

4. Objectivity	
5. Subjectivity	
C. Theory of Knowledge	4
1. History	
2. Principles	
a. Knowers and exploration	
b. Ways of knowing	
c. Knowledge and inquiry	
D. Ethics	2
1. NAEYC Code of Ethical Conduct and Statement of Commitment	
2. Legal and culturally responsive ethical practice	
E. Influence of Bias on Perceptions	4
1. Expectations	
2. Assumptions	
3. Beliefs	
F. Development and Formation of Prejudice	2
1. Individuation and social identity	
2. Stereotypes	
3. Entitlement and oppression	
4. Effects of prejudice	
G. Observation in the Field	15
1. Increasing observational acuity	
2. Purposes	
3. Strategies, tools, and validity	
4. Documentation techniques	
5. Collection and organization of artifacts and data	
6. Interpretation of methodology and data	
7. Communication of findings	
H. Adult-Child Relationships and Interactions that Influence Observation	3
1. Parent	
2. Family	
3. Teacher	
4. Mentor	
I. Personal and Professional Development	5
1. Reflection	
2. Journaling	
3. Disposition to nurture curiosity	
4. Observation skill improvement	

VII. Textbooks

Ahola, D. and Kovacik, A. (2007). Observing and understanding child development:
A child study manual. Belmont, CA: Delmar, Cengage Learning.

VIII. Basis for Student Evaluation

Observations and Reporting	50%
Peer Discussions, Reviews, and Activities	25%
Assignments and Exams	25%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>