HDE 140L: Laboratory in Early Childhood

Spring 2021: Online Instruction (Synchronous--Section 002)

*Tuesdays & Thursdays, 4:10-5:30 PM via ZOOM*

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**Instructor:**
Hannah Minter Anderson, MAT  
Child Development Demonstration Lecturer (CDDL)  
Office Phone: 530.752.4150  
E-mail: hmminter@ucdavis.edu

“Office” Hours:
Zoom meeting upon appointment

**Teaching Assistant:**
Andrea Buhler-Wassmann, MS  
Ph.D. Candidate  
Human Development Graduate Group  
E-mail: acbuhler@ucdavis.edu

“Office” Hours:  
TBD

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**Course Summary**

This course provides students an opportunity to link what they have learned about human development to the real world of young children (2-5 years of age). Topics 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, temperament, culture and inclusion, and trauma-informed care. Each topic will be explored through the lens of diverse work settings (e.g., pediatric care, social work, early intervention, and education) and applied writing assignments will help students create a portfolio of resources for future professional employment.

**Learning Goals**

In this course, you will develop knowledge and practical skills for best practices in 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:*

1. **Connect** research findings with observations and knowledge of child development and best practices for interacting and communicating with young children.
2. **Use** observation, reflection, and documentation to develop a critical thinking “lens” through which to view and support high-quality interactions with young children.
3. **Explore** models for social communication with children and families.
4. **Learn** and **apply** strategies for scaffolding children’s learning to support cognitive development to sample real-world scenarios.
5. **Reflect** on the form and function of children’s challenging behavior and articulate developmentally appropriate guidance strategies to help children meet expectations.

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6. **Consider** the development of peer play and friendship skills over time and the role of the adult caregiver in the modeling and coaching of such skills.

7. **Apply** knowledge of self and others to improve the goodness of fit and guide children towards flexibility.

8. **Explore** the development of identity of self and others through a multicultural lens.

9. **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.

10. **Promote** divergent thinking skills and encourage children’s creative problem solving.

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

**Course Technology Requirements**
Minimum recommended computer and internet configurations for online courses can be found [here](#). It is recommended that students log on to the Zoom meeting from a computer (versus a phone). Additional computer/internet access (i.e., accessing GoogleDocs, referencing a PDF) during synchronous meetings will be required at times.

**“Office” Hours**
Students may request an individual phone or video meeting with the instructor at a mutually acceptable time.
Your instructor will also be available online for 10 minutes prior to the scheduled weekly meeting, and the 10 minutes after the scheduled ending for general questions and answers.
*The Teaching Assistant will hold office hours TBD.*
Students are encouraged to use the “Chat” function on Canvas as a platform for questions. Instructor and TA will monitor and respond; students are also encouraged to support one another and respond to questions.

**Evaluation**
This course will require you to **think critically** to integrate key concepts learned from previous courses, presented research, lecture content, assigned readings, and personal experiences. There are often no “right answers” for the questions posed in this course. This can cause discomfort in some students, as it differs from the standard way of assessing learning they may have encountered in other academic courses. The instructor will support individual **learning styles** throughout the quarter to instill **curiosity** and **critical thinking** in our community of learners, with the goal of supporting all types of learning: declarative knowledge, procedural knowledge, contextual knowledge, and conceptual knowledge.
Students are encouraged to be **thoughtful, intentional, articulate, and concise** in their lecture participation, discussion board responses, and written assignments. Instructor will provide detailed edits and **feedback** on written assignments; students are responsible for critically reviewing feedback and use that information to modify future assignments. The hope is to ensure that students leave with a deep **understanding** of content and an ability to **apply** that knowledge in a variety of settings. It is understood that each student enters the course with different levels of knowledge and experiences; instructor is looking for **growth** across the quarter, not immediate perfection.

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See the table below for further breakdown of the assignments that make up final course grade:

<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>180</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance &amp; participation in Zoom meetings (polls, large group discussions, breakout rooms, group work, etc.)</td>
<td>10 points/meeting 18 Meetings</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 Board</strong></td>
<td>595</td>
<td>30%</td>
</tr>
<tr>
<td>Preparatory</td>
<td>20 points/board 7 boards</td>
<td></td>
</tr>
<tr>
<td>Applied Practice</td>
<td>65 points/board 7 boards</td>
<td></td>
</tr>
<tr>
<td><strong>Written Assignments</strong></td>
<td>540</td>
<td>35%</td>
</tr>
<tr>
<td>Journal</td>
<td>50 points</td>
<td></td>
</tr>
<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 OR Oral Presentation</td>
<td>60 points</td>
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</tbody>
</table>

**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:** Making plans 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 Assignment Flexibility under Course Format below.

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Course Format
This course mixes online instruction, virtual collaborative learning, and individual exploration. Below you will find more information about the Canvas site, weekly meetings, readings, discussion boards, writing assignments, and the final project.

Canvas
All course content (readings, lecture recordings, discussion boards, assignments, surveys, grading rubrics), feedback, and announcements will be available on and made through the Canvas site. Students 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.

Zoom Meetings
Course instruction will be provided using synchronous (live) Zoom Meetings. Class meets: Tuesdays 4:10-5:30 PM AND Thursdays 4:10-5:30 PM
Attendance is expected at these live meetings. See more details under the Attendance section below.
To learn more about Zoom Meetings please follow this link.

Course Readings
Students will be expected to read two to three articles each week. These readings were chosen to prompt discussion, stimulate thinking about child development, present current research, and to offer ideas for enhancing and extending understanding of caregiving approaches.

Readings are available on Canvas:
- **Preparatory Readings** should be **read in advance of the first weekly zoom meeting** 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 participating in the second weekly zoom meeting**. Articles will highlight current research in the field of early education and/or child development and should be **used in your writing assignments**.

Discussion Boards
There will be **two** discussion boards for each weekly module:
1. Preparatory Discussion Board:
   a. To be completed **prior** to the first weekly meeting

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b. Students will read the preparatory reading prior to responding to discussion board prompts meant to activate prior knowledge and prime one’s brain on the topic at hand.

2. **Applied Practice Discussion Board:**
   a. To be completed in between Tuesday and Thursday weekly meetings.
   b. Serve as the course’s practical experience. Students will be given weekly instructions to apply specific skills/strategies that were covered in lecture to their daily life. Students will document their application process and reflect on their experiences. Students will be graded on effort to apply concepts/skills and on depth of reflection, as well as engagement with peers’ reflections.

Students are encouraged to check the boards frequently for new postings. Students are expected to read other students' postings to learn what their fellow classmates have to say. It is fine to agree with someone, but additional thoughts should be expressed either in this posting or another separate posting. If you disagree with an idea, interpretation, or comment, you are encouraged to address that in your posting, but only if you are respectful in doing so. Grading rubric available on Canvas.

**Applied Writing Assignments**

These written assignments are intended to prompt the application of research to policy and practice. Specific instructions for writing style, including topic, target audience, content, and format, will be reviewed in depth during the second Zoom Meeting, and at the end of each subsequent meeting. Individual writing assignment instructions and details will also be described on Canvas. Grading rubric also available on Canvas.

**Assignment Flexibility**

- There will be a total of eight assigned assignments (Preparatory Discussion Board, Applied Practice Discussion Board, Applied Writing Assignment); 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.
- If you are not satisfied with your grade for the Applied Writing Assignment, you may review feedback and the grading rubric, and rewrite and resubmit the assignment to be re-graded. The highest score will be included in your final grade. There is no limit on the number of assignments you can rewrite, however, all rewrites must be submitted within a week of the original assignment return date.
- All course work must be submitted by the last day of instruction (June 3rd, 2021).

**Final Project**

At the end of the quarter, students will compose a policy brief directed to a congressional committee. The brief should address a specific issue (e.g., 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, etc.) on which an intervention or policy is being considered. The task is to: summarize the issue; present the relevant perspective and the associated research support; and, make a recommendation for action. Students may choose between two formats of submission:

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1. Students will compose a short (2-3 page) **written policy brief** directed to a Congressional committee.

-OR-

2. Students will create a five minute, **mock-oral presentation** (via an individual Zoom Meeting) to be delivered to members of congress (course instructor). At the end of the 5-minute presentation, students will then field no more than 3 questions from the members. Preparation for the final project will begin in week 8; weekly deliverables will be due to ensure adequate time management, provide constructive feedback, and support the development of the final project. Deliverables include: article selection, concept map, and outline.

**Surveys**

Surveys are intended to offer feedback to the course instructor regarding: student’s access and understanding of expectations (pre-course & syllabus survey), assess students’ module takeaways and build morale (module 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.

**Attendance**

This is a synchronous course, which means we meet twice a week through live interactive Zoom meetings. By choosing to sign up for this section, it means you understand the attendance and participation requirements. **Attendance is expected.** Please complete all preparatory readings/assignments and come to the meeting prepared to engage in group discussion. Attendance and participation are assessed and included in your final grade. See rubrics on Canvas.

*If life happens and you are unable to attend a meeting, you are still expected to review the PPT slides and email your instructor with notes from any discussions, polls, and/or activities that occurred during the live meeting. Asynchronous notes are due within one week after the missed meeting.*

**Collaborative Learning**

Socio-cultural learning is a notable theory and philosophy that informs many educators’ work. A core belief is that learning occurs through social interactions with others. **This course 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. There are built-in opportunities for students to collaborate on assignments; students are encouraged to take advantage of these opportunities to learn with and from one another. Use this course as an opportunity to grow in both your oral and written communication skills.

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

**Course Communication**

- Check your email and Canvas regularly for announcements, resources, important information, and syllabus updates.

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- Instructor will send out preparatory announcements prior to weekly meetings, along with follow-up announcements following weekly meetings.
- If there is an internet outage/technology fail, check your email for instructions.
- Use proper etiquette when emailing your instructor. See this medium article and this resource for specific examples.
- Instructor and Teaching Assistant 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 and Teaching Assistant 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 Teaching Assistant for clarification, questions, and discussion.

Netiquette
- Consider having your camera on when participating in group discussion. Humans are social beings and need interpersonal feedback. Having your camera on allows us to build community and have more personal “face-to-face” conversations and discussions.
- Mute your microphone when you are not speaking; unmute before you speak.
- Make use of non-verbal feedback (raise hand, yes, no, need a break, etc.)
- Use clear and concise language
  - Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
  - Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
  - Use standard fonts such as Arial, Calibri or Times New Roman and use a size 10 or 12 pt. font
  - Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Treat your instructor and classmates with respect.
- Review this Netiquette website for additional information and resources.
**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. 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. 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.

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 screenshots, duplicate recordings, or take their own records 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](#).

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

<table>
<thead>
<tr>
<th>Office of Educational Opportunity and Enrichment Services (OEOES)</th>
<th>Academic Assistance and Tutoring Centers (AATC)</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Technical Assistance</th>
<th>Career Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>530.754.4357</td>
<td>530.752.2855</td>
</tr>
<tr>
<td><a href="https://iet.ucdavis.edu/support">https://iet.ucdavis.edu/support</a></td>
<td><a href="https://icc.ucdavis.edu/">https://icc.ucdavis.edu/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center for Advocacy Resources and Education (CARE)</th>
<th>Counseling Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://care.ucdavis.edu/">CARE advocates provide confidential help for individuals experiencing any form of sexual violence.</a></td>
<td>Student-centered mental health services, advocacy, outreach, and consultation.</td>
</tr>
<tr>
<td>530.752.3299</td>
<td>530.752.2300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Health and Wellness Center</th>
<th>Emergency and Short-Term Loan Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice Nurse: 530.752.2349</td>
<td>530.752.2416</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AB 540/Undocumented Center</th>
<th>Crisis Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>530.752.9538</td>
<td>Text HOME to 741741</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>The Pantry</th>
<th>Aggie Compass</th>
</tr>
</thead>
<tbody>
<tr>
<td>A free resource that provides food and basic necessities to students.</td>
<td>Learn about basic needs resources (food and housing assistance)</td>
</tr>
<tr>
<td><a href="mailto:thepantry@asucd.ucdavis.edu">thepantry@asucd.ucdavis.edu</a></td>
<td>530.752.9254</td>
</tr>
</tbody>
</table>

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

- [https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/](https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/)
- [https://ucdavis.app.box.com/s/3hfpi94pubh73xwjudx4rux1zatkx9bi](https://ucdavis.app.box.com/s/3hfpi94pubh73xwjudx4rux1zatkx9bi)

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

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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.

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>To-Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Expectation</strong></td>
<td><strong>Action</strong></td>
</tr>
<tr>
<td>Prepare</td>
<td>Take the Pre-Course Survey</td>
<td>Due: Monday, March 29th at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>Review Canvas Site</td>
<td></td>
</tr>
<tr>
<td>Read</td>
<td>Read Syllabus thoroughly</td>
<td></td>
</tr>
<tr>
<td>Meet</td>
<td>Attend Weekly Zoom Meeting 1</td>
<td>Tuesday, March 30th, 4:10 PM</td>
</tr>
<tr>
<td></td>
<td>Sign Community Agreements</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td>Take Syllabus Survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Clarifying Questions</td>
<td>Due: Thursday, April 1st by 12:00 PM</td>
</tr>
<tr>
<td>Meet</td>
<td>Attend Weekly Zoom Meeting 2</td>
<td>Thursday, April 1st, 4:10 PM</td>
</tr>
<tr>
<td>Extend</td>
<td>Read Roles and Responsibilities of an early Childhood Teacher (Adapted from ChildCare Education Institute)</td>
<td></td>
</tr>
<tr>
<td>Reflect</td>
<td>Submit Journal Assignment</td>
<td>Due: Monday, April 5th by 4:00 PM</td>
</tr>
<tr>
<td>Expand</td>
<td>Complete: Module Survey</td>
<td>Due: Monday, April 5th by 4:00 PM</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Observation and Reflective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal</strong></td>
</tr>
<tr>
<td>(L.G.) 1</td>
</tr>
<tr>
<td>L.G. 2</td>
</tr>
<tr>
<td>L.G. 9</td>
</tr>
</tbody>
</table>

| Prepare & Discuss | **Read:** *How to Increase your Powers of Observations* (Annie Murphy Paul)  
Post and Respond: Preparatory Discussion Board 1  
· “Seeing is not Observing”  
**Due:** Tuesday, April 6th by 4:00 PM |
| Meet | **Attend and Participate:** Weekly Zoom Meeting 1  
Tuesday, April 6th, 4:10 PM |
| Practice | **Complete and Post:** Applied Practice Discussion Board 1  
· Observation  
**Due:** Thursday, April 8th by 4:00 PM |
| Meet | **Attend and Participate:** Weekly Zoom Meeting 2  
Thursday, April 8th, 4:10 PM |
| Extend | **Read:** *Why Observe Children?* (PennState Extension) |
| Apply | **Complete and submit:** Applied Writing Assignment 1  
· Topic: Importance of Observation  
· Format: Informational Essay  
· Audience: Someone unfamiliar with the subject  
**Due:** Tuesday, April 13th, 12:00 PM |
| Expand | **Complete:** Module Survey  
**Due:** Tuesday, April 13th, 12:00 PM |

<table>
<thead>
<tr>
<th>The Art of Communication</th>
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<tbody>
<tr>
<td><strong>L.G. 1</strong></td>
</tr>
<tr>
<td>L.G. 3</td>
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<tr>
<td>L.G. 9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectation</th>
<th><strong>Action</strong></th>
</tr>
</thead>
</table>

| Prepare & Discuss | **Read:** *My Students Don’t Know How to Have a Conversation* (Paul Barnwell)  
*Are You Listening or Just Reloading?* (Russel Bishop)  
Post & Respond: Preparatory Discussion Board 2  
· Activating Prior Knowledge: Language Development  
**Due:** Tuesday, April 13th, 4:00 PM |
| Meet | **Attend and Participate:** Weekly Zoom Meeting 1  
Tuesday, April 13th, 4:10 PM |
| Practice | **Complete and Post:** Applied Practice Assignment 2  
· Communication  
**Due:** Thursday, April 15th by 4:00 PM |
| Meet | **Attend and Participate:** Weekly Zoom Meeting 2  
Thursday, April 15th, 4:10 PM |
### Working Syllabus

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<thead>
<tr>
<th><strong>Scaffolding Behavior and Emotional Development</strong></th>
<th><strong>Preparation</strong></th>
<th><strong>Action</strong></th>
</tr>
</thead>
</table>
| L.G. 1                                           | **Read:** Offering Children Choices: Encouraging Autonomy & Learning While Minimizing Conflicts (Sue Grossman) | **Post & Respond:** Preparatory Discussion Board 4  
**Due:** Tuesday, April 27th, 4:00 PM |
| L.G. 5                                           | **Meet:** Attend and Participate: Weekly Zoom Meeting 1  
Tuesday, April 27th, 4:10 PM | |
| L.G. 9                                           | **Practice:** Complete and Post: Applied Practice Assignment 4  
**Due:** Thursday, April 29th by 4:00 PM | |
|                                                  | **Meet:** Attend and Participate: Weekly Zoom Meeting 2  
Thursday, April 29th, 4:10 PM | |
|                                                  | **Extend:** Read: Early Childhood Teachers as Socializers of Young Children’s Emotional Competence (Susanne A Denham, Hideko H. Basset, Katherine Zinsser) | |
|                                                  | **Apply:** Complete and submit: Applied Writing Assignment 4:  
**Due:** Tuesday, May 4th, 12:00 PM | |
|                                                  | **Expand:** Complete: Module Survey  
**Due:** Tuesday, May 4th by 12:00 PM | |
|                                                  | **Evaluate:** Complete: Mid-Quarter Survey  
**Due:** Tuesday, May 4th by 11:59 PM | |

**Expectation** | **Action** |
|-----------------|------------|
| Prepare & Listen: Preschool—The Best Job Training Program (NPR)  
Why Emotional Learning May Be As Important As the ABCs (NPR)  
**Post and Respond:** Preparatory Discussion Board 5  
**Due:** Tuesday, May 4th, 4:00 PM | **Meet:** Attend and Participate: Weekly Zoom Meeting 1  
Tuesday, May 4th, 4:10 PM |

**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 3.16.2021.
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<table>
<thead>
<tr>
<th>8</th>
<th>Individual Differences Part 2: Identity Development; Diversity, Equity, and Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.G. 1</strong></td>
<td><strong>L.G. 8</strong></td>
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</table>
| **Apply** | **Complete and submit:** Applied Writing Assignment 6:  
- Topic: “What’s going on with my child?”  
- Format: Professional Email  
- Audience: Parent of Patient  
**Due:** Tuesday, May 18th, 12:00 PM |
| **Expand** | **Complete:** Module Survey  
**Due:** Tuesday, May 18th by 12:00 PM |
| **Expectation** | **Action** |
| **Prepare & Discuss** | **Read:** *Is It Possible to Teach Children to Be Less Prejudiced?* (Amanda Machado)  
**Post and Respond:** Preparatory Discussion Board 7  
- Activating Prior Knowledge: Spiral Back  
**Due:** Tuesday, May 18th, 4:00 PM |
| **Meet** | **Attend and Participate:** Weekly Zoom Meeting 1  
Tuesday, May 18th, 4:10 PM |
| **Practice** | **Complete and submit:** Applied Practice Assignment 7  
- Self-assessment  
**Due:** Thursday, May 20th, 4:00 PM |
| **Deliver** | **Submit:** Final Project Deliverable #1: Track topic and method of final project (oral or written)  
**Due:** Thursday, May 20th, 4:00 PM |
| **Meet** | **Attend and Participate:** Weekly Zoom Meeting 2  
Thursday, May 20th, 4:10 PM |
| **Extend** | **Read (select one):**  
- *Start with Us! Culturally Relevant Pedagogy in the Preschool Classroom* (Tonia R. Durden, Elsita Escalante & Kimberly Blitch)  
- *The Role of Action Research in Fostering Culturally-Responsive Practices in a Preschool Classroom* (Mariana Souto-Manning & Christina Hanson Mitchell) |
| **Apply** | **Complete and submit:** Applied Writing Assignment 7:  
- Topic: Diversity Training  
- Format: Proposal Letter  
- Audience: Workplace Employees  
**Due:** Tuesday, May 25th, 12:00 PM |

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<table>
<thead>
<tr>
<th>Week</th>
<th>21st Century Skills</th>
<th>Expectation</th>
<th>Action</th>
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<tbody>
<tr>
<td>9</td>
<td>L.G. 1</td>
<td>Prepare &amp; Discuss</td>
<td>Read: Why Creativity Now? (Sir Ken Robinson) Post and Respond: Preparatory Discussion Board 8 · Ted Talk &amp; Overlapping Themes <strong>Due:</strong> Tuesday, May 25th, 4:00 PM</td>
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<td>L.G. 10</td>
<td>Meet</td>
<td>Attend and Participate: Weekly Zoom Meeting 1 Tuesday, May 25th, 4:10 PM</td>
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<td>Practice</td>
<td>Complete and submit: Applied Practice Assignment 8 · Possibility Thinking: Kodo Ramps and Tinkering with materials <strong>Due:</strong> Thursday, May 27th, 4:00 PM</td>
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<td>Deliver</td>
<td>Submit: Final Project Deliverable #2: Concept Map <strong>Due:</strong> Thursday, May 27th, 11:59 PM</td>
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<td>Extend</td>
<td>Read: Early Childhood Creativity: Challenging Educators in Their Role to Intentionally Develop Creative Thinking in Children (Leggett)</td>
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<td>Apply</td>
<td>Complete and submit: Applied Writing Assignment 8: · Topic: Loose Parts · Format: Toy Review · Audience: Parents <strong>Due:</strong> Tuesday, June 1st, 12:00 PM</td>
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<td>Expand</td>
<td>Complete: Module Survey <strong>Due:</strong> Tuesday, June 1st by 12:00 PM</td>
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<tr>
<td>10</td>
<td>Course Summary</td>
<td>Expectation</td>
<td>Action</td>
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<td>L.G. 1</td>
<td>Prepare</td>
<td>Read: Depending on your chosen track, read one: · The New Preschool is Crushing Kids · Stop Trying to Raise Successful Kids · The Hidden Curriculum of Medical School</td>
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| Deliver | Submit: Final Project Deliverable #3: Outline  
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<td><strong>Due:</strong> Tuesday, June 1(^{st}), 12:00 PM</td>
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| Meet    | Attend and Participate: Weekly Zoom Meeting 1  
|---------|------------------------------------------------|
|         | Tuesday, June 1\(^{st}\), 4:10 PM  
|         | *Final Meeting of the Quarter* |

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Participate in Final Project Discussion Board Workshops</th>
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| Apply    | Complete and Submit Final Project: Written Policy Brief OR Oral Presentation  
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<tr>
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<td><strong>Due:</strong> Thursday, June 3(^{rd}), 11:59 PM</td>
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| Evaluate | Complete: Final Survey  
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<tr>
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<td><strong>Due:</strong> Friday, June 4(^{th}) by 11:59 PM</td>
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