

830:388:01 Field Work: Child Development

Syllabus for Fall 2015

INSTRUCTOR:

Judith Hudson, Assoc. Prof., Psychology
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Office Hours: Tuesdays, 12-1 pm and by arrangement,
Tillett Hall 425, Livingston Campus

FIELD WORK SUPERVISOR:

Jennifer Manuola, Director, Douglass-Psychology Child Study Center
e-mail: jenne@rci.rutgers.edu **phone:** 848-932-8881

CLASS MEETING: Thursdays, 2:15-3:35, Loree 115, Douglass Campus

FIELDWORK: 4 hours per week, by arrangement at Douglass-Psychology Child Study Center

LEARNING GOALS

The learning goals of this course contribute to the more general goals of the Department of Psychology and of the Rutgers School of Arts and Sciences. Students who successfully complete this course will develop:

- an understanding of the developmental characteristics of young children from 2 to 5 years
- the ability to interact effectively with preschool children in ways that promote their cognitive, linguistic, social, and emotional development
- the ability to apply knowledge of developmental processes to plan appropriate learning activities for young children
- the ability to assess young children's developmental status using the results of objective observation and standardized assessment materials

READINGS:

Douglass-Psychology Child Study Center Aide Manual – available from DCSC for \$5.00
Articles for weekly reading assignments are available on the class Sakai web site.

EVALUATION: Final grades will be based on the following criteria:

I. Performance in Field Work

Attendance at field work assignment	56 points
Effectiveness during assignment	54 points

II. Class Attendance and Assignments

Class Attendance	26 points
Online quizzes	40 points
Contributions to online discussions	10 points
Observation assignment	10 points
Activity Center	22 points
Child Assessment	15 points
Group Presentation	15 points
Total	248 points

Attendance at fieldwork assignment

- Starting August 28 you can sign up for your weekly fieldwork hours on the sakai site. You are required to attend 4 hours a week for 14 weeks for a total of 56 hours, even if you enter the course late. **Fieldwork hours begin the first week of classes.**
- **YOU MUST CALL THE CENTER IN ADVANCE** if you cannot come due to illness or an emergency so that alternative staffing arrangements can be made. Otherwise, your absence will not be excused. If you cannot call yourself, ask someone to call for you. You must provide documentation of medical necessity to make up missed hours. Excused absences can be made up during Spring Break and during the Final Exam Period.

- **5 POINTS WILL BE SUBTRACTED FROM THE FINAL POINT TOTAL IF A STUDENT FAILS TO SHOW UP FOR A FIELD WORK SESSION AND THE CENTER HAS NOT BEEN INFORMED IN ADVANCE. THESE POINTS CANNOT BE MADE UP.**
- **Center Phone: (848) 932-8881**

Effectiveness in fieldwork assignment

Effectiveness is a judgment made by teachers and supervisory staff based on how well you supervise and interact with the children. You are expected to:

- arrive promptly and ready to work
- maintain a safe environment, be alert to potentially dangerous situations, and respond quickly, calmly, and effectively
- fulfill routine responsibilities such as assisting in the arrival and departure of the children, meal preparation, setting up materials for class activities, cleaning up inside and out
- engage the children in appropriate activities by contributing to the lessons, talking to children, playing with them, and initiating activities and games
- show enthusiasm and a positive attitude
- maintain a professional demeanor in all interactions with children, staff, and parents.

The most important reason for loss of points is failure to focus on and engage the children. Avoid or minimize talk with other fieldworkers during your assignment.

Comments to children and parents should be positive. Questions or observations about negative aspects of children's behavior should be discussed IN PRIVATE with the teacher or during class.

Specific criteria for evaluation are listed on the "Effectiveness Rating" form.

Students will receive two effectiveness rating scores of up to 27 points, one for the first half of the semester and one for the second half, for a total of 54 possible points.

Class Attendance

- Class attendance is required. Do NOT ask anyone to sign for you on the attendance roster. Forgery of a signature is considered cheating and is so treated within University regulations: **Forgery of a signature will result in an automatic 10 point deduction and possible disciplinary action.**

Online Quizzes

- Online quizzes are posted on sakai. You have 2 weeks to submit your response (no late submissions accepted). In these quizzes, you will make connections between the material covered in readings and class presentations and your fieldwork experience. This is to ensure that you have mastered basic knowledge of Center procedures, developmental characteristics and processes, curriculum goals, and effective interaction.
- Note: no quizzes on weeks that are devoted to activity planning.

Classroom Observation

- Additional information regarding this assignment is available on the sakai website.
- Observe your classroom for at least 30 minutes from an observation window outside the classroom.
- Observations cannot be done during regular fieldwork hours. You can observe between 8:30 am and 12:30 pm and between 3:00 and 5:30 pm when you are not assigned to the classroom.
- Take notes and submit a written report (1000-1200 words) including (a) the activities that occurred during your observation; (b) an assessment of child-child interaction; (c) an assessment of teacher-child interaction; and (d) a discussion of what you learned by observing the classroom "from the outside."
- Submit your summary online to sakai as a Word document to sakai.

Activity Center

- Additional information regarding this assignment is available on the sakai website.
- You will prepare a written activity plan and present one activity center to the children in your classroom. You will be assigned a date for your activity. Topics should be consistent with the theme of the week. The classroom teacher must clear deviations ahead of time. Drafts will be discussed in class on Oct. 15.

- You must submit a completed plan online by Wednesday, Oct. 21. If you have materials to submit with your plan, bring them to class or give them to Jennifer by Oct. 22. Jennifer Manuola will review plans and return them with comments to the sakai site. Do not present your activity until your plan has been approved.

Child Assessment

- Additional information regarding this assignment is available on the sakai website.
- Using the Child Development and Learning Checklist you will assess the developmental level of an individual child in areas of social/emotional, physical, language, and cognitive development.
- You will write a developmental summary based on the assessment. Submit your summary online to sakai. Submit your actual ratings forms online with your summary or in class.

Group Presentation

- Additional information regarding this assignment is available on the sakai website.
- In groups of 5-6 students, you will research and prepare a 30-min PowerPoint presentation on one of the following developmental/curriculum topics: Play; Peer Relations; Self Concept; Community & Culture; Time Concepts; Preschool Science, Gender Concepts; Drawing, Art & Creativity.
- Presentation should cover: 1) Developmental characteristics; 2) How children learn and develop; 3) Data or information gathered from observations and/or interactions with children; 4) Activities, materials, and interactions to that support development in this area.
- Students are encouraged to be creative in their presentations, incorporating video, artwork, discussion and exercises to promote learning
- Presentation will be graded on: 1) quality of presentation; 2) quality of PowerPoint; 3) Bibliography

IMPORTANT COURSE INFORMATION

Protection of Minors Training

- All fieldwork students must complete the online Protection of Minors training. On or after September 9, enrolled students will receive an email with the link to the online POM training. The course presents information about recognizing and reporting signs of abuse. There are quizzes throughout.
- After successfully completing the course, you will get a certificate of completion. Print out the certificate and submit it to the Center (or bring to class) no later than September 25.

Security

- Students shall access the Center via the main door located at the courtyard foyer entrance of Davison Hall. This is located at the back of Davison Hall along Faculty Lot 70.
- You will need to use your RUID card to unlock the doors to enter the Center. Access privileges will be added to the RUID cards of all students whose names appear on our Sakai course roster.
- Students will need to keep their RUID card with them during their fieldwork lab assignment to be able to enter/exit the center as needed.
- If you experience difficulty gaining entry to the Center, there is a campus telephone in the Center's main foyer that can be used to call the office to be let in.
- Access issues should be addressed with Jennifer Manuola.
- Your RUID card is for your access into our Center only. Do not allow others to enter the Center with you/behind you. Only individuals with appropriate access levels are permitted within the Center. You may advise guests and visitors in the foyer to use the campus phone to call the office.

Online assignments and information

- Weekly readings, PowerPoint files, handouts and online quizzes are posted on the Sakai site.
- Assignments **MUST** be submitted via the Assignment page on Sakai.
- Assignments **MUST** be formatted as a Word or PowerPoint document.
- If you do not follow instructions and have to re-submit an assignment after the due date, it will be considered as a late submission and points will be deducted.

Weekly topics and assignments may be subject to change

- Complications frequently occur and changes in topic dates or assignment due dates may be necessary. Please check the sakai site frequently for announcements or changes in the course schedule.
- Final point totals may be affected by any changes in schedule.

Academic Integrity

I enforce the University's regulations on academic integrity, and ask your assistance in reporting suspected violations to me or to the Office of Student Conduct: <http://academicintegrity.rutgers.edu/integrity.shtml>

Confidentiality

Please maintain strict confidentiality regarding the children under your supervision. Information about the children should never be discussed outside the Center.

Contacting Instructors

- For questions regarding the course structure, class meetings, quizzes and online assignments (excluding the activity center assignment), contact Judith Hudson.
- For questions regarding fieldwork hours, effectiveness, and the activity center assignment, contact Jennifer Manuola.
- Do NOT contact instructors for due dates, grades or policy information that is available on sakai.
- It may take a couple of days for instructors to respond to ema

Class Schedule (subject to change - check sakai)

*****Friday, September 4th, 7:30-8:15 am and Friday, September 11th, 6:00-6:45 pm*****
CLASSROOM ORIENTATION -- ALL STUDENTS MUST ATTEND ONE SESSION

Date	Topic	Readings
Part I: Orientation to Center and Basic Skills		
9/3	Introduction to Class	
9/10	Policies and Procedures Orientation	What should I be doing?
9/17	Developmentally Appropriate Practice	Developmentally Appropriate Practice in Early Childhood Programs Creative Curriculum: Organizing Children's Learning
9/24	Discipline	Beyond discipline to guidance Building inner controls Positive Discipline Twenty alternatives to punishment
10/1	Language Development	Children's language: Learning words from experience Caregivers' talk to children
Part 2: Developmentally Appropriate Curriculum and Activity Planning		
10/8	Activity Planning	Activity plan template Examples of good lesson plans Reading aloud with children Math games based on children's literature
10/1	Activity Plan Feedback (bring draft to class)	
10/22	Mathematical Understanding	Math milestones What counts in learning to count?
10/29	Pre-Literacy Skills	Essentials of early literacy instruction
11/5	Discussion with Teachers: Personalities and Individual Differences	The shy child Guiding you children's understanding and management of anger
Part 3: Group Projects		
11/12	Self Concept; Peer Relations	
11/19	Time Concepts; Preschool Science	
12/3	Gender Concepts; Community & Culture	
12/10	Art/Drawing/Creativity	

Students will continue with assigned fieldwork schedule through the last day of classes, Dec. 10