HDE 140L: Laboratory in Early Childhood
Section <mark>001</mark>

Fall 2022: Infant/Toddler Program

Instructor:	Classroom Lead Teachers:
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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: 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 Goals

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

By the end of this quarter, students will be able to:
1. **Connect** research findings with observations and knowledge of child development and best practices for interacting and communicating with young children.
2. **Apply** foundational speech and communication caregiving skills.
3. **Use** observation, reflection, 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 and self-help skills.
6. **Reflect** on the form and function of children's challenging behavior and **provide** developmentally appropriate guidance strategies to help children meet expectations.

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7. **Model, teach, and coach** social interaction skills.
8. **Apply** knowledge of self and others to improve the goodness of fit.
9. **Promote** divergent thinking skills and **encourage** children's creative problem solving.
10. **Explore** the development of identity through a multicultural lens.
11. **Identify** inclusive, equitable, and responsive practices in order to support positive identity development (self, social, and cultural), address bias, and foster understanding and appreciation of individual differences.

Office Hours

Students may request an individual phone, video, or in-person meeting with the instructor at a mutually acceptable time.

Mid-quarter conference

All students meet at least once per quarter with the 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. 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 the instructor. A second series of appointments will be made available to students later in the quarter; this second meeting is completely voluntary.

Evaluation

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

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

Assignments & Grade Breakdown			Total Points Possible	Weight (% of Grade)
Engagement in Practicum	Performance Appraisal Form (PAF) *As observed over the duration of the quarter by course instructor and professional staff*	100 points	100	35%
Group Participation	Weekly Discussion	10 Discussions 25 points/discussion	430	10%
	Lab Discussion	9 daily lab discussions 20 points/week		
Surveys	Syllabus Survey	15 points	45	5%
	Mid Quarter Survey	15 points		
	Final Survey	15 points		

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			625	50%
Written Assignments	Field Notes	75 points/board 5 boards		
	Mid-Quarter Conference PAF Self Eval	50 points		
	Journals	50 points/each 2 journals		
	Final Project: Applied Writing Assignment	100 points		
Final Grade *Grades will be rounded up from 0.5%*				
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. Without prior approval from the instructor, late assignments 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)**

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. Students 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.

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

Engagement in Practicum (35%)
> **Performance Appraisal Form:** Students will be expected to internalize content from weekly discussion and apply highlighted skills in lab section the following week. 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 Canvas).

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Group Participation (10%)

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 the children in your care will be addressed via lecture, videos, group discussion, and class experiences. Weekly Discussion PPT slides will be posted by 8 AM Thursday morning for students to review prior to class. Class is held on: *Thursdays from 1:10-3:00 PM* in at the ECL in **East House Room 107.**

Attendance and participation are **expected** at these meetings. See more details under the **Attendance** section below. Rubric available on Canvas.

Lab: Students work **two days** per week (M/W or T/R) in a classroom at the Early Childhood Laboratory (ECL), UC Davis. Lab hours are as follows: *8:30 AM – 12:00 PM*

Lab Discussion: The last 15 minutes of each lab workday are devoted to a discussion of the daily events and observations. This **lab discussion** is an opportunity to ask questions and to share frustrations and successes. Monday and Tuesday discussions are generally dedicated to discussing the follow-up reading; more general discussions occur on Wednesday and Thursday. Each student is **expected** to take part in these discussions and to use them as an opportunity to practice group participation skills. Rubric available on Canvas.

Surveys (5%)

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.

Written Assignments (50%)

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 ECL InfantToddler Program. 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:
- Observe: Objective record of a brief moment in time
- Reflect: Interpretation and reflection of observation.
- Plan: Connection to course themes/topic, readings, and future plans of action

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.

Final Project: At the end of the quarter, students 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. Students are encouraged to consider their educational and professional goals when choosing their topic and format and when completing the assignment. Students will choose from the following formats:
- Infographic
- Grant Proposal

Preparation for the final project will begin in Week 7; weekly deliverables will be due to ensure adequate time management, provide constructive feedback, and support the development of the final project. Deliverables include: format/topic selection, resource summary, and graphic organizer or outline. Instructions and rubric available on Canvas.

Course Readings

Students will be expected to read two to three articles 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.

Readings are available on Canvas:

▪ *Preparatory Readings/Videos* should be **read/watched 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**.

Attendance

Reliable attendance for both lab and weekly discussion is expected. **The children and staff rely on you, and your presence is critical to them.** 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 (8:30 AM). Before the children arrive, the CDDL will discuss critical information for that day. It also allows you the time to set intentions for the approaches that you will put into practice with children. 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 and/or Weekly Discussion: In the event you cannot attend on a scheduled day, you are responsible for emailing your instructor 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**. Absences must be made up no later than the 9th week of classes.

In the case of a missed Weekly Discussion, students are responsible for reviewing course content (available on CANVAS) and submitting written notes from videos, discussion questions, and/or activities that occurred during the class. Notes are due within one week after the missed class. Peer consultation is also encouraged to actively engage with the information discussed and presented.

In the case of COVID-related absences, the instructor will work with individual students to develop appropriate accommodations. This may include scheduling make-up days for missed lab sessions; remote participation for weekly discussion; and alternative writing assignments.

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.

<u>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.</u>

Course Communication

- Check your email and Canvas regularly for announcements, resources, important information, and syllabus updates.
- Instructor will send out preparatory announcements prior to weekly meetings, and may send follow-up announcements after weekly meetings.
- Use proper etiquette when emailing your instructor. See this *Medium* article for specific tips and examples.
- Instructor will attempt to respond to student emails within 48 hours. If you have not received a reply from your instructor within 48 hours, please resend your email.
- Instructor will attempt to grade written work within one week of submission.
- Students are responsible for reading all written feedback on graded assignments and using the edits and commentary to inform future assignments.
- Open, respectful communication is highly valued. Please do not hesitate to contact your instructor for clarification, questions, and discussion.

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*Accommodations***:**

Students registered with the [Student Disability Center](#) (SDC) are responsible for contacting the instructor to confirm their need for SDC-specified accommodations. Course instructor 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](#) (OJJSA). 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 instructor. 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:

There are a 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) *CARE advocates provide confidential help for individuals experiencing any form of sexual violence.* 530.752.3299 https://care.ucdavis.edu/	**Counseling Services** *Student-centered mental health services, advocacy, outreach, and consultation.* 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 *A free resource that provides food and basic necessities to students.* thepantry@asucd.ucdavis.edu https://thepantry.ucdavis.edu/	**Aggie Compass** *Learn about basic needs resources (food and housing assistance)* 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/3hfpl94pubh73xwjudx4rux1zatkx9bi

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

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Calendar of Requirements
Fall 2022

Detailed assignment instructions and grading rubrics available on Canvas

Module	Topic of Study	To-Do	
1	**Course Introduction & Foundational Caregiving Skills** *Learning Goal (L.G.) 1*	**Expectation**	**Action**
		Meet	Attend Student Orientation (*based on assigned section*) Wednesday, September 21st **or** Thursday, September 22nd ● 8:30 AM-12:00 PM
		Read	Read Syllabus thoroughly Review Canvas Site
		Meet	Attend and Participate: Weekly Discussion 1 Thursday September 22nd from 1:10-3:00 PM
		Review	Take Syllabus Survey Due: Sunday, September 25th by 11:59 PM
		Reflect	Complete Journal 1 Due: Sunday, October 2nd by 11:59 PM
		Extend	Read *Roles and Responsibilities of an Early Childhood Teacher (*Adapted from ChildCare Education Institute, 2008*)* ● Read prior to M/T Lab Discussion Watch: *ECL Welcome Video* (on our website, link in CANVAS)
2	**Observation and Reflective Practice** *L.G. 1* *L.G. 2* *L.G. 10*	**Expectation**	**Action**
		Meet *9.26-9.29*	Attend Lab *(Based on Assigned Section- M/W or T/R)* ● 8:30 AM-12:00 PM Participate in Lab Discussion
		Prepare	Read: *How to Increase your Powers of Observation (*Murphy Paul, 2012*)* Watch: *Using the Ladder of Inference*
		Meet	Attend and Participate: Weekly Discussion 2 Thursday, September 29th from 1:10-3:00 PM
		Extend	Read: *Why Observe Children?* (Penn State University Extension, 2018)

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			• Read prior to M/T Lab Discussion
		Observe	Assignment: Field Note 1 Due: Sunday, October 9th by 11:59 PM
3	**Language and Communication** *L.G. 1* *L.G. 3* *L.G. 10*	<u>Expectation</u>	<u>Action</u>
		Meet 10.10-10.13	<u>Attend Lab</u> *(Based on Assigned Section- M/W or T/R)* • 8:30 AM- 12:00 PM <u>Participate</u> in Lab Discussion
		Prepare	<u>Read:</u> *TBD* <u>Watch:</u> *TBD*
		Meet	<u>Attend and Participate:</u> Weekly Discussion 3 Thursday, October 6th from 1:10-3:00 PM
		Extend	<u>Read:</u> *TBD* • Read prior to M/T Lab Discussion
		Reflect	<u>Complete</u> the PAF-Self Evaluation Form for the Mid-Quarter Conference Due: Sunday, October 9th 11:59 PM
		Observe	Assignment: Field Note 2 Due: Sunday, October 16th by 11:59 PM
4	**Scaffolding Children's Thinking and Self-Help Skills** *L.G. 1* *L.G. 4* *L.G. 10* **Mid-Quarter Conference with Instructor this week (during your regularly scheduled lab time)*	<u>Expectation</u>	<u>Action</u>
		Meet 10.10-10.13	<u>Attend Lab</u> *(Based on Assigned Section- M/W or T/R)* • 8:30 AM-12:00 PM <u>Participate</u> in Lab Discussion and Mid-Quarter Conference (during regularly scheduled lab time)
		Prepare	<u>Read:</u> *In Praise of Better Praise* (Konnikova, 2014) <u>Watch:</u> TBD
		Meet	<u>Attend and Participate:</u> Weekly Discussion 4 Thursday, October 13th from 1:15-3:00 PM
		Extend	<u>Read:</u> *Scaffolding Young Children's Investigations: Guiding Behavior or Engaging the Mind* (Forman, ND) • Read prior to M/T Lab Discussion
		Observe	Assignment: Field Note 3 Due: Sunday, October 23rd by 11:59 PM

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5	Scaffolding Behavior and Emotional Learning L.G. 1 L.G. 5 L.G. 10	Expectation	Action
		Meet 10.17-10.20	Attend Lab *(Based on Assigned Section- M/W or T/R)* ● 8:30 AM-12:00 PM
		Prepare	Read: *TBD* Watch: TBD
		Meet	Attend and Participate: Weekly Discussion 5 Thursday, October 20th from 1:10-3:00 PM
		Extend	Read: *Teacher's Emotion Minimizing Language and Toddler's Social Emotional Competence* (King & Paro, 2018) ● Read prior to M/T Lab Discussion
		Evaluate	Complete: Mid-Quarter Survey Due: Sunday, October 23rd by 11:59 PM
		Observe	Assignment: Field Note 4 Due: Sunday, October 30th by 11:59 PM
6	Scaffolding Social Development L.G. 1 L.G. 6 L.G. 9	Expectation	Action
		Meet 10.24-10.27	Attend Lab *(Based on Assigned Section- M/W or T/R)* ● 8:30 AM-12:00 PM Participate in Lab Discussion
		Prepare	Read or Listen: ● *Preschool—The Best Job Training Program* (NPR, 2011) ● *Why Emotional Learning May Be as Important as the ABC's* (NPR, 2014) Watch: TBD
		Meet	Attend and Participate: Weekly Discussion 6 Thursday, October 27th from 1:10-3:00 PM
		Extend	Read: *The Wonder and Complexity of Infant and Toddler Peer Relationships* (Wittmer, 2012) ● Read prior to M/T Lab Discussion
		Observe	Assignment: Field Note 5 Due: Sunday, November 6th by 11:59 PM

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		Expectation	Action
7	**Individual Differences Part 1: Temperament** *L.G. 1* *L.G. 7* *L.G. 10*	<u>Meet</u> *10.31-11.3*	<u>Attend Lab</u> *(Based on Assigned Section- M/W or T/R)* ● 8:30 AM-12:00 PM <u>Participate</u> in Lab Discussion
		<u>Prepare</u>	<u>Read</u>: *Don't Call Introverted Children 'Shy' (*Cain, 2012*)*
		<u>Meet</u>	<u>Attend and Participate</u>: Weekly Discussion 7 ==Thursday, November 3rd from 1:10-3:00 PM==
		<u>Extend</u>	<u>Read</u>: *TBD* ● Read prior to M/T Lab Discussion
		<u>Deliver</u>	<u>Submit</u>: Final Project Deliverable # 1-Format & Topic Selection ==Due: Sunday, November 6th by 11:59 PM==
		<u>Observe</u>	<u>Assignment</u>: Field Note 6 ==Due: Sunday, November 13th by 11:59 PM==
8	**21st Century Skills** *L.G. 1* *L.G. 8* *L.G. 10*	<u>Expectation</u>	<u>Action</u>
		<u>Meet</u> *11.7-11.10*	<u>Attend Lab</u> *(Based on Assigned Section- M/W or T/R)* ● 8:30-12:00 PM <u>Participate</u> in Lab Discussion
		<u>Prepare</u>	<u>Read</u>: *TBD* <u>Watch</u>: TBD
		<u>Meet</u>	<u>Attend and Participate</u>: Weekly Discussion 8 ==Thursday, November 10th from 1:10-3:00 PM==
		<u>Extend</u>	<u>Read</u>: *Nurturing Mathematical Thinkers from Birth (Chen, Hynes-Berry, et al., 2017)* ● Read prior to M/T Lab Discussion
		<u>Deliver</u>	<u>Submit</u>: Final Project Deliverable #2- Resource Summary ==Due: Sunday, November 13th by 11:59 PM==
9	**Individual Differences Part 2: Identity Development; Diversity,**	<u>Expectation</u>	<u>Action</u>
		<u>Meet</u> *11.14-11.17*	<u>Attend Lab</u> *(Based on Assigned Section- M/W or T/R)* ● 8:30-12:00 PM <u>Participate</u> in Lab Discussion
		<u>Prepare</u>	<u>Read</u>: *TBD*

	Equity, and Inclusion *L.G. 1* *L.G. 9* *L.G. 10*		<u>Watch</u>: TBD
		Meet	<u>Attend and Participate</u>: Weekly Discussion 9 Thursday, November 17th from 1:10-3:00 PM
		Extend	<u>Read</u>: *TBD* • Read prior to M/T Lab Discussion
		Deliver	<u>Submit</u>: Final Project Deliverable #3-Graphic Organizer Due: Sunday, November 10th by 11:59 PM
10	**Course Summary** *L.G. 1* *L.G. 10* *L.G. 11*	<u>Expectation</u>	<u>Action</u>
		Meet *11.21-11.22*	<u>Attend Lab</u> *(Based on Assigned Section- M/W or T/R)* ● 8:30-12:00 PM <u>Participate</u> in Lab Discussion *No Program Wednesday 11.23 or Thursday11.24* *No Discussion on Thursday 11.24*
		Meet *11.28-12.1*	<u>Attend Lab</u> *(Based on Assigned Section- M/W or T/R)* ● 8:30-12:00 PM <u>Participate</u> in Lab Discussion
		Prepare	<u>Read</u>: *TBD*
		Meet	<u>Attend and Participate</u>: Weekly Discussion 10 Thursday, December 1st from 1:10-3:00 PM
		Reflect	<u>Complete</u>: Journal 2 Due: Sunday, December 4th by 11:59 PM
		Apply	<u>Complete and Submit</u>: Final Project- Applied Writing Assignment Due: Tuesday, December 6th by 11:59 PM
		Evaluate	<u>Complete</u>: Final Survey Due: Tuesday, December 6th by 11:59 PM

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