

# HDFS 1023.001: Assessment & Observation

## Instructor Contact

**Name:** Payton Birlew, M.S., CFLE

**Pronouns:** she/her

**Office Location:** Matthews Hall 322-DA

**Office Hours:** Tuesdays 12:00-3:00 PM & Thursdays 9:00 AM-12:00 PM

*(Also available for virtual or in-person meetings by appointment)*

**Email:** Payton.Birlew@unt.edu

**Communication Expectations:** You may email me, message me via Canvas, or post a question to the “Course Questions” discussion board. Students can expect to hear back from the instructor within 24 hours (*excluding weekends*) of sending an email/message/discussion post.

**Course Meets:** Mondays and Wednesdays | 9:30-10:50 AM

**Class Meeting Place:** BLB 050 (Business Leadership Building)

## Course Description

This course is designed as an introductory level course on assessing child development, primarily focused on child observation methods. Topics cover developmental assessment of infants, children, and adolescents and include methods, reading, and reporting of research in human development and family science. HDFS majors should plan to take this course in their first year. 3 hours.

## Course Structure

This course will be 100% face-to-face instruction. Students are responsible for attending class consistently on Mondays and Wednesdays from 9:30-10:50 AM, keeping up with assigned readings and course assignments, and participating in in-class discussions and activities. **You must consistently attend class to be successful in this course; if you are unable to attend and participate in class on our scheduled days and times, you should not take this course.**

## Course Prerequisites

This course has no prerequisites.

## Course Objectives

Upon successful completion of this course, the learner will be able to...

1. Describe the purposes and processes of child assessment in determining children’s developmental progress and learning needs.
2. Explain how key theories and stages of child development inform assessment practices.
3. Evaluate the appropriateness of various standardized and non-standardized assessment tools, such as developmental screenings, diagnostic assessments, and curriculum-based assessments, for specific purposes and developmental levels.
4. Explain how validity and reliability impact the accuracy and effectiveness of child assessments.
5. Use various observational techniques, including anecdotal records, checklists, rating scales, and running records, to record and interpret observations of child behavior.
6. Select and implement an appropriate observational method based on the context and goals of the observation.

## Required Text for HDFS Majors and Minors:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Main Texts (assigned excerpts will be provided on Canvas; full texts are also available online):

Fawcett, M., & Watson, D. (2016). *Learning through child observation* (3rd ed.). Kingsley.

Peterson, G., & Elam, E. (2020). *Observation and assessment in early childhood education*. LibreTexts.

[https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Observation\\_and\\_Assessment\\_in\\_Early\\_Childhood\\_Education\\_\(Peterson\\_and\\_Elam\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam))

Snow, C. E., & Van Hemel, S. B. (2008). *Early childhood assessment: Why, what, and how*. Washington, DC: National Academies Press.

Washington State Office of Superintendent of Public Instruction (2008). *A guide to assessment in early childhood: Infancy to age eight*. Retrieved from:

<https://wvde.state.wv.us/oel/docs/Washington%20Assessment%20Guide.pdf>

## Course Requirements

1. **Course Engagement Activities (15 x 10 points = 150 points):** Students are expected to fully participate in the course. Appropriate participation consists of engaging in class discussions and activities, as well as exhibiting respectful behavior at all times. A variety of activities will assess student learning (including learning checks, brief homework assignments, small group activities, and paired discussions). *You must be present in class to earn points for a CEA. No make-ups will be permitted for any activity. Course Engagement Activities are due in-class on the days they are assigned.*
2. **Assessment Scenario Plan (100 points):** Working either alone or with a partner, you will apply your knowledge of assessment purposes and approaches to devise an assessment plan in response to a scenario (provided on Canvas). A grading rubric and assignment details are available on Canvas. **The Assessment Scenario Plan is due on Sunday, Sunday, March 8<sup>th</sup>.**
3. **In-Class Observation Assignments (2 x 100 points = 200 points):** We will conduct two in-class child observations. For each observation, you will turn in an observation planning sheet, observation record, and responses to interpretation and reflection questions. A grading rubric and assignment details are available on Canvas.  
**In-Class Observation 1 is on Wednesday, April 1<sup>st</sup>**  
**In-Class Observation 1 Report is due on Sunday, April 12<sup>th</sup>**

**In-Class Observation 2 is on Wednesday, April 15<sup>th</sup>**

**In-Class Observation 2 Report is due on Sunday, April 26<sup>th</sup>**

4. **Out-of-class Observation Assignment (100 points):** For this assignment you will conduct an observation outside of class with a child subject of your choice. You will turn in an observation planning sheet, an observation record, a typed, one-page interpretation (APA format), and a typed, one-page reflection (APA format). A grading rubric and assignment details are available on Canvas. **The Out-of-Class Observation Report is due on Sunday, May 3<sup>rd</sup>.**
5. **Exams (2 x 100 points = 200 points):** You will take a Midterm Exam and a Final Exam (see the dates on the course calendar). Each exam is worth 100 points. Tests may include a variety of question types including all or some of the following: multiple choice, true/false, matching, fill-in-the-blanks, and short answer/essay. Legitimate reasons for missing an exam include medical, judicial, or serious personal events that truly do not allow you to take the exam. If you miss an exam, you will be asked to provide documentation to support the reason for your absence. The makeup

exam may be different from the original exam given in class and may include different question types. Make-ups for the final exam will only be given in case of emergency and with prior notice.

**Midterm Exam: Wednesday, March 4<sup>th</sup> 9:30 AM – 10:50 AM**

**Final Exam: Wednesday, May 6<sup>th</sup> 7:30 AM – 9:30 AM**

### Summary of Course Requirements:

<b>Course Engagement Activities</b>	150 points
<b>Assessment Scenario Plan</b>	100 points
<b>In-Class Observation 1 Report</b>	100 points
<b>In-Class Observation 2 Report</b>	100 points
<b>Out-of-Class Observation Report</b>	100 points
<b>Midterm Exam</b>	100 points
<b>Final Exam</b>	100 points
<b>Total Possible Points:</b>	<b>750 points</b>

### Grading

The following grading scale will be used:

A =	675 – 750 points
B =	600 – 674 points
C =	525 – 599 points
D =	450 – 524 points
F =	Below 450 points

### Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. **SPOT Evaluations will be open from April 14<sup>th</sup>-30<sup>th</sup>.**

### How to Succeed in this Course – Course Policies

#### Our Learning Environment

##### *Culture of Respect*

At the foundation of this course are the College of Education's values of equity, lifelong learning, wellness, and social connectedness. As the instructor, I am committed to fostering an inclusive learning environment. I value the diverse perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion.

Although dialogue is central to learning in this course, personal attacks are unacceptable. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please meet with me. We are all learning together. For more details: [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>)

##### *Disability Accommodations*

Anyone who feels they may need an accommodation based on the impact of a disability should contact the Office of Disability Access (ODA). I rely on the ODA for assistance in verifying the need for accommodations and developing

accommodation strategies. If you have not previously contacted the ODA, I encourage you to do so. I am also available to support you in that process. ODA website has instructions to register: [studentaffairs.unt.edu](https://studentaffairs.unt.edu)

#### *Children in the Classroom*

I recognize that childcare can fall through, leaving parents and caretakers in a bind. Children are welcome in the classroom in these instances. Consider sitting near the door and bringing activities as not to disrupt other students' learning. Please contact me if you have any questions.

#### *Observance of Religious Holidays*

If you plan to observe a religious holy day(s) that coincide with a class day, please contact me as soon as possible.

#### *Food Pantry*

If you need access to food, UNT hosts a food pantry at Crumley Hall (Diamond Eagle Student Resource Center). Students may visit the pantry once per week. Hours and contact information can be found online at the Division of Student Affairs website: <https://studentaffairs.unt.edu/food-pantry/hours>

#### *Course Technology Policy*

Access to the Internet can be a valuable aid to the classroom learning environment. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of social media, texting, or other off-topic diversions. ***If you choose to use your laptop in class and are using it for non-course purposes that detract from the integrity of the learning environment (social media; watching movies, etc.), you will not be permitted to use your computer for the remainder of the semester. Staying focused will help you succeed!***

While technology can aid in note taking and participation, the use of technology to take pictures, video, or audio recording of this course is prohibited. Doing so will be considered a violation of the student code of conduct. I may ask you to leave class and make a referral to the Dean of Students.

*From the University:* Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

#### *Computer Skills & Digital Literacy*

Students should be able to comfortably implement basic computer operations, including using email, navigating an internet browser, and attaching and downloading files. Students who cannot comfortably do these things should not take this course, or their final grade will likely suffer. Students are specifically referred to Canvas Technical Requirements (<https://clear.unt.edu/supported-technologies/canvas/requirements>).

Be aware that Canvas is known to have issues when opened in Internet Explorer. Using Mozilla Firefox is a reliable alternative to use when taking quizzes and exams.

***Do not anticipate an extension for computer problems (e.g., hard drive crashes, disc errors, printer problems, etc.). Be sure to leave yourself extra time in the event you experience computer problems. Ample time to complete assignments has been provided. Begin today. Do not wait until the night before, encounter an unexpected problem, and expect more time to be provided.***

#### *Technical Assistance*

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](https://aits.unt.edu/support) (<https://aits.unt.edu/support>)

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

In Person: Sage Hall, Room 330

See Help Desk site for information about hours for Walk-ins and phone/chat support.

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### Attendance Policy

Students are expected to attend class as scheduled. If you think you will need to miss a lot of classes or are just not interested in attending class, it is suggested that you drop this class as soon as possible.

This course does not have a graded attendance requirement, but you must be present in class to receive credit for Course Engagement Activities.

### Class Participation

Students are expected to fully participate in the course. Appropriate participation consists of keeping up with readings, engaging in class discussions and activities, and always exhibiting respectful behavior.

### Communications Policy

- **Check for announcements often**
- Contact your instructor (by email at [payton.birlew@unt.edu](mailto:payton.birlew@unt.edu) or via message on Canvas) for questions about the course that cannot be answered by reading the syllabus or Canvas (i.e., requirements, assignments, exams, or grades).
- During the week I aim to respond to questions within 24 hours. On the weekends, expect to wait 48 hours for a response. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.
- Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to connect with me for support. Your success is my goal.
- Email me a picture of your favorite restaurant/place to eat for 5 bonus points towards your overall points total.

### Late Work Policy

Late work is not acceptable. You must keep up with your work and turn it in on time. If you need to submit an assignment late and want to avoid a point deduction, you MUST communicate with the instructor *BEFORE the assignment is due* to request an extension. The instructor reserves the right to reject your request for an extension on assignments. **There will be a point penalty for any work that is submitted late and has not been granted an extension prior to the due date:**

#### Late Work Point Penalties:

Immediately after due time – 24 hours late: 20% point deduction

24 hours – 48 hours late: 40% point deduction

48 hours – 72 hours late: 60% point deduction

72 hours – 96 hours late: 80% point deduction

More than 96 hours late: assignment will not be accepted; automatic zero.

### Examination Policy

DO NOT under any circumstances copy test items, even if you want to ask me about them later (just write down the question number) -- this is an honor code violation and can result in course- and university-level consequences.

You will take an in-person Midterm Exam and an in-person Final Exam (see the dates on the course calendar). Each exam is worth 100 points. Tests may include a variety of question types including all or some of the following: multiple choice, true/false, matching, fill-in-the-blanks, and short answer/essay. Legitimate reasons for missing an exam include medical, judicial, or serious personal events that truly do not allow you to take the exam. If you miss an exam, you will be asked

to provide documentation to support the reason for your absence. The makeup exam may be different from the original exam given in class and may include different question types. Make-ups for the final exam will only be given in case of emergency and with prior notice.

### Assignment Policy

All assignments will be submitted to Canvas unless completed in-class. Assignments should be submitted prior to the due date to avoid any technical issues that may arise. Employment, time management, and computer problems are examples of excuses that are not valid. Follow instructions on Canvas and/or call the student IT help line if a technical problem arises. A windstorm and lack of electric power is an example of a verifiable excuse for lack of computer access.

**All written assignments should be professional in appearance and in APA formatting.** Your work is expected to be written at the level of a professional in the field and well-edited. Written work should be spelling, grammar, and typographical error-free. Points will be deducted for any assignment not meeting these expectations. Be sure to follow the formatting guidelines provided for each assignment in this course.

**Assignments must be submitted in Word (.doc/.docx) or PDF (.pdf) format, unless specifically otherwise noted in assignment instructions.** Do not submit assignments in Pages (.pages) format. Do not submit assignments by providing a Google Doc or other link. Assignments submitted in an incorrect file format will be considered late until the proper file type is submitted.

### Course Policy about Artificial Intelligence

Recent advances in artificial intelligence have provided a number of tools that can be used (or misused) for many purposes. However, most of the writing we do in this class requires **personal reflection and first-hand observation** – no matter how sophisticated a computer is, **it can't read your mind** to recount your experiences assessing or observing a child, examine your future plans for professional practice, or elaborate on your own convictions on important issues.

- 1. AI-Assisted Original Work:** AI (e.g., ChatGPT) may be helpful for initial research on a topic, understanding elements of the genre in which you will be writing, and grammar/language guidance. However, it is unacceptable to submit an assignment entirely completed with or by AI. **Any work submitted must reflect your own understanding and knowledge. You should not use AI-generated content as your own without appropriate understanding and processing of the information.** This includes AI-created essays, solutions to problems, or any other assignments that are not the result of your own intellectual efforts.
- 2. AI and Plagiarism:** Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. That's what this course is about. So, while some assignments may invite the use of online tools, the core expectation for our class is that the work you submit is your own original writing. **Using the work of someone else including AI and without citing it is a form of cheating/plagiarism.** Just as copying information from websites or other resources without giving proper credit is plagiarism, using AI-generated content without due acknowledgement or understanding is also plagiarism. **You should not represent AI-generated content as your own original work.**

Cases involving academic dishonesty, including misuse of AI, may be handled by the instructor or may be referred to the administration. **Consequences may include but are not limited to:** receiving a zero for an assignment where AI has been misused, receiving an alternate assignment that must be handwritten in person, completion of a training on appropriate and inappropriate uses of AI before any more assignments may be attempted, additional monitoring of student work, or automatic failure of the course (please see course Academic Integrity policy [p. 7] for additional details).

## Syllabus Change Policy

All dates/assignments are subject to change at discretion of instructor. Changes will be announced in class and on Canvas.

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Subsequent academic integrity violations will result in harsher penalties, up to and including automatic failure of the course.**

Additionally, the incident will be reported to the Dean of Students/Office of Academic Integrity, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

### ADA Policy

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>).

### Emergency Notification & Procedures

UNT is committed to the safety and security of the campus community and recognizes the value of maintaining university operations. However, in the event university operations are disrupted due to an emergency or other hazardous conditions threatening the safety, health, or welfare of the campus community, UNT may be required to cancel classes, suspend operations, or close campus in its entirety.

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

### Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 14, 15, and 16 [April 14-30, 2026] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [geo@unt.edu](mailto:geo@unt.edu) or at 940-565-2759.

## Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

## Academic Support & Student Services

### Student Support Services

#### *Mental Health*

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

#### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [Legal Name](#)

### Additional Student Support Services

[Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)

[Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)

[Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)

[Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)

### Academic Support Services

[Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)

[Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)

[UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)

[Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

### [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)

(<https://studentaffairs.unt.edu/counseling-and-testing-services>)

### [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

(<https://deanofstudents.unt.edu/resources/food-pantry>)

HDFS 1023 - Course Calendar – Spring 2026				
Week	Dates of Class	Lecture Topic(s)	Reading(s) (Read these <b>before</b> class!)	Assignment/Exam
<b>1</b> (1/12-1/18)	1/12 1/14	<ul style="list-style-type: none"> <li>Course Overview – How to Succeed in HDFS 1023</li> <li>Intro to Child Assessment</li> </ul>	Syllabus  <i>A Guide to Assessment in Early Childhood</i> (pp. 1-19)  <i>Early Childhood Assessment: What, Why, and How</i> (pp. 1-12)	<ul style="list-style-type: none"> <li>Syllabus Quiz (on Canvas)</li> <li>Student Information Form (In Class)</li> <li>CEA 1: Assessment and Observation Skills and Competencies Self-Assessment and Reflection (due 1/18 by 11:59 PM)</li> </ul>
<b>2</b> (1/19-1/25)	1/19 1/21	<b>NO CLASS 1/19 (MLK Jr Holiday)</b>  <ul style="list-style-type: none"> <li>The Developmental Approach to Child Assessment: Concepts and Theories</li> </ul>	<i>Observation and Assessment (Chapter 4)</i> (pp. 69-83)	
<b>3</b> (1/26-2/1)	1/26 1/28	<ul style="list-style-type: none"> <li>The Developmental Approach to Child Assessment: Concepts and Theories</li> </ul>	<i>Early Childhood Education: Becoming a Professional (Chapter 10)</i> (pp. 265-277)	
<b>4</b> (2/2-2/8)	2/2 2/4	<ul style="list-style-type: none"> <li>Major Child Assessment Purposes</li> </ul>	<i>A Guide to Assessment in Early Childhood</i> (pp. 21-63)  <i>Observation and Assessment (Chapter 4)</i> (pp. 87-92)	
<b>5</b> (2/9-2/15)	2/9 2/11	<ul style="list-style-type: none"> <li>Assessment Approaches &amp; Characteristics</li> </ul>	<i>A Guide to Assessment in Early Childhood</i> (pp. 16-17)	
<b>6</b> (2/16-2/22)	2/16 2/18	<ul style="list-style-type: none"> <li>Assessment Validity and Reliability</li> </ul>	<i>Early Childhood Assessment: What, Why, and How</i> (pp. 181-213)	
<b>7</b> (2/23-3/1)	2/23 2/25	<ul style="list-style-type: none"> <li>Developing an Assessment Plan</li> </ul>	<i>A Guide to Assessment in Early Childhood</i> (pp. 69-176) – for reference only	
<b>8</b> (3/2-3/8)	3/2 3/4	<ul style="list-style-type: none"> <li><b>Midterm Review in class on 3/2</b></li> <li><b>Midterm Exam in class on 3/4</b></li> </ul>		<b>Midterm Exam in class on 3/4</b>  <b>Assessment Scenario Plan due 3/8 by 11:59 PM</b>
<b>9</b> (3/9-3/15)	3/9 3/11	<b>NO CLASS – SPRING BREAK</b>		
<b>10</b> (3/16-3/22)	3/16 3/18	Intro to Assessment through Observation: <ul style="list-style-type: none"> <li>What is Observation?</li> <li>Bias in Observation</li> </ul>	<i>Observation and Assessment (Chapter 1)</i> (pp. 5-17)  <i>Learning Through Child Observation</i> (pp. 14-18; 32-46)	

<b>11</b> (3/23-3/29)	3/23 3/25	<ul style="list-style-type: none"> <li>• Planning an Observation</li> <li>• Observation Method           <ul style="list-style-type: none"> <li>– Narrative Description</li> </ul> </li> </ul>	<i>Observation and Assessment (Chapter 3)</i> (pp. 37-44; 64-66)  <i>Learning Through Child Observation</i> (pp. 67-85; 92-103 [in Chapter 4])	
<b>12</b> (3/30-4/5)	3/30 4/1	<ul style="list-style-type: none"> <li>• Interpreting Observations</li> <li>• In-Class Observation 1 on 4/1</li> </ul>	<i>Observation and Assessment</i> (pp. 99-109)  <i>Chapter 5 -Learning Through Child Observation</i>	<b><i>In-Class Observation 1 on 4/1</i></b>
<b>13</b> (4/6-4/12)	4/6 4/8	<ul style="list-style-type: none"> <li>• Observation Method           <ul style="list-style-type: none"> <li>– Event Sampling</li> </ul> </li> <li>• Observation Method           <ul style="list-style-type: none"> <li>– Frequency Count &amp; Duration Record Methods</li> </ul> </li> </ul>	<i>Chapter 3 - Observation and Assessment</i> (pp. 45-49; 54-63)  <i>Learning Through Child Observation</i> (pp. 85-90 [in Chapter 4])	<b><i>In-Class Observation 1 Report due 4/8 by 11:59 PM</i></b>
<b>14</b> (4/13-4/19)	4/13 4/15	<ul style="list-style-type: none"> <li>• Observation Method           <ul style="list-style-type: none"> <li>- Checklists &amp; Rating Scales</li> </ul> </li> <li>• In-Class Observation 2 on 4/15</li> </ul>	<i>Chapter 3 - Observation and Assessment</i> (pp. 50-54)  <i>Learning Through Child Observation</i> (pp. 90-92 [in Chapter 4])	<b><i>In-Class Observation 2 on 4/15</i></b>
<b>15</b> (4/20-4/26)	4/20 4/22	<ul style="list-style-type: none"> <li>• Assessing Environments</li> <li>• Careers in Child Assessment &amp; Observation</li> </ul>	<i>Chapter 2 - Observation and Assessment</i> (pp. 19-34) <i>Early Childhood Assessment: What, Why, and How</i> (pp. 299-328)	<b><i>In-Class Observation 2 Report due 4/26 by 11:59 PM</i></b>
<b>16</b> (4/27-5/3)	4/27 4/29	<ul style="list-style-type: none"> <li>• Systematic &amp; Holistic Assessment</li> <li>• <b>Final Exam Review in class on 4/29</b></li> </ul>		<b><i>Out-of-Class Observation Report due 5/3 by 11:59 PM</i></b>
<b>17</b> (5/4-5/8)	<b>5/6</b>	<b>Final Exam in class on Wednesday, May 6<sup>th</sup> from 7:30-9:30 AM</b>		

*Course calendar is subject to change based on instructor's discretion. Any changes will be announced in class and posted on Canvas.*

#### KEY SEMESTER DATES:

Last day to add a class or swap sections	Jan 16
Last day to drop a course to no longer appear on the official transcript	Jan 24
Drop with a Grade of W begins	Jan 25
Last day to change to pass/no pass grade option	Feb 20
Last day for a student to drop a course or all courses with a grade of W	April 10
First day to request a grade of Incomplete	April 11
Reading Day – No Classes	May 1

## Syllabus Addendum

The following are important tips/guidelines/requirements that will ensure your success in this class:

1. DO read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course. Everything you ever need to know about the class (i.e., course schedule, my office hours, my office location) is provided in the syllabus. All the information you need regarding how to submit your papers is provided to you in each of the assignment documents.
2. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification to you all is one way for me to do that.
3. **DO check your UNT email and Canvas. I will send class emails to your UNT account and post announcements to Canvas so you either need to access that email account regularly or forward your email to another account that you use. You will miss extremely important information if you do not check the emails I send.**
4. At the end of the semester, do NOT ask me to change your grade. That would be unethical and unfair to every student that has earned his/her given grade.
5. Submit your papers in a WORD OR PDF DOCUMENT (make sure it is a .doc, .docx, or .pdf format so that I can actually open it). If I cannot open your paper, I cannot grade it. **I cannot open .pages or other Mac-specific file types.**
6. I will return your papers and feedback to you through the assignment dropbox. When I do this, DO look at them. I will provide feedback on why you received that specific grade. Make sure to look at that feedback before asking me what you did wrong. If I deducted points, I will tell you why. Use that feedback to make improvements on future papers so that you do not get points counted off again for a similar mistake.