

830:388:01 Field Work: Child Development

Syllabus for Spring 2015

INSTRUCTOR:

Judith Hudson, Assoc. Prof., Psychology
e-mail: jhudson@rutgers.edu

Office Hours: Mondays, 1:30-2:30 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: Wednesdays, 2:15-3:35, Hickman 211, 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
- an understanding of developmentally based curriculum goals for early childhood education
- the ability to apply knowledge of developmental processes to plan learning activities for young children
- the ability to assess young children's developmental status using 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 (exact point count may vary if schedule is changed):

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

- **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 (Jan. 20).**
- **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. Do not use email. You must provide documentation of medical necessity to make up missed hours. Excused absences can be made up 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 children's behavior should be discussed IN PRIVATE with the teacher or during class.

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 and Discussions

- **Online quizzes are every week posted on sakai** (except the weeks of 2/25 and 3/4). 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.
- At several times during the semester, online Discussion questions will be posted for students to respond to. Responses help students to get to know each other and allow teachers to understand students' concerns.

Classroom Observation

- **Complete instructions and due date for this assignment are 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."

Activity Center

- **Complete instructions and materials for this assignment are 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 March 4.**
- You must submit a completed plan online by **Wednesday, March 10.** If you have materials to submit with your

plan, **bring materials to class or give them to Jennifer by March 11**. 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

- **Complete instructions, materials, and due dates for this assignment are available on the sakai website.**
- Using the Child Development and Learning Checklist, assess the developmental level of an individual child in areas of social/emotional, physical, language, and cognitive development.
- Write a developmental summary based on the assessment. Submit summary and rating forms to sakai.

Group Presentation

- **Complete instructions, resources, and due dates for this assignment are 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: Peer Relations; Self Concept; Concepts of Community & Culture; Time Concepts; Gender Concepts; Drawing, Art & Creativity.
- Presentation should cover: 1) Developmental characteristics; 2) Data or information gathered from observations and/or interactions with children; 3) Activities, materials, and interactions that support development in this area.
- Be creative in their presentations; incorporate video, artwork, discussion and exercises to promote learning.

IMPORTANT COURSE INFORMATION

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://www.academicintegrity.rutgers.edu/>

Confidentiality

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

Security

- You will need a fob to open the doors to enter the Center. These will be issued by the Center and require a \$20 deposit.
- You **MUST** return your fob the last day of your fieldwork assignment (your deposit will be refunded). **If you do not return your fob, 10 points will be deducted from your final score.**

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 email

CLASS SCHEDULE -- Subject to change: Check sakai for updated schedule and readings***** Friday, Jan. 23 from 6:00-6:45 pm and Friday, Jan. 30 from 7:30-8:15 am ********** CLASSROOM ORIENTATION -- ALL STUDENTS MUST ATTEND ONE SESSION*****

Date	Topic	Readings
Part I: Orientation to Center Policies and Basic Skills		
Jan 21	Introduction to Class	
Jan 28	Policies and Procedures Orientation	What should I be doing?
Feb 4	Developmentally Appropriate Practice	Developmentally Appropriate Practice in Early Childhood Programs Creative Curriculum: Organizing Children's Learning
Feb 11	Discipline	Beyond discipline to guidance Building inner controls Positive Discipline Twenty alternatives to punishment
Feb 18	Language Development	Children's language: Learning words from experience Caregivers' talk to children
Part 2: Developmentally Appropriate Curriculum and Activity Planning		
Feb 25	Activity Planning	Activity plan template Examples of good lesson plans Reading aloud with children
Mar 4	Activity Plan Feedback (bring draft to class)	
Mar 11	Spring Break – No Class	
Mar 18	Mathematical Understanding	Math milestones What counts in learning to count? How adults foster young children's intellectual development
Mar 25	Pre-Literacy Skills	Essentials of early literacy instruction Phonological awareness if child's play The importance of using 50-cent words
April 1	Discussion with Teachers: Personalities and Individual Differences	The shy child Guiding you children's understanding and management of anger
Part 3: Group Projects		
April 8	Self Concept/Peer Relations	
April 15	Time Concepts; Community & Culture	
April 22	Gender Concepts; Art/Drawing/Creativity	
April 29	Last Class – Discussion and Evaluation	

Students will continue regular fieldwork hours through the last day of classes, May 4