asic Course Information

Semester:	2026 Spring	Instructor Name:	Marixol Garcia
Course Title & #:	CDEV 106 Observation and Assessment	Email via Canvas ONLY:	marixol.garcia@imperial.du
CRN #:	21067	Webpage (optional):	
Classroom:	206 & Canvas	Office #:	203 C
Class Dates:	February 17th to April 17th	Office Hours:	Wednesday & Thursday 12:20 am - 2:20 pm
Class Days:	Wednesday & Asynchronous	Office Phone #:	(760) 355-6460
Class Times:	9:00 am to 12:10 pm & Asynchronous	Emergency Contact: CDEV Secretary	Alexiss Castorena (760) 355-6232
Units:	3.0	Class Format/Modality:	Hybrid

Course Description

This course focuses on the appropriate use of assessment and observation tools and strategies to document young children's development, growth, and learning. Includes the use of findings to inform and plan learning environments, curriculum, and experiences. Recording strategies, rating systems, portfolios, and multiple assessment methods/tools will be discussed along with strategies for collaboration with families and professionals. (C-ID: ECE 200) (CSU

Course Prerequisite(s) and/or Corequisite(s)

CDEV 104 - with a grade of "C" or better.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe and evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
2. Describe the ethical and professional responsibilities for educators in observing and assessing young children's development and learning.
3. Complete systematic observations and assessments of children's development and learning using a variety of methods of data collection to inform teaching, environment design, interactions, and curriculum.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Compare historical and current observation and assessment tools based on their purpose and validity.
2. Discuss logistical challenges, biases, and preconceptions about observing and assessing children.
3. Demonstrate formative and summative observation and assessment techniques.
4. Discuss the strengths and limitations of various assessment tools.

5. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
6. Apply knowledge of development to interpret observations and assessments.
7. Describe legal and ethical responsibilities in relation to observation, documentation, and record keeping.
8. Demonstrate how observation and assessment are used to plan for and adjust for more effective learning experiences.
9. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Textbooks & Other Resources or Links

Textbook (Required)

1. Curtis, Deb. 2017. *Really Seeing Children*. 1st Exchange Press. ISBN: 9780942702644.
2. Judy R Jablon. 2007. *The Power of Observation from Birth Through Eight*. 2nd (Most recent) Wadsworth Publishing. ISBN: 978-1933021522.

Text (Other)

California State Preschool Learning Foundations, Available at: ttp://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf

California State Infant/Toddler Learning & Development Program Guidelines, Available at:
http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf

Course Requirements and Instructional Methods

Hybrid Course Structure

This course uses a hybrid format that combines weekly in-person instruction with asynchronous online learning. Students should plan for **approximately 6 hours of coursework per week**.

In-Person Learning (3 hours/week)

Weekly class meetings will include:

- Lectures, discussions, and hands-on activities
- Review of key concepts and opportunities for questions
- Collaborative learning and group engagement

Asynchronous Online Learning (3 hours/week)

Students complete online coursework independently before weekly deadlines. Activities may include:

- Assigned readings from the text and instructor-provided materials
- Critical analysis of current articles and online sources
- Internet research on assessment tools and their strengths/limitations
- Preparation for oral reports
- Observation assignments

- Written reflections

Student Responsibilities

Students are expected to:

- Maintain regular access to a computer and reliable internet
- Log in to Canvas 3–4 times per week to stay updated
- Read and reference the syllabus and course calendar throughout the semester
- Check Canvas Announcements, school email, and the Canvas Inbox regularly
- Complete all assigned readings, videos, and learning activities
- Submit all assignments through Canvas (no emailed work accepted)
- Participate respectfully in discussions and group activities
- Follow all posted deadlines and late-work policies
- Contact the instructor promptly with questions or concerns

Reading Assignments

Students will complete:

- Required readings from the textbook or anthology
- Analysis of current articles, online sources, and instructor-distributed materials

Writing Assignments

Writing is an essential component of this course. Assignments may include:

- Essays, research papers, observations, and reflective response papers
- Comparative analyses (e.g., formal vs. informal observation and assessment strategies)
- Observation-based assignments involving data collection, narrative writing, and reflection

Course Grading Based on Course Objectives

Major Assignments and Description of Assessments

Discussion Boards: Post **200+ words** in your own words (no AI-generated content). Reply to **two classmates** with **100+ word** responses in your own words. All posts and replies are due **every Wednesday** before class at 8:59 am.

Assignments:
A1. Implicit Bias Test/Reflection:** Take this anonymous test and write a reflection based on your results.
A2. Self-Objective Observation Data and Reflection:** Choose a personal behavior to analyze and write a reflection based on your observations.

A3. Book Club Team Presentation:** Groups for the Book Club will be formed, and students will create a presentation. Each student is expected to participate and present with their group in class.

A4. Article Reflection:** Read the assigned article and write a reflection on it.

A5. Two-Hour Teacher/Child Observation & Reflection at the IVC Child Development Center:** Complete the health packet, sign up for a two-hour observation, and complete a data collection and reflection assignment based on your visit.

Midpoint and Final Self-Reflection: Check-in assignments to monitor your progress and reflect on self-improvement.

Final Tests: The test is in person during our last class June 10th at 9:00 am.

Extra Credit: Getting Ready for Online (GRO) is a **free, 3-module online training** program offered by IVC. Pass each module with **80% or higher** to advance. Upload a screenshot of your certificate showing your **name and completion date**. The certificate may be used **only once** for extra credit in any of your courses with me. You will receive a badge upon completion!

- You must sign up at https://imperial.instructure.com/enroll/JR6PRY
- You can log in and out to work on it. You have 2 weeks to complete it.

Assessments and Point Value
Total Course Points: 450

Assignment	Points
Group Activities (8 x 20)	180
Discussion Boards + Responses (3 × 20 pts)	60
Midpoint & Final Self-Reflection + Responses (2 × 20 pts)	40
A1. Implicit Bias Test/ Reflection	10
A2. Self-Objective Observation Data and Reflection	20
A.3 Book Club Team Presentation	30
A4. Article Reflection	20
A5. 2 Hour Teacher/Child Observation & Reflection at the IVC Child Development Center.	60
Final Exam	60
Extra Credit: GRO (Modules 1–3) Complete by week 2 *Not included in total*	10
Children and Play Event *Not included in total*	10

Total	460
Maximum possible with extra credit = 460 + 20 = **480 points**	

Grade	Percentage	Points Needed (out of 460)
A+	**100%+**	**461–480 (requires extra credit)**
A	**93–100%**	**428–460**
A-	**90–92%**	**414–427**
B+	**87–89%**	**400–413**
B	**83–86%**	**382–399**
B-	**80–82%**	**368–381**
C+	**77–79%**	**354–367**
C	**70–76%**	**322–353**
D	**60–69%**	**276–321**
F	**Below 60%**	**0–275**

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Instructor Expectations for AI Use
AI can be a helpful tool to deepen your understanding. You may use Google or AI to explore ideas, look up information, or enhance your learning. The **final writing must be your own.**

AI may be used **only** for:
- Brainstorming ideas
- Editing or improving _your own_ writing
- Translating
- Summarizing information

If you use AI for these approved reasons, include a short note at the end of your assignment: **(Tool used: ___ — used for ___)**

AI may **not** be used for:

- Writing discussion posts
- Writing assignments for you
- Copying and pasting AI-generated text

If more than **20%** of your work is AI-generated, the assignment will receive a **zero**. All discussion posts must be **100% your own words**.

Examples of Acceptable AI Use

1. **Brainstorming Ideas** *(Tool used: ChatGPT — used for brainstorming lesson plan topics)*
2. **Editing Your Own Writing** *(Tool used: Grammarly — used for editing my paragraph)*
3. **Translating** *(Tool used: Google Translate — used to translate my own writing)*
4. **Summarizing Information** *(Tool used: ChatGPT — used for summarizing an article I already read)*

Examples of NOT Allowed AI Use

1. **Writing Your Discussion Post:** No copying/pasting AI text.
2. **Writing Your Assignment for You:** No "write my paper/menu plan/reflection."
3. **Submitting AI Text as Your Own:** More than 20% AI-generated = **zero**.

Why This Matters

Using AI to learn — like brainstorming, summarizing, or translating — is helpful. Using AI **instead of your own writing** stops you from learning and is considered academic dishonesty. Synthesizing ideas in your own words is where real learning happens.

Consequences: Anyone caught cheating or plagiarizing will receive a **zero** on the assignment or exam. The incident may be reported to the **Campus Disciplinary Officer**, who may place documentation in your student file. Repeated violations may result in failing the course and/or further disciplinary action.

Refer to the **IVC General Catalog** for more information on academic dishonesty and student conduct.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance. We are here to support you and ensure that you have equal access to all course materials.

Course Policies

Late Work Policy: No late work will be accepted due to the short span of the course. You will simply lose points for not turning in that assignment. Please do not email me late work.

Assignments due dates: All weekly assignments open after our Wednesday class and are due the following Wednesday morning at 8:59 AM, giving you one full week to complete each task before the next class begins.

Online Netiquette

Please communicate respectfully in all online spaces. Use clear, polite language and avoid sarcasm, ALL CAPS, or anything that may come across as rude. Treat classmates and your instructor with the same respect you expect in return.

Academic Honesty

All work you submit must be **your own original writing**. I want to know *your* thinking, not AI's or anyone else's.

If you use an idea or quote from the textbook or any source, cite it using **APA 7th edition**:

- **Parenthetical citation:** "Quoted text here." (Curtis, 2017, p. 34)
- **Narrative citation:** According to Curtis (2017), "..."

Assignments that are copied, plagiarized, or mostly AI-generated will receive a **zero** and cannot be made up.

Plagiarism is taking someone else's words, ideas, or work and presenting them as your own without proper citation. This includes copying from websites, books, classmates, or AI tools.

If you are unsure how to cite correctly, please ask for help before submitting your work.

Cheating involves fraud, deceit, or dishonesty in any academic assignment. This includes using unauthorized materials, sharing answers, or helping someone else cheat.

Examples include (but are not limited to):

- Copying or attempting to copy from another student
- Communicating test information during an exam
- Allowing someone else to complete your work
- Using commercial or online paper services
- Having someone take a quiz or exam for you
  Sharing exam content with students in other sections
- Submitting work that has been excessively revised or edited by someone else
- Presenting any work—written, oral, or artistic—that is not your own

Online examples include:

- Copying answers on quizzes, tests, or assignments
- Letting someone else log in to your Canvas account
- Conferring with others during a quiz or exam
- Buying or using papers from the internet
- Submitting someone else's work, even with permission

Course Drop Policy

During the first week, you must participate in the course, or you may be dropped. Please complete the assignments in Module 0 to avoid being dropped for non-participation. Throughout the semester, your participation and assignment completion will be monitored. If you fail to complete required activities for two consecutive weeks, this may be considered excessive absences and may result in being dropped.

It is your responsibility to:

- Notify the instructor if you are experiencing challenges
- Drop the course if you can no longer participate

If you do not drop the course before the withdrawal deadline, you may receive a failing grade. After the final withdrawal deadline, a grade will be assigned based on completed work.

Please refer to the General Catalog for details on drop and withdrawal ("W") deadlines. If you don't drop the course before the end of the course, you will, unfortunately, earn a failing grade for the course. After the final withdrawal deadline, you will receive a grade regardless of whether you completed the work or not, potentially resulting in a failing grade on your permanent academic record.

Other Course Information

Writing Tips for Success

Good writing takes time and practice. Here are a few habits that will help you succeed in this course:

- **Write for the reader.** Make your ideas clear, organized, and easy to follow.
- **Edit your work.** Always read and read your writing before submitting.
- **Review the instructions carefully.** Successful students check the assignment directions **multiple times** while working. Answer each part of the prompt to get the most points possible.
- **Plan.** Give yourself enough time to think, draft, revise, and submit your best work.
- **Refer to the textbook when the prompt asks you to.** Make sure to **cite the text** correctly using APA 7.
- **Take the extra step.** Synthesizing ideas in your own words helps you learn more deeply than copying or pasting.
- Read the instructor's assignment feedback under the comments section.

Financial Aid

Your Grades Matter! To continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Week / Dates	In-Class Topics (3 hours)	Online Assignments (3 hours)	Readings Outside of Class
Week 1 Feb 17 – Feb 22	Welcome, Syllabus, Class Norms, Activity • Image of the Child, Your View of the Child, Teacher as Observer, Seeing Children's Strengths	• Discussion 1 Post (due Wed 8:59 AM) • A1. Implicit Bias Test with Reflection (due Wed 8:59 AM)	*Buy both books. Bring them to the next class. I will check off a list of who has the books.*

	Review Center Observation and Health Packet		
Week 2 Feb 23 – Mar 1	• You as Observer ● Knowledge of Child Development ● Quality Counts **Book introductions:** Chapter 1: Introduction: A Personal Look at Observation Really Seeing Children: Assign Book Club Group Presentations	• Discussion 2 Post (due Wed 8:59 AM) ● Work on Health Packet ● 1 person in the group turns in the draft of the book presentation	*The Power of Observation* (POO)Chapter 2: Using Observation to Build Relationships (POO) Chapter 3: You as Observer *Really Seeing Children* (RSC) Read Your Chapter and prepare your section of a presentation
Week 3 Mar 2 – Mar 8	Identifying Objective Observations of Young Children's Behavior Objective vs. Subjective Observation Objective Observation Practice Why Teachers Record Behavior Using Observation Methods, Tools, and Techniques to Gather Evidence Really Seeing Children Book Club Group Presentations Section 1 and Section 2	A2: **Self-Objective Observation Data and Reflectio**n **Health Packet Due**	(POO)Chapter 4: Guidelines for Effective Observation
Week 4 Mar 9 – Mar 15	The Purpose, Process, and Practice of Monitoring, Screening, and Evaluating Really Seeing Children Book Club Group Presentations Sections 3 and 4 Domain Labeling Activity (due Wed 8:59 AM)	**Midway Self-Reflection** due A3. **Book Club Presentations** by Wednesday, 8:59 am	Chapter 5: Becoming a Skilled Observer
Week 5 Mar 16 – Mar 22	How to Plan an Effective and Meaningful Curriculum	**Discussion 3** Post (due Wed 8:59 AM A4. **Article Reflection**	Read Article

	Really Seeing Children Book Club Group Presentations Section 5		
Week 6 Mar 23 – Mar 29	Using Documentation and Assessment to Communicate with Families ● Child Portfolio/Documentation Activity	**A5. 2 Hour Lab Visit Full Assignment due Wednesday, 8:59 am**	(POO) Chapter 6: Using What You Learn
Week 7 Mar 30 – Apr 5	● Lab experience Group Activity ● Review for the Final	Study for the final	(POO) Chapter 7: Getting Started: Observing Every Day
Spring Recess Apr 6 – Apr 10	Campus Closed — No Class	—	—
Week 8 Apr 12 – Apr 17	• Course Wrap-Up	**Take the final exam in Class** **Final Self-Reflection due** Wednesday, June 10th by 11:59 pm.	

Subject to change without prior notice