

Prof. Judith A. Hudson

Email: jhudson@psych.rutgers.edu

Office Hours: Mondays, 12:00-1:00 pm and by appointment, Tillett 425

**Jennifer Manuola, Director Douglass
Psychology Child Study Center**

Email: jenne@psych.rutgers.edu

Phone: (848) 932-0262

What is this course about?

This course is about applying knowledge of child development to working with preschool children in an educational setting. You will be learning about children from interacting with them on a weekly basis and integrating your experiences with information about child development presented in class lecture and discussion.

What is the best way to start a conversation with a young child?

How can you teach children to share?

When should you start teaching children how to read?

When can children learn to add and subtract?

How do young children learn to speak English in school if they speak a different language at home?

By the end of this course, you will know the answers to these questions and much more.

HOW DO YOU SCHEDULE FIELDWORK HOURS?

Starting January 10 you can sign up for your weekly fieldwork hours on the Sakai site. Shifts 9am-1pm and 2-6pm, Monday through Friday.

When you sign up for fieldwork hours, you will specify the time slot as well as the classroom, either Preschool (3-4 years) or Pre-K (4 to 5 years).

Fieldwork hours start the week of January 15. You will work 4 hours a week for 14 weeks for a total of 56 hours, even if you enter the course late.

What should you be able to know and do by the end of this course?

- You will understand the developmental characteristics of young children from 2 to 5 years.
- You will be able to interact with children in ways to promote language, cognitive, social, and emotional development.
- You will plan appropriate learning activities for young children.
- You will assess a child's developmental status using standardized assessment materials.
- You will be able to teach a class on a given topic on child development.

NO EXPERIENCE, NO PROBLEM!

We assume that you have no prior experience working with young children. If you do, that's great. If you don't, you're going to have a lot of fun. We will let you know exactly what your responsibilities are and what is expected of you in the classroom. We will give you training in how to interact with children and how to handle sticky situations. You will become confident in talking to children, initiating activities, and resolving discipline issues.

What are the course requirements?

- Assist in a preschool classroom 4 hours each week.
- Complete weekly reading assignments and participate in class meetings.
- Respond to weekly quizzes/reflections on your fieldwork experience and contribute to online forums.
- Submit 3 written assignments:
 1. A classroom observation and reflection.
 2. A classroom Activity Center plan.
 3. A developmental assessment of a single child.
- Implement your Activity Center plan.
- In groups of 3-4 students, teach the class about a topic related to preschool children's development.



Is there a required text?

There is no textbook. You will need to purchase the Douglass-Psychology Child Study Center Aide Manual from DPCSC for \$5.00.

Articles for weekly reading assignments are available on the class Sakai web site.

How are final grades determined?

Final grades will be based on the following criteria:

I. Performance in Field Work

Attendance at field work	56 points
Effectiveness	54 points

II. Class Attendance and Assignments

Class Attendance	26 points
Online quizzes	40 points
Online forum contributions	6 points
Observation assignment	10 points
Activity Center	22 points
Child Assessment	15 points
<u>Group Presentation</u>	<u>15 points</u>
Total	244 points

How is fieldwork attendance and effectiveness graded?

Your hours will be recorded when you "clock" in and out of the Center at the beginning and end of each shift.

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 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 effectiveness 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 always be positive. Questions or observations about negative aspects of children's behavior can be discussed IN PRIVATE with the teacher or during class.

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

You 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.



WHAT IF YOU ARE SICK AND CAN'T COME TO FIELD WORK?

CALL THE CENTER IN ADVANCE if you cannot come due to illness or emergency so that alternative staffing arrangements can be made. If you cannot call yourself, ask someone to call for you. Please provide documentation of medical necessity to make up missed hours.

5 points will be subtracted from your final point total if you fail to show up for a fieldwork session without informing the Center in advance. These points cannot be made up.

You can make up hours from excused absences during the Final Exam period. A sign-up for make-up hours will be posted on Sakai.

Is class attendance required?

Yes, class attendance is required. This is where you receive the information you need to be effective in the classroom. It fulfills our responsibility to provide training and supervision to all classroom staff.

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.

Use of laptops or pads is not necessary during class and use of cell phones is distracting to you and others. This is the time to engage in discussion. Any Power Point slides that are presented will be available on Sakai for review.

How do online quizzes and forums work?

Online quizzes are posted each week on Sakai starting the second week of class. You can earn up to 4 points for each quiz. You have 2 weeks to submit your response. Late submissions will receive partial credit.

In the 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.

Forum questions are posted several times during the semester. You are often asked to post questions that will be addressed in class by classroom teachers. You will earn 2 points for each forum contribution.

PLANNING AND IMPLEMENTING AN ACTIVITY CENTER

You have the opportunity to plan and implement a learning activity for the children in the classroom where you work.

You will be assigned a date and topic for your activity and you will prepare a written activity plan, following the guidelines discussed in class on Feb. 21.

Activity plan drafts will be discussed in class on Feb. 28 when you will get feedback from the classroom teacher regarding your activity plan.

You will submit your final plan online by Tuesday, March 6. If you have materials to submit, bring them to class or give them to Jennifer by March 7.

Jennifer Manuola will review plans and return them with comments to Sakai. Remember, you cannot present your activity until your plan is approved.



What are the requirements for the written assignments?

Additional information for all assignments is available on the Sakai website.

Observation Assignment

- 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."

Child Assessment

- 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 and submit your summary online to Sakai. You can submit your ratings forms online with your summary or submit a hard copy to me in class.

What is involved in the Group Presentation?

This is your opportunity, along with 2 or 3 other students, to teach the class on a given topic: Peer Relations; Self Concept; Community & Culture; Preschool Science, Gender Concepts; Time Concepts; Drawing, Art & Creativity.

You will research the topic and prepare a 30-min Power Point presentation for the class. Presentations will 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 that support development in this area.

You are encouraged to be creative in your presentations, incorporating video, artwork, discussion, and exercises to promote class engagement and learning.

One group member will submit the Power Point slides (NOT a Google doc) to Sakai by 7pm the day before your presentation. Each group member will submit a Group Evaluation Form evaluating the contributions of all group members, including your self.

Are there any special forms needed to enroll in the course?

As a licensing requirement, we need to maintain records on all Center staff. Yes, you are considered a Center staff member for this semester, so we need you to submit an application form with references and to complete an online Protection of Minors training course.

Fieldwork Student Application Form

This form is available on Sakai. It includes reference forms to be signed by two people who know you well and are not related to you. Friends and roommates can be references; you do not need to contact former employers or teachers.

Protection of Minors (POM) Training

On or after January 26, 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. You must complete your online training no later than Feb. 9.

How do you contact the Instructors?

For questions regarding the course structure, class meetings, quizzes and online assignments (excluding the Activity Center Assignment), contact Judith Hudson.

For questions about fieldwork hours, effectiveness, and the Activity Center Assignment, contact Jennifer Manuola.

Please 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



What else do you need to know?

Security

- You will need to use your RUID card to unlock the doors to enter the Center facilities. 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 hours to be able to enter and exit the Center as needed.
- Access issues should be addressed to Jennifer Manuola.
- Your RUID card is for your access into our Center only. **Do not allow others to enter the Center** with you or behind you. Only individuals with appropriate access levels are permitted within the Center. You may advise guests and visitors to use the campus phone to call the office.

Confidentiality

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

Online assignments and Sakai

Weekly readings, PowerPoint files, handouts and online quizzes are posted on the Sakai site.

Assignments **MUST** be submitted via the Assignment page on Sakai 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.

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 for announcements or changes in the course schedule.

WHAT IF IT SNOWS?

If classes are cancelled due to weather conditions (or any other reason), you are not required to come to fieldwork.

If the Center is closed or class is cancelled, an announcement will be posted on the Sakai site and email alerts will be sent to all student.

If you suspect bad weather, check your email before coming to class or to fieldwork.

******* CLASSROOM ORIENTATION SESSIONS - YOU WILL ATTEND ONE SESSION *******

Friday, January 19, 6:00-6:45 pm
Friday, January 26, 7:30-8:15 am

These sessions take place in the Child Study Center classrooms in the IFNH space. Teachers will orient students regarding important daily classroom procedures, where to find essential materials, and how to respond to emergency situations.

Figure out which time works best for your schedule and add the date to your calendar!

SCHEDULE OF CLASS TOPICS AND READINGS

Date	Topic	Readings
1/17	Introduction to Class	
1/24	Policies and Procedures Orientation	Student Aide Manual (distributed in class – bring \$5)
1/31	Developmentally Appropriate Practice	Developmentally Appropriate Practice in Early Childhood Programs Creative Curriculum: Organizing Children's Learning
2/7	Discipline	Beyond discipline to guidance Building inner controls Positive Discipline Twenty alternatives to punishment
2/14	Language Development	Children's language: Learning words from experience Caregivers' talk to children
2/21	Activity Planning	Activity plan template Examples of good lesson plans Reading aloud with children Math games based on children's literature
2/28	Activity Plan Feedback (bring draft to class)	
3/7	Mathematical Understanding	Math milestones What counts in learning to count?
3/21	Pre-Literacy Skills	Essentials of early literacy instruction
3/28	Discussion with Teachers: Personalities and Individual Differences	The shy child Guiding young children's understanding and management of anger
4/4	Group Presentations: Self Concept; Peer Relations	
4/11	Group Presentations: Gender Concepts; Community & Culture	
4/18	Group Presentations: Preschool Science; Time Concepts	
4/25	Group Presentations: Art/Drawing/Creativity	

You will continue with your assigned fieldwork schedule through the last day of classes, April 30.

Academic Integrity. I will enforce the University's regulations on academic integrity, and I ask your assistance in reporting suspected violations to me or to the Office of Student Conduct. Be aware of the regulations and potential consequences: [Academic Integrity at Rutgers](#)

Learning Centers. If you have difficulty taking good notes during lectures, knowing what or how to study, and/or doing your best on multiple-choice exams I strongly urge you to visit one of the LRCs. Check out their website to view their workshop schedule, make an appointment, and download some helpful guides: <https://rlc.rutgers.edu/>

Having Personal Troubles? Not Sure Where to Turn? See your Dean of Students. "Our office helps students with exceptional difficulties due to medical, emotional, social, psychological, financial, confidential or family-related issues. We may provide letters to faculty for extended (a week or more) absences or circumstances that are complex, confidential or sensitive in nature. In these instances, the Dean's role is to verify documentation of the student's situation. The final decision is always up to the faculty regarding make up exams, extensions, or other options."

If things go horribly wrong in this course, other courses, or your life, Rutgers has resources to help. The faculty and staff want you to thrive and to succeed academically and socially. Ask for help as soon as you realize there is a problem. Contact your Dean of Students and/or contact student-wellness services.

Student-Wellness Services:

- **Counseling, ADAP & Psychiatric Services (CAPS)** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

- **Violence Prevention & Victim Assistance (VPVA)** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / <http://www.vpva.rutgers.edu/>

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

- **Scarlet Listeners** (732) 247-5555 / <http://www.scarletlisteners.com/>

Free, confidential peer counseling and referral hotline, providing a comforting and supportive safe space