HDE 140L Laboratory In Early Childhood

Spring 2021: Online Instruction (Asynchronous--Section 001)

Interactive activity with instructor available on during office hours on discussion boards
Tuesdays & Thursdays, 4:10-5:10 PM

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Teaching Assistant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Luckenbill, MA</td>
<td>To be assigned</td>
</tr>
<tr>
<td>Child Development Demonstration Lecturer (CDDL)</td>
<td></td>
</tr>
<tr>
<td>Office Phone: 530. 752-6737</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:jaluckenbill@ucdavis.edu">jaluckenbill@ucdavis.edu</a></td>
<td></td>
</tr>
<tr>
<td>“Office” Hours:</td>
<td></td>
</tr>
<tr>
<td>Zoom meeting upon appointment/ in “office” online</td>
<td></td>
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<tr>
<td>Tu/Th 4:10 – 5:10</td>
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</tbody>
</table>

Course Summary

This course will provide you with an opportunity to link your studies about human development to interactions with young children (2-5 years of age). Topics we will cover include observation/assessment, communication skills for working with children and families; supporting self-help and thinking skills, guiding children’s behavior, supporting social play and friendship skills, considering temperament, culture and inclusion, and being aware of the tools needed for trauma-informed care. We will use imagined work settings (e.g., pediatric care, social work, early intervention, and education) and applied writing assignments to help you create a portfolio of resources for future professional employment.

Learning Goals

My learning objectives for you are as follows:

1. **Deepen** your prior knowledge of child development by connecting prior learning with current learning and cultivating an awareness of best practices for interacting and communicating with young children.
2. **Use** observation, reflection, and documentation develop your critical thinking “lens.” Learn to use this lens to view and support high-quality interactions with young children in a range of settings.
3. **Develop** a range of techniques for social communication with children and families.

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4. **Learn and apply** strategies for scaffolding children’s learning to support cognitive development.

5. **Reflect** on your expectations around children’s challenging behavior. Consider the form and function of behaviors that challenge you, and articulate developmentally appropriate guidance strategies that you can use to help children succeed in a range of settings.

6. **Consider** your role as the adult caregiver in the development of peer play and friendship skills over time, and how to model and coach these skills.

7. **Apply** knowledge of yourself and reflect on the needs of others in order to improve the goodness of fit within a relationship, and to help children make the most of their unique temperament.

8. **Explore** how your own individual differences impact interactions and communications with others, and reflect on ways to adapt and include everyone in a range of professional settings.

9. **Explore** your self-identity and consider the self-identity of others with an emphasis on culture.

10. **Encourage** children’s creative problem-solving by promoting divergent thinking.

11. **Articulate** a critical need in the field and develop a well-researched proposal for intervention, formatted as a policy brief

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**Course Technology Requirements**

Minimum recommended computer and internet configurations for online courses can be found [here](#).

**“Office” Hours**

I will also be online during the discussion board times for questions and answers and will check the Canvas Inbox during that time. If you are not free to chat at that time, use e-mail to contact me to arrange a different conference time or to begin a discussion. I will be available via phone or Zoom upon request. The Teaching Assistant will have office hours on Zoom, TBD.

**Evaluation**

I will ask you to think critically as you integrate key concepts learned from previous courses, presented research, lecture content, assigned readings, and personal experiences into real world practice. Because you will be using your own lived experience and occupational goals to engage with content, there are often no “right answers” for the questions you will encounter, though the assignment has a rubric to guide you in format and content depth. This design invites you to think critically and be creative, and helps you connect what you already know to “the real world.” I invite you to be present, engaged, and intentional on our discussion board, both taking space and making space. I challenge you to consistently present your best work during written assignments and to use edits and feedback as a tool to refine your written work over the quarter. I understand that you will all enter this course with different levels of knowledge and experiences, and trust that everyone will grow and learn.

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**Working Syllabus:** Due to the current climate, the instructor reserves the right to change the syllabus, along with assignments and due dates. Updates will be made clear in a Canvas announcement. Updated 8.12.2020.
See the tables below for further breakdowns of the assignments that make up final course grades.

<table>
<thead>
<tr>
<th>Assignments &amp; Grade Breakdown</th>
<th>Total Points Possible</th>
<th>Weight (% of Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance &amp; Participation</strong></td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in discussion boards, surveys, deliverables and biography activity</td>
<td>10 points/discussion board 2 discussion board meetings/week 10 weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Surveys</strong></td>
<td>105</td>
<td>5%</td>
</tr>
<tr>
<td>Pre-Course Survey</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Syllabus Survey</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Mid Quarter Survey</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Final Survey</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Module Surveys</td>
<td>5 points/module 9 modules</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion Boards</strong></td>
<td>160</td>
<td>30%</td>
</tr>
<tr>
<td>Preparatory Discussion Board</td>
<td>20 points/board 8 boards</td>
<td></td>
</tr>
<tr>
<td>Video Reflection Discussion Board</td>
<td>25 points/board 8 boards</td>
<td></td>
</tr>
<tr>
<td><strong>Written Assignments</strong></td>
<td>960</td>
<td>40%</td>
</tr>
<tr>
<td>Journal</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Applied Practice Assignments</td>
<td>60 points/assignment 7 assignments</td>
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<tr>
<td>Applied Writing Assignments</td>
<td>70 points/assignment 7 assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td>Written Policy Brief (ok to present orally in addition if you wish)</td>
<td>60 points each</td>
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</tbody>
</table>

**Final Grade Grades will be rounded up from 0.5%**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>(97-100%)</td>
</tr>
<tr>
<td>A</td>
<td>(93-96%)</td>
</tr>
<tr>
<td>A-</td>
<td>(90-92%)</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89%)</td>
</tr>
<tr>
<td>B</td>
<td>(83-86%)</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82%)</td>
</tr>
<tr>
<td>C+</td>
<td>(77-79%)</td>
</tr>
<tr>
<td>C</td>
<td>(73-76%)</td>
</tr>
<tr>
<td>C-</td>
<td>(70-72%)</td>
</tr>
<tr>
<td>D+</td>
<td>(67-69%)</td>
</tr>
<tr>
<td>D</td>
<td>(63-66%)</td>
</tr>
<tr>
<td>D-</td>
<td>(60-62%)</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

**Late Work:** This course is asynchronous, and content will be provided at or before the start of the week, to be completed gradually throughout the week. Transfer the calendar of things that are due to your planner or online calendar so that you can easily spread out the workload. Students are invited to join discussion board activities during scheduled times, but may present content ahead of the activity if needed. Contact instructor if serious illness or other challenge impedes work submission. There is also Assignment Flexibility under Course Format below.

**Working Syllabus:** Due to the current climate, the instructor reserves the right to change the syllabus, along with assignments and due dates. Updates will be made clear in a Canvas announcement. Updated 8.12.2020.
Course Format
This course mixes online instruction, virtual collaborative learning, and individual exploration. Below you will find more information about the Canvas site, readings, discussion boards, writing assignments, and the final project.

Canvas
You can find all course content (readings, discussion boards, assignments, surveys, grading rubrics), feedback, and announcements on the Canvas site. You are responsible for checking the site daily for announcements/messages. Each week’s content is separated into modules. Within each module, you will find an introductory page that sets the expectations for the week. Please review the page prior to viewing/completing any further assignments/readings.

If you need assistance with Canvas, please contact the IT EXPRESS Help Desk (530)-754-HELP (4357) or ithelp@ucdavis.edu.

Discussion Board Activities:
Course instruction is asynchronous, but research suggests that you will deeply benefit from engaging your peers and myself in dialogue. For this reason I will be available and commenting on the discussion board Tuesdays 4:10-5:00 PM AND Thursdays 4:10-5:10 PM

Attendance is invited during these two scheduled times; it is also just fine to complete the assignments for each board before the session begins.

1. Preparatory Discussion Board:
   a. To be completed prior to or during the Tuesday scheduled time, discussion about the preparatory reading. Commentary should address prompts and include a citation of the preparatory reading and a connection to lecture. Please post with enough time for peers to reply/make your own replies to peers.
   b. Reply to two peers’ comments, either extending or respectfully disagreeing by midnight.

2. Video Reflection Discussion Board: to be completed after viewing the PowerPoint discussion section content.
   Students will observe, reflect on and comment on the provided video:
   - See: What do you see happening in the video? (Give details including direct quotes that will lead your fellow learners to understand your interpretation.)
   - Think: What do you think you see happening (interpretation)? What do you think about what you see (analysis)? What does it make you think of (in relation to course content from the current week)? Use explicit connections to the readings and PowerPoint to talk about why you think people acted the way they did.

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• **Wonder**: What does this video make you wonder? (If it were you in the video, how might you take what you watched, asked your reflective questions, and adapted?) Ground your questions, connections and reflections in weekly lecture and reading content and cite them.

Grading rubric available on Canvas.

**Course Readings**

Each week you will read two or three articles chosen to prompt your discussion, stimulate your thinking about child development, present current research, and offer ideas for enhancing and extending your understanding of caregiving approaches for your future workplaces and parenting experiences.

Readings are available on Canvas:

- **Preparatory Readings** should be read in advance of first discussion board.

- **Follow-up Article(s)** are intended to provide an extension of weekly themes and course content. They should be read after participating in the first discussion board activity and can be used to inform reflections on the video-based discussion board. Articles will highlight current research in the field of early education and/or child development and should be used in your applied writing assignments.

**Applied Practice Assignments**

You will engage in applied Practice Assignments to develop practical experience. I will embed the activity and instructions in the PowerPoint videos for the week. The activity will invite you to apply specific skills/strategies from the week in your home. You will document your process using a narrative, and sometimes other additional evidence, and then reflect on your experience in an individual reflection response assignment. Students will be graded on effort to apply concepts/skills, connection to the readings/PowPoint, and on depth of reflection. Grading rubric available on Canvas.

**Applied Writing Assignments**

Your written assignments are intended to guide you to apply the research you read to practice in your field, and policy making. You can find specific instructions for writing style, including topic, target audience, content, and that week’s format at the end of each week’s PowerPoint throughout the course. Individual writing assignment instructions, and details will also be described on Canvas. These assignments are an opportunity to explore “writing for whom?” and to try on professional writing in a range of contexts. **Full citation with reference section is required.** Grading rubric is available on Canvas.

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Assignment Flexibility

- While there will be a total of eight assigned Applied Practice Assignments; only seven will count towards your final grade. You may choose not to write one, or you may choose to write all eight, and have the lowest score dropped from your final grade.
- While there will be a total of eight assigned Applied Writing Assignments; only seven will count towards your final grade. You may choose to not write one, or you may choose to write all eight, and have the lowest score dropped from your final grade.
- If you are not satisfied with your grade for an assignment (Applied Practice or Applied Writing), you may review feedback and the grading rubric, and rewrite and resubmit the assignment to be re-graded. Do so within a week of receiving the feedback unless with permission from instructor. The highest score will be included in your final grade. There is no limit on number of assignments you can rewrite; all rewrites must be submitted by the last day of instruction.

Final Project

At the end of the quarter, you will summarize your learning in a final project:

1. Short (2-3 page) written policy brief directed to a Congressional committee. The brief should address a specific issue (high-quality early childhood education, training medical workers in best practices in interacting and communicating with young children, providing parenting classes on interacting and communicating with young children, other with permission from instructor) on which an intervention or policy is being considered. The task is to: create a summary of the issue to Congress, present the relevant perspectives and the associated research to justify intervening in the problem, and then make a specific applied recommendation for action. This policy brief should correctly reference relevant readings from the course using APA format and include a reference section.

Surveys

I will be asking you to complete surveys regarding your initial needs, technology, the syllabus, and your learning experience throughout the course. These surveys are graded as “all or nothing”: if you complete the survey, you will receive full points.

Attendance

This course is asynchronous. You will complete assignments and view the video-PowerPoint gradually throughout each week. You may also complete assignments in advance of the discussion board activities, though live participation is encouraged during the 4:10 – 5:10 period to develop group interaction skills. Please submit your initial entry to the boards well before midnight so other learners have time to reply to your ideas.

Course Communication

- You are expected to read the syllabus thoroughly to ensure your understanding of all components of the course.

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• You will need to check your email and Canvas regularly for announcements, resources, important information, and syllabus updates, and be respectful when contacting me and your teaching assistant.
• I will generally respond to emails within 24 hours. If you have not received a reply within 24 hours, please resend your email.
• I will generally grade written work within one week of submission.
• Please read all written feedback on graded assignments and use the edits and commentary to refine your work on future assignments.
• I am always open to questions and discussion, e-mail is the best way to contact me. If you let me know right away, it’s easy to help.

**Accommodations:**
• If you are registered with the Student Disability Center (SDC) you are responsible for contacting me to confirm the need for SDC-specified accommodations. 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 Student Judicial Affairs. 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 individual privacy and intellectual property rights, course content and materials are for educational use 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. This includes, but is not limited to: pre-recorded and live lectures, live and asynchronous discussions, surveys, assignments, videos, and visual materials such as slides and handouts. Students who violate this policy will be reported to the Office of Student Support and Judicial Affairs.

**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

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own knowledge and expresses our care and respect for one another. Through active
genagement 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 me or your 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. You are
welcome to make suggestions to increase access and inclusion around course materials and
activities.

Campus Resources:
• There are a multitude of resources at your disposal on campus:

| Office of Educational Opportunity and Enrichment Services (OEOES)                          | Academic Assistance and Tutoring Centers (AATC) |
|                                                                                       |                                                  |
| https://opportunity.ucdavis.edu/                                                    | 530.752.2013                                   |
|                                                                                       | https://tutoring.ucdavis.edu/                  |
| Technical Assistance                                                                | Career Resources                               |
| 530.754.4357                                                                         | 530.752.2855                                   |
| Center for Advocacy Resources and Education (CARE)                                   | Counseling Services/ “Care team.”              |
| CARE advocates provide confidential help for students who have experienced sexual violence. | Student-centered mental health services, advocacy, outreach, and consultation. |
| 530.752.3299                                                                         | 530.752.2300                                   |
| Student Health and Wellness Center                                                   | Emergency and Short-Term Loan Programs         |
| Advice Nurse: 530.752.2349                                                           | 530.752.2416                                   |

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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 more campus student resources, please use the following links:
https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/
https://ucdavis.app.box.com/s/3hfpl94pubh73xwjudx4rruxx9bi

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

**Calendar of Requirements**
Spring 2021

*Detailed assignment instructions and grading rubrics available on Canvas*

*All times listed are Pacific Standard Time (PST)*

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic of Study</th>
<th>Expectation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td><strong>Prepare</strong></td>
<td>Do Pre-course (technology) survey:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Due at or before:</strong> Monday 29th by 11:59 pm</td>
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<tr>
<td></td>
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<td></td>
<td><strong>Read Syllabus thoroughly</strong></td>
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<td><strong>Due at or before:</strong> Tuesday March 30 by 11:59 PM</td>
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<td></td>
<td><strong>Take Syllabus Survey</strong></td>
</tr>
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<td></td>
<td></td>
<td><strong>Due at or before:</strong> Tuesday March 30 by 11:59 PM</td>
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<tr>
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<td></td>
<td><strong>Review Canvas Site/view PowerPoint video</strong></td>
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<td></td>
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<td></td>
<td><strong>“Discussion one.”</strong></td>
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<td></td>
<td><strong>Submit brief personal biography statement to first</strong></td>
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<td><strong>discussion board for participation points</strong></td>
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<td></td>
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<td><strong>Due at or before:</strong> Thursday, April 1 by 11:59 PM</td>
</tr>
<tr>
<td></td>
<td><strong>Discuss and reflect</strong></td>
<td></td>
<td><strong>Comment on two peers’ biographies</strong></td>
</tr>
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<td></td>
<td></td>
<td><strong>Due at or before:</strong> Thursday, April 1 11:59 PM</td>
</tr>
</tbody>
</table>

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### Observation and Reflective Practice

#### Learning Goal
- L.G. 1
- L.G. 2
- L.G. 9

<table>
<thead>
<tr>
<th></th>
<th>Expectation</th>
<th>Action</th>
</tr>
</thead>
</table>
| **Prepare** | Read: *How to Increase your Powers of Observations* (Annie Murphy Paul)  
Begin viewing: PowerPoint Video clips “Discussion two.” |  
**Discuss and reflect**  
Post Preparatory Discussion Board: Observations  
**Due at or before:** Tuesday, April 6. Post with time for others to respond. Optional “chat” time 4:10pm  
**Reply to two peers** by 11:59 PM |
| **Practice** | Continue viewing “Discussion two” PowerPoint clips.  
**Complete and Submit:** Applied Practice Assignment 1  
- Objective observation “Field note” activity  
**Due at or before:** Thursday, April 8 by 11:59 PM |  
**Extend**  
Read: *Why Observe Children?* (PennState Extension) |
| **Discuss and Reflect** | Watch video: “Using Materials Together” (HighScope)  
**Post and Respond:** Video Reflection Discussion Board 1  
- See, Think, Wonder |  

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<table>
<thead>
<tr>
<th>3</th>
<th>The Art of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.G. 1</td>
<td>L.G. 3</td>
</tr>
</tbody>
</table>

### Expectation | Action
---|---
**Prepare** | Read: *My Students Don’t Know How to Have a Conversation* (Paul Barnwell)  
*Are You Listening or Just Reloading?* (Russel Bishop)  
Begin viewing: Powerpoint Video clips “Discussion three.”

**Discuss and Reflect** | Preparatory Discussion Board 2  
Communication Skills  
**Due at or before:** Tuesday, April 13. Optional chat 4:10pm  
**Reply to two peers by:** 11:59 PM

**Practice** | Continue viewing PowerPoint discussion video clips 3.  
Complete and submit: Applied Practice Assignment 2  
Communication  
**Due at or before:** Thursday, April 15 by 11:59 PM

**Extend** | Read: *Word Play: Scaffolding Language Development through Child-Directed Play* (Barbara A. Wasik & Jill L. Jacobi-Vessels)

**Discuss and Reflect** | Watch video: *Creating New Colors*  
Post and Respond: Video Reflection Discussion Board 2  
· See, Think, Wonder  
**Due at or before:** Thursday, April 15  
Optional chat 4:10 pm  
**Reply to two peers by:** 11:59 PM

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<table>
<thead>
<tr>
<th>4</th>
<th>Scaffolding Skill Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.G. 1</strong>&lt;br&gt;<strong>L.G. 4</strong>&lt;br&gt;<strong>L.G. 9</strong></td>
<td><strong>Expectation</strong>&lt;br&gt;<strong>Action</strong></td>
</tr>
<tr>
<td><strong>Prepare</strong></td>
<td>Read: <em>In Praise of Better Praise</em> (Maria Konnikova)&lt;br&gt;Begin viewing: PowerPoint Video clips “Discussion four.”</td>
</tr>
<tr>
<td><strong>Reflect and discuss</strong></td>
<td>Post &amp; Respond: Preparatory Discussion Board 3&lt;br&gt;Scaffolding&lt;br&gt;<strong>Due at or before</strong>: Tuesday, April 20, Chat at 4:10pm&lt;br&gt;<strong>Reply to two peers by</strong>: 11:59 PM</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Continue viewing: PowerPoint Video clips “Discussion three.”&lt;br&gt;Complete and submit: Applied Practice Assignment 3&lt;br&gt;Self-Help Skills&lt;br&gt;<strong>Due at or before</strong>: Thursday, April 22 by 11:59 PM</td>
</tr>
<tr>
<td><strong>Extend</strong></td>
<td>Read: ‘Good-fit’ teacher-child play interactions and the subsequent autonomous play of preschool children (Jeffrey Trawick-Smith &amp; Traci Dziurgot)</td>
</tr>
<tr>
<td><strong>Reflect and discuss</strong></td>
<td>Watch video: <em>Present for Mom</em>&lt;br&gt;Post and Respond: Video Reflection Discussion Board 3&lt;br&gt;See, Think, Wonder&lt;br&gt;<strong>Due at or before</strong>: Thursday April 22&lt;br&gt;Chat at 4:10&lt;br&gt;<strong>Reply to two peers by</strong>: 11:59 PM</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>Complete and Submit: Applied Writing Assignment 3:&lt;br&gt;Topic: Alternatives to Praise&lt;br&gt;Audience: Parent needing advice&lt;br&gt;<strong>Due at or before</strong>: Tuesday, April 27, 11:59 PM</td>
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<td><strong>Expand</strong></td>
<td>Complete: Module Survey&lt;br&gt;<strong>Due at or before</strong>: Tuesday April 27, by 11:59 PM</td>
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<tr>
<th>5</th>
<th><strong>Scaffolding Behavior and Emotional Development</strong></th>
<th><strong>Expectation</strong></th>
<th><strong>Action</strong></th>
</tr>
</thead>
</table>
| | L.G. 1 | **Prepare & Discuss** | Read: *Offering Children Choices: Encouraging Autonomy & Learning While Minimizing Conflicts* (Sue Grossman)  
Begin viewing: PowerPoint Video clips “Discussion five.” |
| | L.G. 5 | Reflect and discuss | Post & Respond: Preparatory Discussion Board 4  
“They Pushed My Buttons!”  
**Due at or before:** Tuesday, April 27,  
Chat at 4:10pm  
**Reply to two peers by:** 11:59 PM |
| | L.G. 9 | Practice | Continue viewing: PowerPoint Video clips “Discussion five.”  
Complete and submit: Applied Practice Assignment 4  
· Reframing Behavior  
**Due at or before:** Thursday, April 29 by 11:59 PM |
| | | Extend | Read: *Early Childhood Teachers as Socializers of Young Children’s Emotional Competence* (Susanne A Denham, Hideko H. Basset, Katherine Zinsser) |
| | | Reflect and discuss | Watch video: *homemade from CCFS*  
Post & Respond: Video Reflection Discussion Board 4  
· See, Think, Wonder  
**Due at or before:** Thursday, April 29th  
Chat at 4:10pm  
**Reply to two peers by:** 11:59 PM |
| | | Apply | Complete and submit: Applied Writing Assignment 4:  
· Topic: Persuasive letter: Why incorporate SEI learning into curriculum?  
· Audience: School Administration  
**Due at or before:** Tuesday, May 4th, 11:59 PM |
| | | Expand | Complete: Module Survey  
**Due at or before:** Tuesday, May 4th by 11:59 PM |
| | | Evaluate | Complete: Mid-Quarter Survey  
**Due at or before:** Tuesday, May 4th by 11:59 PM |

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**Scaffolding Social Development**

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<tr>
<th>L.G. 1</th>
<th>L.G. 6</th>
<th>L.G. 9</th>
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</thead>
</table>
| **Prepare** | Read or Listen: *Preschool—The Best Job Training Program* (NPR)  
*Why Emotional Learning May Be As Important As the ABCs* (NPR)  
Begin viewing: Powerpoint Video clips “Discussion six.” |
| **Meet & Discuss** | Post and Respond: Preparatory Discussion Board 5  
**Soft Skills**  
Due at or before: Tuesday, May 4th,  
Chat at 4:10pm  
Reply to two peers by 11:59 PM |
| **Practice** | Continue viewing: PowerPoint Video clips “Discussion six.”  
Complete and submit: Applied Practice Assignment 5  
· Friendship Skills  
Due at or before: Thursday, May 6th by 11:59 PM |
| **Extend** | Read: *Understanding Nonsocial Play in Early Childhood*  
(Alicia J. Luckey & Richard A. Fabes) |
| **Reflect and discuss** | Watch either homemade conflict video from CCFS  
Post and Respond about the one you select:  
· Video Reflection Discussion Board 5  
· See, Think, Wonder  
Due at or before: Thursday, May 6th  
Chat at 4:10 pm  
Reply to two peers by 11:59 PM |
| **Apply** | Complete and submit: Applied Writing Assignment 5  
· Topic: Lesson Plan: Social Skills Learning  
· Audience: Educators  
Due at or before: Tuesday, May 11, 11:59 PM |
| **Expand** | Complete: Module Survey  
Due at or before: Tuesday, May 11th by 11:59 PM |

**7**

**Individual Differences Part 1: Temperament**

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<th>L.G. 1</th>
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| **Prepare** | Read: *Don’t Call Introverted Children ‘Shy’* (Susan Cain)  
Begin viewing: Powerpoint Video clips “Discussion Seven.” |

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| L.G. 7 | Reflect and Discuss | Post and Respond: Preparatory Discussion Board 6  
|        |                    | · Temperament
|        |                    | **Due at or before:** Tuesday, May 11  
|        |                    | Chat at 4:10 pm  
|        |                    | **Reply to two peers by:** 11:59 PM
| L.G. 9 | Practice | Continue viewing: PowerPoint Video clips “Discussion seven.” (View Zero to Three website).  
|        |          | Complete and submit: Applied Practice Assignment 6  
|        |          | · Temperament reflection activity
|        |          | **Due at or before:** Thursday, May 13, 11:59 PM
| L.G. 7 | Extend | Read: Teacher-child relationship quality: The role of child temperament and teacher-child interactions  
|        |          | (Kathleen Moritz Rudasill & Sara E. Rimm-Kaufman)
| L.G. 9 | Reflect and discuss | Watch video: Measuring Water  
|        |          | Post and Respond: Video Reflection Discussion Board 6  
|        |          | · See, Think, Wonder
|        |          | **Due at or before:** Thursday May 13  
|        |          | Chat at 4:10 pm  
|        |          | **Reply to two peers by:** 11:59 PM
| L.G. 7 | Apply | Complete and submit: Applied Writing Assignment 6:  
|        |          | · Topic: “What’s going on with my child?”  
|        |          | · Audience: Parent of Patient
|        |          | **Due at or before:** Tuesday, May 18, 11:59 PM
| L.G. 9 | Expand | Complete: Module Survey
|        |          | **Due at or before:** Tuesday, May 18 by 11:59 PM

| 8 | Individual Differences Part 2: Diversity, Equity, and Inclusion | Expectation | Action |
|   | L.G. 1 | L.G. 8 | L.G. 9 | Prepare | Read: Is It Possible to Teach Children to Be Less Prejudiced? (Amanda Machado)  
|   |        |        |        | Begin viewing: Powerpoint Video clips “Discussion Eight.”
|   |        |        |        | Read: To determine your chosen track, skim one article:  
|   |        |        |        | · The New Preschool is Crushing Kids  
|   |        |        |        | · Stop Trying to Raise Successful Kids  
|   |        |        |        | · The Hidden Curriculum of Medical School
| Reflect and Discuss | Post and Respond: Preparatory Discussion Board 7 Identity development  
**Due at or before:** Tuesday, May 18th. Chat at 4:10 pm.  
**Reply to two peers by:** 11:59 PM |
|---------------------|---------------------------------------------------------------|
| Practice            | Continue viewing: PowerPoint Video clips “Discussion eight.”  
**Complete and submit:** Applied Practice Assignment 7  
· Temperament  
**Due at or before:** Thursday, May 20th, 11:59 PM |
| Deliver             | Submit: Final Project Deliverable #1: Track topic and article selection. Check in with instructor as needed.  
**Due at or before:** Tuesday, May 18th 11:59 PM  
And  
Submit: Final Project Deliverable #2: Concept Map  
**Due at or before:** Thursday, May 20th 11:59 PM |
| Extend              | Read: Read (select one): Start with Us! Culturally Relevant Pedagogy in the Preschool Classroom (Tonia R. Durden, Elsita Escalante & Kimberly Blitch)  
OR  
The Role of Action Research in Fostering Culturally-Responsive Practices in a Preschool Classroom (Mariana Souto-Manning & Christina Hanson Mitchell) |
| Reflect             | Watch video: Preschool in Three Cultures  
Post and Respond: Video Reflection Discussion Board 7 (30 second selection!)  
· See, Think, Wonder  
**Due at or before:** Thursday May 20th  
Chat at 4:10 pm  
**Reply to two peers by:** 11:59 PM |

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<tr>
<th>9</th>
<th>21st Century Skills</th>
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<tr>
<td>L.G. 1</td>
<td>L.G. 10</td>
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</table>

- **Apply**
  - Complete and submit: Applied Writing Assignment 7:
    - Topic: Diversity Training
    - Audience: Workplace Employees
    - **Due at or before:** Tuesday, May 25 11:59 PM

- **Expand**
  - Complete: Module Survey
  - **Due at or before:** Tuesday, May 25 by 11:59 PM

- **9**
  - **Expectation**
  - **Action**
  - Prepare
    - Read: *Why Creativity Now?* (Sir Ken Robinson)
    - Begin viewing: PowerPoint Video clips “Discussion nine.”
  - Reflect and Discuss
    - Post and Respond: Preparatory Discussion Board
      - 8.Ted Talk & Overlapping Themes
      - **Due at or before:** Tuesday, May 25th
      - Chat at 4:10 pm
      - **Reply to two peers by:** 11:59 PM
  - Deliver
    - Submit: Final Project Deliverable #3: Outline
      - **Due at or before:** Thursday, May 27th 11:59 PM
  - Practice
    - Continue viewing: PowerPoint Video clips “Discussion nine.”
      - Possibility Thinking: Kodo Ramps and Tinkering with materials
      - **Due at or before:** Thursday, May 27, 11:59 PM
  - Extend
    - Read: *Early Childhood Creativity: Challenging Educators in Their Role to Intentionally Develop Creative Thinking in Children* (Leggett)
### Reflect
- **Watch video:** (homemade)
- **Post and Respond:** Video Reflection Discussion Board 8
  - See, Think, Wonder
  - **Due at or before:** Thursday May 27th
  - Chat at 4:10 pm
  - **Reply to two peers by:** 11:59 PM

### Apply
- **Complete and submit:** Applied Writing Assignment 8:
  - Topic: ‘Best Toys’ Trifold Pamphlet
  - Audience: Parents
  - **Due at or before:** Tuesday, June 1st, 11:59 PM

### Expand
- **Complete:** Module Survey
  - **Due at or before:** Tuesday, June 1st by 11:59 PM

<table>
<thead>
<tr>
<th>10</th>
<th><strong>Course Summary</strong></th>
<th><strong>Expectation</strong></th>
<th><strong>Action</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>L.G. 1</strong></td>
<td><strong>Prepare</strong></td>
<td><strong>Review:</strong> Depending on your chosen track:</td>
</tr>
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<td></td>
<td><strong>L.G. 11</strong></td>
<td><strong>L.G. 1</strong></td>
<td>- <em>The New Preschool is Crushing Kids</em></td>
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<td><strong>L.G. 11</strong></td>
<td>- <em>Stop Trying to Raise Successful Kids</em></td>
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<td>- <em>The Hidden Curriculum of Medical School</em></td>
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<td><strong>Complete:</strong> move content from your deliverables into your brief. Be sure to check your work.</td>
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</table>

### Deliver, Reflect and Discuss
- **Participate in Final Project Discussion Board Workshops:** post your EDITABLE brief draft with time to get feedback and **support two peers in editing by Tuesday June 1, 11:59 PM.**

### Apply
- **Complete and Submit:** Final Project: Written Policy Brief
  - **Due at or before:** Thursday, June 3, 11:59 PM

### Expand
- **Complete:** Module Survey
  - **Due at or before:** Friday, June 4 by 11:59 PM

### Evaluate
- **Complete:** Final Survey
  - **Due at or before:** Friday, June 4 by 11:59 PM

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**Proposed time budgeting for the course:**

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4 units = 12 hours/week  
PowerPoint: 2.5 hours  
Readings: 2.5 hours  
Preparatory Discussion Board: 1 hour  
Applied Practice Assignment: 2 hours  
Video Reflection Discussion Board: 1 hour  
Applied Writing Assignment: 2 hours  
Correspondence/Assignment Review/Office Hours/Optional Readings/Surveys/etc.: 1 hour

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday/Sunday</th>
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<tbody>
<tr>
<td>Read Preparatory reading.</td>
<td>Applied Writing Assignment</td>
<td>Complete applied practice</td>
<td>Applied practice due</td>
<td>Next module opens, look it</td>
<td>Up to you. Students who used the</td>
</tr>
<tr>
<td>Begin PowerPoint and</td>
<td>Due</td>
<td>Keep viewing the PowerPoint.</td>
<td>Begin Applied Writing</td>
<td>over. Ask questions.</td>
<td>weekend to polish their Applied Writing</td>
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<tr>
<td>consider discussion board</td>
<td>Survey due</td>
<td>Read Follow up Reading.</td>
<td>Assignment.</td>
<td>Keep working on Applied</td>
<td>Assignments reported it helped.</td>
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<tr>
<td>question.</td>
<td>Preparatory discussion board</td>
<td></td>
<td>View Video and join</td>
<td>Writing Assignment.</td>
<td>If you are done, this might be a good</td>
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<tr>
<td></td>
<td>due.</td>
<td></td>
<td>discussion board.</td>
<td></td>
<td>time to submit surveys/deliverables.</td>
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<td>Continue viewing PowerPoint.</td>
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