



ORIGINAL COURSE IMPLEMENTATION DATE: September 1991
 REVISED COURSE IMPLEMENTATION DATE: January 2020
 COURSE TO BE REVIEWED (six years after UEC approval): August 2025
 Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ECE 103		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Observing and Recording Development of Young Children Course Short Title: Observing Young Children <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): CYFS															
Calendar Description: Introduces students to the skill of observing and recording the development of young children. Covers various types of recording techniques for observing the children's social, play, language, motor, and cognitive development.																	
Prerequisites (or NONE):		Admission to the Early Childhood Education certificate, or department head's permission.															
Corequisites (if applicable, or NONE):		None															
Pre/corequisites (if applicable, or NONE):		None															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture/seminar hours</td><td style="text-align: center;">30</td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td style="text-align: center;">10</td></tr> <tr><td>Supervised online activities</td><td style="text-align: center;">5</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total hours</td><td style="text-align: center;">45</td></tr> </table>		Lecture/seminar hours	30	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	10	Supervised online activities	5	Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Total hours	45																
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Christine Slavik		Date approved: November 30, 2018															
Faculty Council approval		Date approved: March 15, 2019															
Dean/Associate VP: Tracy Ryder Glass		Date approved: March 15, 2019															
Campus-Wide Consultation (CWC)		Date of posting: n/a															
Undergraduate Education Committee (UEC) approval		Date of meeting: August 29, 2019															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Interpret the role and possible bias of the observer
- Identify the purposes of observing young children
- Use different techniques of observing and recording
- Share collected observations with peers and parents

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, videos, group and class presentation.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Beaty, J.J.	<u>Observing Development of the Young Child, 8th Ed..</u>	<input type="checkbox"/>	Toronto, ON: Pearson	2014
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio (observation):	30%
Midterm exam #1:	15%	Participation	10%	Practicum:	%	Other:	%
Observation 1:	15%	Observation 2:	15%	Midterm 2:	15%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

- The purpose of observing young children
- Role of the observer
- Ethics of observing
- Observer bias
- Methods of collecting data
- Learning prescriptions
- Observing:
 - self-esteem and emotional development
 - language development
 - cognitive development
 - social play
 - behaviour
 - large and small motor development
 - art development
 - imagination development
 - pre-writing and pre-reading skill development