

## HDE 140L: Laboratory in Early Childhood

Instructor:	Classroom Lead Teacher:
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Child Development Demonstration Lecturer (CDDL) Office: West House <div style="background-color: black; width: 100%; height: 20px; margin-top: 5px;"></div>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Green Room Lead Teacher (LT) Office: West House <div style="background-color: black; width: 100%; height: 20px; margin-top: 5px;"></div>

### Course Summary

This practicum surveys theory, research, and practice-based knowledge of child development in an applied early childhood setting. Students will implement developmental principles as they interact with young children under the guidance of experts in the field of early care and learning. Course topics include: observation as a tool for research and reflective practice; the social context of language and cognitive development; development of self, relationships, and socioemotional competence; and diversity and inclusion in early learning settings. Emphasis will be placed on observation and hands-on learning. Readings will be utilized to further knowledge of child development, promote reflection and application, and prompt dynamic discussion during weekly meetings. Written assignments are intended to explore applied research skills, and develop academic and professional writing.

### Learning Outcomes

By the end of this quarter, students will be able to:

1. Connect research findings with observations of child development and program implementation.
2. Apply foundational speech and communication caregiving skills.
3. Use observation and documentation to support high-quality interactions with young children.
4. Personalize interactions with children and families to match preferred style and cultural norms.
5. Scaffold children's learning to support cognitive development.
6. Reflect on the form and function of children's challenging behavior and provide developmentally appropriate guidance to help children meet expectations.
7. Teach, model, and coach appropriate peer play and friendship skills.
8. Apply knowledge of self and others to improve the goodness of fit and guide children towards flexibility.
9. Promote divergent thinking skills and encourage children's creative problem solving.

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.

### **Course Website (Canvas):**

This syllabus, assignments, and other course resources will be available to you via Canvas. If you need assistance with Canvas, please contact the IT EXPRESS Help Desk (530-754-HELP (4357) or [ithelp@ucdavis.edu](mailto:ithelp@ucdavis.edu)).

### **Evaluation**

Please see rubrics on Canvas for in-depth evaluation details.

			Points	% of Grade
Engagement in Practicum	Performance Appraisal Form	Observed over the duration of the course	100	20%
Quality of Group Participation	Weekly Discussion	10 meetings x 15 points per meeting	150	30%
	Lab Discussion	10 weeks x 15 points per week	150	
Written Assignments	Student Surveys	2 surveys x 25 points	50	50%
	Journals	2 journals x 100 points	200	
	Field Notes	6 Field Notes x 90 points	540	
	Performance Appraisal Form	Filled out for mid-quarter conference	100	
<b>Final Grade</b>				
A+ (97-100%)	B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	F <60%
A (93-96%)	B (83-86%)	C (73-76%)	D (63-66%)	
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)	

**Late Work:** Late work will not be accepted. This policy applies the minute following a deadline. Making plans and meeting deadlines are essential life skills; use this course to practice organization and task completion. It is understood that unforeseen circumstances can occur; there is built-in flexibility with assignment submission. See **Field Notes** under **Course Format** below.

### **Course Format**

This course mixes direct instruction, collaborative learning, and individual exploration. Students will also be expected to engage in reflective practice, the ability to reflect on one's actions so as to engage in a process of continuous learning.

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.

### **Weekly Discussion**

Attendance is **required** at Weekly Discussion. It is held on Thursday afternoons, from 4:10-6:00PM throughout the quarter. Weekly Discussion is a forum for communication among students and staff in the preschool program. Topics pertinent to the growth and well-being of the children in your care will be addressed via lecture, videos, group discussion, and class experiences. This is an opportunity to synthesize research, theory, and practice by raising questions and voicing concerns, and by examining your own personal biases and beliefs about young children. See *Weekly Discussion Participation Rubric* on Canvas for participation evaluation criteria.

### **Lab and Lab Discussion**

Students work two days per week in a classroom at the Early Childhood Laboratory (ECL), UC Davis. Lab hours begin at 8:15AM (morning program) or 12:30PM (afternoon program), and conclude at 11:45AM or 4:00PM after cleanup and a brief discussion of the day's experiences.

In the event you cannot attend on a scheduled day, you are responsible for emailing your instructor before 7:45AM (morning program) or 12:00PM (afternoon program). Excused absences may be made up no later than the 9<sup>th</sup> week of classes. Excused absences include the following: submission of doctor's note or absence with prior arrangement. **Remember, the children and staff rely on you, and your presence is critical to them.**

Students will be expected to internalize content from Weekly Discussion and apply highlighted skills in lab section the following week, and throughout the remainder of the quarter. Skills build upon each other weekly; by the end of the quarter, **each students' performance in the course will be assessed using a cumulative version of the *Performance Appraisal Form*** (see *Engagement in Practicum* rubric on course website).

The last 15 minutes of each lab workday is devoted to a discussion of the daily events and observations. This **Lab Discussion** an opportunity to ask questions and to share frustrations and successes. Students will be asked to apply specific content from Weekly Discussion and assigned readings to their practice. Each student is **expected** to take part in this discussion and to use it as an opportunity to practice group participation skills (see *Lab Discussion Participation Rubric* on Canvas). These discussions may run overtime buy you are not required to stay past 11:45AM or 4:00PM. If you need to leave at the time because of other commitments there is no penalty.

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.

### **Mid-quarter conference(s)**

All students meet at least once per quarter with their course instructor to reflect on their ability to meet lab requirements and implement described caregiving techniques. Using the *Performance Appraisal Form* (available on Canvas), **you** will assess your participation and performance in the early childhood laboratory.

During the meeting, you and the instructor will review your strengths and discuss areas that may need improvement. The mid-quarter conference provides students with feedback of their progress. Such information should be used as a basis for further growth in the early childhood lab experience.

Many students express an interest in receiving more one-on-one support from their instructor. A second series of appointments will be made available to students later in the quarter; this second meeting is voluntary.

Please remember that in addition to these scheduled appointments, you are always welcome to ask questions and receive extra support. If you would like to meet with the instructor, please e-mail them with your preferred appointment time and additional availability. They will then coordinate an appointment with you.

### **Course Readings**

Each week you will be expected to read two to three articles. These readings were chosen to prompt discussion, stimulate thinking about your lab experiences, present current research, and to offer ideas for enhancing and extending your caregiving approach.

Readings are available on the course website under *Preparatory Readings* and *Follow-up Articles*.

- ***Preparatory Readings*** should be read in advance of weekly discussion section to prime your brain for a specific subject in preparation of delving deeper at discussion.
- ***Follow-up Articles*** are intended to provide an extension of weekly themes and course content and should be read prior to Monday/Tuesday lab (depending on assigned section). Articles will highlight current research in the field of early education and/or child development and they will have direct implications for your work in program with young children.

You will be expected to demonstrate your knowledge of assigned readings in both discussion and lab, as well as written assignments. Be prepared to share key points from the readings and make specific connections on its application to your work in lab. See *Field Notes Rubric*, *Weekly Discussion Participation Rubric*, and *Lab Discussion Participation Rubric* on Canvas.

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.

### **Student Surveys**

Student surveys, are intended to offer feedback to the course instructor regarding student expectations and instructor facilitation of learning.

### **Journals**

Once at the beginning of the quarter, and again at the close, you will be required to write a journal entry (available on Canvas) reflecting on your experience in the ECL Preschool. Prompts are provided in the template; please provide detailed responses to each.

### **Field Notes**

You will write a total of six field notes over the span of the quarter. These notes are intended to sharpen your observation and reflective practice skills, as well as to prompt the application of research to practice. Specific instructions for writing style and content will be reviewed at the second discussion. Weekly field note topics will be described on Canvas. *There will be seven assigned field notes, of which, you may choose to not write one. You may also choose to write all seven, and have the lowest score dropped from your final grade.*

### **Attendance**

Students sign in for each lab workday. If you do not sign in on the sheet, you will be marked as late. Late arrivals reflect poorly on your professionalism and will be considered in the assignment of your final grade.

Reliable attendance is expected for this class. Excused absences may be made up with staff approval and, as required with illness, with a note from the UC Davis Student Health and Wellness Center or your personal doctor confirming your illness.

**Missed labs and discussion (excused absences) must be made up**, even sessions missed due to signing up after the start of the quarter. Make up time must be arranged with your Lead Teacher (lab sessions)/instructor (discussion) and must be completed by the 9<sup>th</sup> week of the quarter. To receive credit for excused absences, students must make up time in the classroom with the permission of their Lead Teacher. This option may only be used twice.

**Unexcused absences** that total 2 weekly discussions OR 2 lab days OR a combination of both (i.e., 2 weekly discussions and 1 lab day) will be an **automatic fail**. If you do not make up an excused absence, it is considered “unexcused” and will impact your final grade. Should there be extenuating circumstances that prevent or affect your attendance and/or participation, please see your instructor.

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.

**Accommodations:** Students registered with the Student Disability Center (SDC) are responsible for contacting the instructor via email no later than January 13<sup>th</sup> to confirm their need for SDC-specified accommodations. Course instructors and Early Childhood Laboratory staff comply with all provisions of the Americans with Disabilities Act, making reasonable accommodations upon request. Please contact the SDC at (530) 752-3184 with any questions or concerns, or visit <https://sdc.ucdavis.edu/>.

**Academic Integrity:** The University of California Davis has a Code of Academic Conduct administered by the Office of Student Judicial Affairs. This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. You are responsible for knowing and abiding by these standards: <https://ossja.ucdavis.edu/academic-integrity>.

**Diversity and Inclusion:** UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. Members of our community are expected to treat each other with respect and dignity, to refrain from displays of inappropriate anger or intimidating conduct, to shun epithets or abusive language, and to find effective means to disagree, to persuade and to inform through rational discussion. Please let the course instructor or classroom Lead Teacher know if anyone is making you uncomfortable and we will take action to help. For more information about our goals, visit <https://diversity.ucdavis.edu/principles-community>.

### **Campus Resources:**

There are a multitude of resources at your disposal on campus.

<p><b>Office of Educational Opportunity and Enrichment Services (OEOES)</b> <a href="https://opportunity.ucdavis.edu/">https://opportunity.ucdavis.edu/</a></p>	<p><b>Academic Assistance and Tutoring Centers (AATC)</b> 530.752.2013 <a href="https://tutoring.ucdavis.edu/">https://tutoring.ucdavis.edu/</a></p>
<p><b>Technical Assistance</b> 530.754.4357 <a href="https://iet.ucdavis.edu/support">https://iet.ucdavis.edu/support</a></p>	<p><b>Career Resources</b> 530.752.2855 <a href="https://icc.ucdavis.edu/">https://icc.ucdavis.edu/</a></p>

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.

<p><b>Center for Advocacy Resources and Education (CARE)</b></p> <p><i>CARE advocates provide confidential help for individuals experiencing any form of sexual violence.</i></p> <p>530.752.3299</p> <p><a href="https://care.ucdavis.edu/">https://care.ucdavis.edu/</a></p>	<p><b>Counseling Services</b></p> <p><i>Student-centered mental health services, advocacy, outreach, and consultation.</i></p> <p>530.752.2300</p> <p><a href="https://shcs.ucdavis.edu">https://shcs.ucdavis.edu</a></p>
<p><b>Student Health and Wellness Center</b></p> <p>Advice Nurse: 530.752.2349</p> <p><a href="https://shcs.ucdavis.edu/about/shwc">https://shcs.ucdavis.edu/about/shwc</a></p>	<p><b>Emergency and Short-Term Loan Programs</b></p> <p><b>530.752.2416</b></p> <p><a href="https://financialaid.ucdavis.edu/loans/short-term">https://financialaid.ucdavis.edu/loans/short-term</a></p>
<p><b>AB 540/Undocumented Center</b></p> <p>530.752.9538</p> <p><a href="https://undocumented.ucdavis.edu/">https://undocumented.ucdavis.edu/</a></p>	<p><b>Crisis Resources</b></p> <p>Text HOME to 741741</p> <p><a href="https://www.crisistextline.org/">https://www.crisistextline.org/</a></p>
<p><b>The Pantry</b></p> <p><i>A free resources that provides food and basic necessities to students.</i></p> <p>thepantry@asucd.ucdavis.edu</p> <p><a href="https://thepantry.ucdavis.edu/">https://thepantry.ucdavis.edu/</a></p>	<p><b>Aggie Compass</b></p> <p><i>Learn about basic needs resources (food and housing assistance)</i></p> <p>530.752.9254</p> <p><a href="https://aggiecompass.ucdavis.edu/">https://aggiecompass.ucdavis.edu/</a></p>

For a comprehensive list of ALL campus student resources, please use the following link:

<https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>.

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.

## Calendar of Requirements

Winter 2020

<u>Week</u>	<u>Topic of Study</u>	<u>Assignments</u>
1	<b>Foundational Caregiving Skills</b>  Learning Outcome 1 Learning Outcome 2	<ul style="list-style-type: none"> <li>▪ <b><u>Preparatory Reading:</u></b> <i>HDE140L Student Orientation Handouts</i></li> <li>▪ <b><u>Follow-up Article:</u></b> <i>The Roles and Responsibilities of an Early Childhood Teacher</i> (ChildCare Institute)</li> <li>▪ <b>Journal 1</b></li> </ul>
2	<b>Observation and Reflective Practice</b>  Learning Outcome 1 Learning Outcome 3	<ul style="list-style-type: none"> <li>▪ <b><u>Preparatory Reading:</u></b> <i>How to Increase Your Powers of Observation</i> (Paul)</li> <li>▪ <b><u>Follow-up Article:</u></b> <i>Why Observe Children?</i> (PennState Extension)</li> <li>▪ <b>Field Note 1</b></li> </ul>
3	<b>Communication</b>  Learning Outcome 1 Learning Outcome 4	<ul style="list-style-type: none"> <li>▪ <b><u>Preparatory Reading:</u></b> <i>My Students Don't Know How to Have a Conversation</i> (Barnwell)</li> <li>▪ <b><u>Follow-up Article:</u></b> <i>Word Play: Scaffolding Language Development through Child-Directed Play</i> (Wasik &amp; Jacobi-Vessels)</li> <li>▪ <b>Field Note 2</b></li> <li>▪ <b>Performance Appraisal Form</b></li> </ul>
4	<b>Scaffolding</b>  Learning Outcome 1 Learning Outcome 5	<ul style="list-style-type: none"> <li>▪ <b><u>Preparatory Reading:</u></b> <i>In Praise of Better Praise</i> (Konnikova)</li> <li>▪ <b><u>Follow-up Article:</u></b> <i>'Good Fit' Teacher-Child Play Interactions and Subsequent Autonomous Play of Preschool Children</i> (Trawic-Smith &amp; Dziurgot)</li> <li>▪ <b>Field Note 3</b></li> </ul>
5	<b>Guidance</b>  Learning Outcome 1 Learning Outcome 6	<ul style="list-style-type: none"> <li>▪ <b><u>Preparatory Reading:</u></b> <i>Offering Children Choices: Encouraging Autonomy &amp; Learning While Minimizing Conflicts</i> (Grossman)</li> <li>▪ <b><u>Follow-up Article:</u></b> <i>Early Childhood Teachers as Socializers of Young Children's Emotional Competence</i> (Denham, Bassett &amp; Zinsser)</li> <li>▪ <b>Field Note 4</b></li> </ul>

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.



6	<b>Social Competence</b>  Learning Outcome 1 Learning Outcome 7	<ul style="list-style-type: none"> <li>▪ <b>Preparatory Reading:</b> <i>Preschool—The Best Job Training Program</i> (NPR) <i>Why Emotional Learning May Be As Important As the ABCs</i> (NPR)</li> <li>▪ <b>Follow-up Article:</b> <i>Understanding Nonsocial Play in Early Childhood</i> (Luckey &amp; Fabes)</li> <li>▪ <b>Field Note 5</b></li> </ul>
7	<b>Temperament</b>  Learning Outcome 1 Learning Outcome 8	<ul style="list-style-type: none"> <li>▪ <b>Preparatory Reading:</b> <i>Don't Call Introverted Children 'Shy'</i> (Cain)</li> <li>▪ <b>Follow-up Article:</b> <i>Teacher-child Relationship Quality: The Role of Child Temperament and Teacher-child Interactions</i> (Moritz Rudasill &amp; Rimm-Kaufman)</li> <li>▪ <b>Field Note 6</b></li> </ul>
8	<b>Creativity and Critical Thinking</b>  Learning Outcome 1 Learning Outcome 9	<ul style="list-style-type: none"> <li>▪ <b>Preparatory Reading:</b> <i>Creativity is in Everything, Especially Teaching</i> (Robinson)</li> <li>▪ <b>Follow-up Article:</b> <i>Early Childhood Creativity: Challenging Educators in Their Role to Intentionally Develop Creative Thinking in Children</i> (Leggett)</li> <li>▪ <b>Field Note 7</b></li> </ul>
9	<b>Diversity and Inclusive Practice</b>  Learning Outcome 1	<ul style="list-style-type: none"> <li>▪ <b>Preparatory Reading:</b> <i>Is It Possible to Teach Children to Be Less Prejudiced?</i> (Machado)</li> <li>▪ <b>Follow-up Article:</b> <i>Is Social-Emotional Learning Really Going to Work for Students of Color?</i> (Simmons)</li> <li>▪ <b>Journal 2</b></li> </ul>
10	<b>Course Summary</b>  Learning Outcome 1	<ul style="list-style-type: none"> <li>▪ <b>Preparatory Reading:</b> <i>The New Preschool is Crushing Kids</i> (Christakis)</li> </ul>

**Working Syllabus:** The instructor reserves the right to change the syllabus as necessary. You are responsible for following all changes to the syllabus and information presented during weekly lecture.