differences.

We are committed to providing a classroom experience as a means to effect positive change, growth, outcomes, and actionable plans that will result in equal opportunities and quality education for each student as an individual.