

HDE 140L: Laboratory in Early Childhood – Section 003

Fall 2023

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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: bridging developmental theory and early educational practice; 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.

Experience and Expectations

This course provides an opportunity for you to **integrate** key concepts learned from previous coursework and personal experiences. There are often many acceptable answers for the questions posed in this course. For some, this may take some getting used to, as it differs from the standard way of assessing learning (e.g., one correct answer) in most other academic courses. I will be mindful of individual **learning styles** while prompting **curiosity** and **critical thinking** in our community of learners. You will also be expected to routinely engage in **reflective practice**: the ability to reflect on one’s actions to engage in a process of **continuous learning**. I look for **growth** across the quarter, not perfection. The course is designed for you to leave with a deep **understanding** of early childhood and an ability to **apply** that knowledge in a variety of educational and professional settings.

Learning Goals

In this course, students will develop knowledge and practical skills for communicating and interacting with young children in a variety of educational, medical, social, and clinical work settings.

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

Working Syllabus: *The instructor reserves the right to change the syllabus, along with readings, assignments, and due dates. Updates will be made clear in a Canvas notification. Updated 9.14.2023.*

1. **Connect** research findings with observations and knowledge of child development and best practices for interacting and communicating with young children.
2. **Utilize** observation and reflective practice along with individualized communication techniques in order to build and strengthen care group relationships
3. **Apply** scaffolding strategies to support children's developing self-help skills, thinking skills, emotional regulation, friendship skills, and creativity/critical thinking.
4. **Reflect** on the role of temperament, culture, and identity when individualizing interactions with young children.

Course Website

Canvas

All course content (readings, PPT slides, assignments, grading rubrics), feedback, and announcements will be available on and made through the Canvas site. **You are responsible for checking the site regularly for announcements/messages.** If you need assistance with Canvas, please contact the IT EXPRESS Help Desk (530)-754-HELP (4357) or ithelp@ucdavis.edu.

Required Materials

Please come to weekly discussion prepared to take notes with your preferred method; bring a notebook and writing instrument, or a tablet/laptop.

Students will be required to bring a **lock (combination or key)** to use on our lockers to store personal belongings before lab.

Office Hours

While I do not have set office hours due to the varied responsibilities of my role, I can always find time to meet outside of lab hours. Please do not hesitate to reach out to schedule an individual phone, Zoom, or in-person meeting.

Mid-quarter conference

About halfway through the quarter, we will meet individually to reflect on your 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 practicum experience. During the meeting, we will review your strengths and discuss areas that may need improvement. Such information should be used as a basis for further growth in the early childhood lab experience.

Course Communication

- Please your email and Canvas regularly for announcements, resources, important information, and syllabus updates.
- Please use proper etiquette when emailing. See [this medium article](#) for specific examples.
- I will attempt to respond to student emails within 48 hours. If you have not received a reply within 48 hours, please resend your email.
- I will attempt to grade written work within one week of submission.

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- You are responsible for **reading all written feedback** on graded assignments and using the edits and commentary to inform future assignments.
- Everyone has the right to be successful in this course. Open, respectful communication is highly encouraged to ensure accessibility. Please do not hesitate to contact me for clarification, questions, and discussion.

Course Format

This course mixes direct instruction, collaborative learning, and individual exploration. It is **not** a passive class experience. We will engage in whole-class discussion, group work, and both small group and 1-1 conversations with peers and CDDL. Use this course as an opportunity to grow in both your oral and written communication skills.

Engagement in Practicum (30%)

Performance Appraisal Form: You will be responsible for internalizing to internalize content from weekly discussion and applying highlighted skills in your lab section the following week. Skills build upon each other weekly; by the end of the quarter; **your engagement in the course will be assessed using a cumulative version of the *Performance Appraisal Form*** (see *Engagement in Practicum Rubric* on Canvas).

Group Participation (20%)

You are responsible for being respectful and courteous in all class meetings in order to maintain an inviting environment that fosters open discussion. Use of interactive technology is only permitted when it is required for in-class assignments. Unless instructed otherwise, **cell phones should be silenced and put away**. If there is a serious need to leave a cell phone on, such as a family emergency, please put it on vibrate and let me know in advance.

Weekly Discussion: Weekly discussion is an opportunity to synthesize theory, research, and practice by raising questions and voicing concerns, and by examining your own personal biases and beliefs about young children. Topics pertinent to the growth and well-being of young children will be addressed via lecture, videos, group discussion, and class experiences. Weekly Discussion PPT slides will be posted for students to review prior to class. Class is held:

Thursdays from 4:15-6:00 PM in Olson 105.

Due to the dynamic nature of discussion and the need to directly apply skills introduced in class into lab the following week, **attendance is mandatory and participation is expected**. See more details under the **Attendance** section below.

Lab: You will work **two days** per week in a classroom at the Early Childhood Lab School (ECLS), UC Davis **OR** in a TK classroom through DJUSD. Lab hours are as follows:

ECLS Morning Program	ECLS Afternoon Program	Korematsu TK	Willet TK	Pioneer TK	Patwin TK
M/W	M/W	M/W	M/W	M/F	M/F

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8:30-12:00	12:30-4:00	8:15-11:35	8:30-11:50	11:50-3:10	8:15-11:35
T/R	T/R	T/R	T/R	T/R	T/R
8:30-12:00	12:30-4:00	8:15-11:35	8:30-11:50	11:50-3:10	8:15-11:35

ECLS Practicum Students spend the first 15 minutes prior to their work in the classroom meeting with their CDDL to be briefed on the day. TK Practicum Students spend the first 10 minutes prior to their work in the classroom meeting with their Cooperating Teacher to be briefed on the day.

You are expected to in be in your assigned room and ready to go at the assigned start time.

Course Readings

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

- **Preparatory Readings** should be read in advance weekly discussion and are meant to prime your brain on 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. They should be read after weekly discussion, **prior to Monday/Tuesday lab** (depending on assigned section). Articles will highlight current research in the field of early education and/or child development. They will have direct implications for your work in program with young children and should be **used in your field notes**.

Perusall

Perusall is an online social annotation platform. Each **Follow-Up Article** will be posted to Perusall through the Canvas site. You will be expected to engage with the reading – making annotations, asking questions, making connections – in order to receive as part of your group participation grade. You will be grouped with your cohort to share in your discussion.

Written Assignments (50%)

Surveys: Surveys are intended to offer feedback to the course instructor regarding: student’s access and understanding of expectations (syllabus survey), instructor facilitation of learning (mid-quarter survey), and overall course evaluation and experience (final survey). These surveys are graded as “all or nothing”: if you complete the survey, you will receive full points.

Journals: Once at the beginning of the quarter, and again at the close, you will be required to write a journal entry reflecting on your experience in the ECLS Preschool and TK Classroom. Prompts are provided in the template; please provide detailed responses to each. Template and rubric available on Canvas.

Field Notes: Field Notes are intended to sharpen your observation and reflective practice skills, as well as to prompt the application of research to practice. Each week, students will submit an observational anecdote along with reflections. It will contain three components:

- Skill of Focus: Explicitly stated skill(s) applied
- Observe: Objective record of a brief moment in time
- Reflect: Interpretation and reflection of observation

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Specific instructions for writing style and content will be reviewed in weekly discussion. Weekly topics and rubric available on Canvas.

There will be a total of **six assigned** Field Notes; only **five will count towards your final grade**. You may choose not to write one*, or you may choose to write all six, and have the lowest score dropped from your final grade.

Please note: in order to ensure that you are meeting the expectations for this assignment and provide you with feedback for subsequent Field Notes, **completion of Field Notes 1 and 2 is mandatory.*

Final Project: At the end of the quarter, you will complete an **applied writing assignment**. The goal is to synthesize key concepts from the course to develop a piece of professional writing geared towards a specific audience.

Attendance

Attendance for both lab and weekly discussion is mandatory. By choosing to sign up for this course, it means you understand the attendance and participation requirements.

It is important to arrive on time for lab each day. Late arrivals reflect poorly on your professionalism, a criterion of your final grade. Students sign in for each lab workday. If you do not sign in on the sheet, you will be marked as late.

Missed Lab: In the event you cannot attend on a scheduled day, you are responsible for emailing your CDDL (TK programs- include your Cooperating Teacher) before 8:00 AM. Please refer to the *Orientation Handouts* for more details on our Health Policy. Missed Lab sessions must be made up in order to complete the required 70 hours for the practicum (*May vary dependent on university holidays*). **Please arrange make-ups with the course instructor.**

Missed Weekly Discussion: In the case of a missed Weekly Discussion, you are responsible for reviewing course content (available on CANVAS) and submitting written notes from videos, **discussion questions (including those pertaining to the preparatory reading)**, and/or activities that occurred during the class. Notes are due within one week after the missed class.

Students with excessive absences may be encouraged by their instructor to take an Incomplete, with the intent to return and complete the course when circumstances allow.

If you do not think you are able to meet the attendance and participation requirements of this course, please contact your instructor as soon as possible.

Evaluation

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

The table below provides a clear breakdown of the assignments that make up final course grade:

Assignments & Grade Breakdown			Total Points Possible	Weight (% of Grade)
Engagement in Practicum	Performance Appraisal Form (PAF) <i>As observed over the duration of the quarter by course instructor and professional staff</i>	100 points	100	30%
Group Participation	Weekly Discussion	10 weekly discussions 20 points/discussion	290	20%
	Perusall Discussion	9 articles 10 points/article		
Written Assignments	Syllabus Survey	10 points	540	50%
	Mid Quarter Survey	10 points		
	Final Survey	10 points		
	Mid-Quarter Conference PAF Self Eval	50 points		
	Journals	50 points/each 2 journals		
	Field Notes	55 points/each 5 Field Notes (Field Note 1- 40 points)		
	Final Project: Infographic	100 points		
Final Grade <i>Grades will be rounded up from 0.5%</i>				
A+ (97-100%) A (93-96%) A- (90-92%)	B+ (87-89%) B (83-86%) B- (80-82%)	C+ (77-79%) C (73-76%) C- (70-72%)	D+ (67-69%) D (63-66%) D- (60-62%)	F < 60%

Late Work: Planning ahead and meeting deadlines are essential life skills; use this course to practice organization, time management, and task completion. Late assignments without prior approval will **not** be accepted. It is understood that unforeseen circumstances can occur; there is built-in flexibility with assignment submission. See **Field Notes** under **Course Format** above.

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Accommodations:

If you are registered with the [Student Disability Center](#) (SDC), you are responsible for contacting me to confirm your need for SDC-specified accommodations **within the first week**. I will comply with all provisions of the Americans with Disabilities Act, making reasonable accommodations upon request. Contact the SDC at (530) 752-3184 with questions or concerns.

Academic Integrity:

The University of California, Davis has a [Code of Academic Conduct](#) administered by the [Office of Judicial Affairs](#) (OJJA). This 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. To protect intellectual property rights, course content and materials are for educational use and may be used solely for the purposes of individual or group study with other students enrolled in the class this quarter. They may **not** be reproduced or shared in any way (including electronically or posting in any web environment) with those not in the class this quarter; except with explicit written permission of CDDL. This includes, but is not limited to: assignments and visual materials such as slides and handouts. Students who violate this policy will be reported to OSSJA. To protect individual personal privacy, any video recordings of class discussion are meant to be used for educational purposes, for the students enrolled in the class for this quarter. Students may **not** take recordings of peers' images and/or voice, as it is in direct violation of FERPA, a federal privacy law.

Diversity, Equity, and Inclusion:

UC Davis is a diverse community comprised of individuals from a multitude of backgrounds and experiences, having many perspectives and identities, 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. Together we must create a safe, inclusive, and equitable learning community for all our members. Doing so advances our own knowledge and expresses our care and respect for one another. Through active engagement with course materials and with your own experiences and perspectives, we will learn more about how diversity increases our own awareness and knowledge around major course themes. Creating this inclusive learning community of care is an important strategy in implementing our [UC Davis Principles of Community](#). 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 Teaching Assistant know if anyone is making you uncomfortable and we will take action to help. We also endeavor to make course materials equitable, accessible and inclusive to all students. Suggestions to increase access and inclusion of course materials and activities are encouraged and appreciated. Course Instructor wholeheartedly supports and follows the Department of Human Ecology's [racial justice statement and action plan](#).

Please note that instructors and TAs are required to report certain information related to students' health and safety, including, but not limited to: information related to sexual violence or harm to self or others. Please be aware if you share anything personal that falls into one of these categories that your instructor or TA may be required to relay this information to the relevant reporting agency. If you are experiencing distress and would like to discuss this with a confidential resource, please reach out to your instructor or teaching assistant, and they can connect you with confidential resources.

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Campus Resources:

I encourage you to take advantage of the multitude of resources at your disposal on campus:

Office of Educational Opportunity and Enrichment Services (OEOES) https://opportunity.ucdavis.edu/	Academic Assistance and Tutoring Centers (AATC) 530.752.2013 https://tutoring.ucdavis.edu/
Technical Assistance 530.754.4357 https://iet.ucdavis.edu/support	Career Resources 530.752.2855 https://icc.ucdavis.edu/
Center for Advocacy Resources and Education (CARE) <i>CARE advocates provide confidential help for individuals experiencing any form of sexual violence.</i> 530.752.3299 https://care.ucdavis.edu/	Counseling Services <i>Student-centered mental health services, advocacy, outreach, and consultation.</i> 530.752.2300 https://shcs.ucdavis.edu
Student Health and Wellness Center Advice Nurse: 530.752.2349 https://shcs.ucdavis.edu/about/shwc	Emergency and Short-Term Loan Programs 530.752.2416 https://financialaid.ucdavis.edu/loans/short-term
AB 540/Undocumented Center 530.752.9538 https://undocumented.ucdavis.edu/	Crisis Resources Text HOME to 741741 https://www.crisistextline.org/
The Pantry <i>A free resource that provides food and basic necessities to students.</i> thepantry@asu.cd.ucdavis.edu https://thepantry.ucdavis.edu/	Aggie Compass <i>Learn about basic needs resources (food and housing assistance)</i> 530.752.9254 https://aggiecompass.ucdavis.edu/

For more comprehensive lists of additional campus student resources, please use the following links:

<https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>
<https://ucdavis.app.box.com/s/3hfp194pubh73xwjudx4rux1zatx9bi>

Please also view the “**Student Academic, Health, and Well-Being Resources**” page on Canvas.

Calendar of Requirements

Fall 2023

<u>Module</u>	<u>Topic of Study</u>	<u>To-Do</u>	
1	Course Introduction & Foundational Caregiving Skills <i>Learning Goal (L.G.) 1 & 2</i>	<u>Expectation</u>	<u>Action</u>
		Meet	<u>Attend Student Orientation</u> <ul style="list-style-type: none"> ● Date: Wednesday September 27th OR Thursday September 28th ● Time: 8:30-12:00am OR 12:30-4:00 PM
		Prepare	<u>Read Syllabus</u> thoroughly <u>Review Canvas Site</u>
		Meet	<u>Attend and Participate: Weekly Discussion 1</u> <u>Thursday, September 28th from 4:15-6:00 PM in Olson 105</u>
		Review	<u>Take Syllabus Survey</u> <u>Due:</u> Sunday, October 1 st by 11:59 PM
		Extend	<u>Read</u> (prior to M/T Lab): <i>Roles and Responsibilities of an early Childhood Teacher</i> (Adapted from ChildCare Education Institute) <u>Participate</u> in Perusall Discussion
		Engage	<u>Attend Lab 10.2-10.5</u>
		Reflect	<u>Complete Journal 1</u> <u>Due:</u> Sunday, October 8 th by 11:59 PM
2	Observation and Reflective Practice <i>L.G. 1</i> <i>L.G. 2</i>	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>How to Increase your Powers of Observations</i> (Murphy Paul, 2012)
		Meet	<u>Attend and Participate: Weekly Discussion 2</u> <u>Thursday, October 5th from 4:15-6:00 PM in Olson 105</u>
		Extend	<u>Read</u> (prior to M/T lab) <i>Why Observe Children?</i> (PennState Extension, 2018) <u>Participate</u> in Perusall Discussion
		Engage	<u>Attend Lab 10.9-10.12</u>
		Observe	<u>Assignment:</u> Field Note 1

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			Due: Sunday, October 15 th by 11:59 PM
3	The Art of Communication <i>L.G. 1</i> <i>L.G. 2</i>	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>My Students Don't Know How to Have a Conversation</i> (Barnwell, 2014)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 3 Thursday, October 12 th from 4:15-6:00 PM in Olson 105
		Extend	<u>Read</u> (prior to T/W Lab): <i>Influence of Language Nutrition on Children's Language and Cognitive Development</i> (Zauche et al., 2016) <u>Participate</u> in Perusall Discussion
		Engage	<u>Attend Lab</u> 10.16-10.19
		Observe	<u>Assignment:</u> Field Note 2 Due: Sunday, October 22 nd by 11:59 PM
4	Scaffolding Skill Development <i>L.G. 1</i> <i>L.G. 3</i>	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>In Praise of Better Praise</i> (Konnikova, 2014)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 4 Thursday, October 19 th from 4:15-6:00 PM in Olson 105
		Extend	<u>Read</u> (prior to T/W Lab): <i>Scaffolding Young Children's Investigations: Guiding Behavior or Engaging the Mind</i> (Forman, ND) <u>Participate</u> in Perusall Discussion
		Engage	<u>Attend Lab</u> 10.23-10.26
		Observe	<u>Assignment:</u> Field Note 3 Due: Sunday, October 29 th by 11:59 PM
5	Scaffolding Behavior and Emotional Development <i>L.G. 1</i>	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>Offering Children Choices: Encouraging Autonomy & Learning While Minimizing Conflicts</i> (Grossman, 2005)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 5 Thursday, October 26 th from 4:15-6:00 PM in Olson 105

	L.G. 3	Extend	<u>Read</u> (prior to T/W Lab): <i>The Impact of a Primary Prevention Program on Preschool Children’s Social-Emotional Competence</i> (Kemple et. al., 2019) <u>Participate</u> in Perusall Discussion
		Evaluate	<u>Complete</u> : Mid-Quarter Survey <u>Due</u> : Sunday, Sunday, October 29 th by 11:59 PM
		Engage	<u>Attend Lab</u> 10.30-11.2
		Observe	<u>Assignment</u> : Field Note 4 <u>Due</u> : Sunday, November 5 th by 11:59 PM
6	Scaffolding Social Development L.G. 1 L.G. 3	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read or Listen</u> : <ul style="list-style-type: none"> • <i>Preschool—The Best Job Training Program</i> (NPR, 2011) • <i>Why Emotional Learning May Be As Important As the ABCs</i> (NPR, 2014)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 6 Thursday, November 2 nd from 4:15-6:00 PM in Olson 105
		Extend	<u>Read</u> (prior to T/W Lab): <i>Understanding Nonsocial Play in Early Childhood</i> (Luckey & Fabes, 2006) <u>Participate</u> in Perusall Discussion
		Engage	<u>Attend Lab</u> 11.6-11.9
		Observe	<u>Assignment</u> : Field Note 5 <u>Due</u> : Sunday, November 12 th by 11:59 PM
7	Individual Differences Part 1: Temperament L.G. 1 L.G. 4	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read</u> : <i>Don’t Call Introverted Children ‘Shy’</i> (Cain, 2012)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 7 Thursday, November 9 th from 4:15-6:00 PM in Olson 105
		Extend	<u>Read</u> (prior to T/W Lab): <i>Tips on Temperament</i> (Zero to Three, 2002) <u>Participate</u> in Perusall Discussion
		Meet	<u>Attend Lab</u> 11.13-11.16

		Observe	<u>Assignment:</u> Field Note 6 <u>Due:</u> Sunday, November 19 th by 11:59 PM
8	21 st Century Skills L.G. 1 L.G. 3	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>Creativity is in Everything, Especially Teaching</i> (Robinson, 2015)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 8 Thursday, November 16 th from 4:15-6:00 PM in Olson 105
		Extend	<u>Read</u> (prior to T/W Lab): <i>Early Childhood Creativity: Challenging Educators in Their Role to Intentionally Develop Creative Thinking in Children</i> (Leggett, 2017) <u>Participate</u> in Perusall Discussion
		Engage	<u>Attend Lab</u> 11.20-11.21, 11.27-11.30 <i>ECL Closed on 11.22-11.23</i>
9	Individual Differences Part 2: Identity Development; Diversity, Equity, and Inclusion L.G. 1 L.G. 4	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>Is It Possible to Teach Children to Be Less Prejudiced?</i> (Machado, 2014)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 9 Thursday, November 30 th from 4:15-6:00 PM in Olson 105
		Extend	<u>Read</u> (prior to T/W Lab Discussion): <i>Conversations that Matter: Talking with Children About Big World Issues</i> (Olson-Edwards & Derman-Sparks, 2021) <u>Participate</u> in Perusall Discussion
		Engage	<u>Attend Lab</u> 12.4-12.7
10	Course Summary L.G. 1 L.G. 4	<u>Expectation</u>	<u>Action</u>
		Reflect	<u>Complete:</u> Journal 2 <u>Due:</u> Sunday, December 3 rd by 11:59 PM
		Prepare	<u>Read:</u> <i>The New Preschool Is Crushing Kids</i> (Christakis, 2016)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 10 Thursday, December 7 th from 4:15-6:00 PM in Olson 105
		Apply	<u>Complete and Submit:</u> Final Project- Infographic <u>Due:</u> Sunday, December 10 th by 11:59 PM
		Evaluate	<u>Complete:</u> Final Survey <u>Due:</u> Sunday, December 10 th by 11:59 PM

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