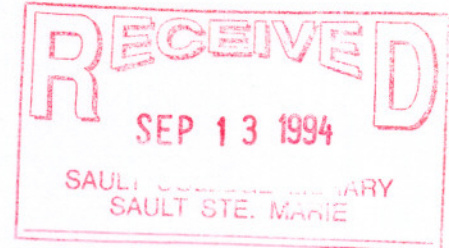


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: OBSERVATION SKILLS

CODE NO.: HSC 100

SEMESTER: ONE

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: MARY E. RITZA

INSTRUCTOR: LORNA CONNOLLY BEATTIE

DATE: SEPT., 1994

PREVIOUS OUTLINE: SEPT., 1993

NEW: _____

REVISED: X

APPROVED: _____

K. DeRosario
Kitty DeRosario, Dean
Human Sciences & Teacher ED

Date

Aug. 4/94

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Course Name: Observation Skills
Course Code: HSC 100
Total Credit Hours: 45
Pre-requisite(s): None

Page 1

I. PHILOSOPHY/GOALS

Observation of human behaviour is a skill fundamental to human service work in any of its various modes of delivery. Observation is both an art and a science and will be examined from both these constructs in this course. The principles that will be learned will be applied to both the behaviour of others and to one's own behavior as a helping professional. This course will be explored from a theoretical and practical perspective.

II. STUDENT LEARNING OUTCOMES

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

1. define behaviour and examine one's own behaviour with regard to time management, study skills, classroom behaviour, learning styles, etc.
2. describe and demonstrate the difference between perception and behaviour.
3. define and account for the errors in observation.
4. apply the methodologies of observation pertinent to a practical or simulated setting.
5. write and present oral observational reports using the various methods of recording.
6. to evaluate the various methodologies through discussion, demonstration and application.
7. recognize and be able to define the ethics of observation.
8. to identify professional ethics and behaviours of a Human Service Worker - pertinent one's own field.

TOPICS TO BE COVERED:

Theories of observation, observational strategies, learning styles, management of behaviours required to achieve success at college and in the Human Services Field. Application of observational strategies to the field, various recording techniques, application and rationale for use of these techniques and professional standards and behaviours.

III. REQUIRED STUDENT RESOURCES

Martin, Sue: Take a Look: Observation and Portfolio Assessment in Early Childhood, Addison-Wesley Publishers Ltd., 1994

Personal Daytimer

IV. ADDITIONAL STUDENT RESOURCES

The Learning Resource Centre has books, journals, and periodicals that may assist you with your learning in this area.

V. COURSE REQUIREMENTS

1. Students will be required to submit a plan outlining an overview of their academic schedule for this semester, including time allotted for study.
2. Students will be required to complete an observation of classroom and school structure outlining safety/fire exits, fire extinguishers, safety procedures for fire drills, and reporting procedures.
3. Students will be required to complete a running narrative observation in a real or simulated field setting.
4. Students will observe, record and present **ONE** observation orally to the class using one of the strategies learned in class.

Schedules will be drawn up in class. If you do NOT present on the scheduled day, an opportunity to do so may not occur unless previous arrangements have been made with instructor.

5. Students will submit a report outlining their own professional behaviour - both in the classroom and in the field work setting (where applicable).
6. Brief in-class assignments may also be graded as part of this class.
7. There will be two tests - one at mid-term and one final.

VI. SPECIAL NOTES

Students will be expected to complete required readings and to complete any extra readings as assigned.

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

Late assignments may not be accepted unless specific medical or serious personal circumstances occur. Doctor's notes may be required and any cost is the responsibility of the student. Grades will be deducted up to 5% for three days past due dates. After that point, an assignment may be accepted.

VII. GRADE BREAKDOWN

Assignment #1/personal outline	5%
Assignment #2/security observation	10%
Assignment #3/running observation	10%
Assignment #4/written strategic report	10%
Assignment #5/oral presentation of #4	10%
Assignment #6/self-observation report	10%
Test #1/Mid-term (Date TBA in class)	20% or 15%
Test #2/Final (Date TBA in class)	25% or 15%

Final 15% will be in-class activities. Instructor will have the right to modify the grade breakdown to meet the course objectives. Total grade breakdown will be 100%.

It follows that as both theory and practical experiences are presented in class, that class participation is important. As part of a commitment to the field of Human Service work, it is expected that you will participate and contribute to the classroom environment in a meaningful and positive manner.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
EARLY CHILDHOOD EDUCATION PROGRAM

**ADDITION TO E.C.E. PROGRAM POLICIES
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Early Childhood Education Course Outline:

I, _____, have read the E.C.E.

Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____