

HDE 140L: Laboratory in Early Childhood Section 002

Spring 2023: Red Room and Orange Room

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Course Summary

This practicum surveys theory, research, and practice-based knowledge of child development in an applied early childhood setting. Students will implement developmental principles as they interact with young children under the guidance of experts in the field of early care and learning. Course topics include: bridging developmental theory and early educational practice; observation as a tool for research and reflective practice; the social context of language and cognitive development; development of self, relationships, and socioemotional competence; and diversity and inclusion in early learning settings. Emphasis will be placed on observation and hands-on learning. Readings will be utilized to further knowledge of child development, promote reflection and application, and prompt dynamic discussion during weekly meetings. Written assignments are intended to explore applied research skills, and develop academic and professional writing.

Learning Goals

In this course, students will develop knowledge and practical skills for 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. **Apply** foundational speech and communication caregiving skills.
3. **Use** observation, reflection, and documentation to develop a critical thinking “lens” through which to view and support high-quality interactions with young children.
4. **Explore** models for social communication with children and families and **personalize** interactions to match preferred style and cultural norms.
5. **Scaffold** children’s learning to support cognitive development and self-help skills.

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6. **Reflect** on the form and function of children’s challenging behavior and **provide** developmentally appropriate guidance strategies to help children meet expectations.
7. **Model, teach, and coach** appropriate peer play and friendship skills.
8. **Apply** knowledge of self and others to improve the goodness of fit and guide children towards flexibility.
9. **Promote** divergent thinking skills and **encourage** creative problem solving for all children.
10. **Explore** the development of identity of self and others through a multicultural lens
11. **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.

Office Hours

Students may request an individual phone, video, or in-person meeting with the instructor at a mutually acceptable time. Reach out to this instructor by email and provide possible days and times that work for you.

Mid-Quarter Conference (Weeks 5 and 6: May 1-7; May 8-14): All students meet at least once per quarter with the course instructor to reflect on their ability to meet lab requirements and implement described caregiving techniques. Using the *Mid-Quarter Performance Appraisal Form* (available on Canvas), **you** will assess your participation and performance in the Early Childhood Laboratory. During the meeting, you and the instructor will review your strengths and discuss areas that may need improvement. Such information should be used as a basis for further growth in the early childhood lab experience. Many students express an interest in receiving more one-on-one support from the instructor. A second series of appointments will be made available to students later in the quarter; this second meeting is completely voluntary.

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. Use this course as an opportunity to grow in both your oral and written communication skills.

Evaluation

This course will require you 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. Students will also be expected to engage in **reflective practice**: the ability to reflect on one’s actions so as to engage in a process of **continuous learning**. Students are encouraged to be **thoughtful, intentional, clear, and concise** in their class participation, discussion board responses, and written assignments. The instructor will provide detailed

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feedback on written assignments; students are responsible for critically reviewing feedback and using that information to modify future assignments. The intent of this course design is for students to 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; the instructor is looking for **growth** across the quarter, not perfection.

The table below provides a clear breakdown of the assignments that make up final course grade:

Assignments & Grade Breakdown			Total Points Possible	Weight (% of Grade)
Engagement in Practicum	Performance Appraisal Form (PAF) <i>As observed over the duration of the quarter by course instructor and professional staff</i>	100 points	100	35%
Group Participation	Weekly Discussion <i>(Some weeks, the points earned may include answering a prompt that you prepare for weekly discussion or post on Padlet prior to our discussion)</i>	10 weekly discussions 25 points/discussion	430	10%
	Lab Discussion	9 graded lab discussions 20 points/discussion		
Surveys	Syllabus Survey	15 points	45	5%
	Mid Quarter Survey	15 points		
	Final Survey	15 points		
Written Assignments	Field Notes & Reflections	85 points/note 5 notes	675	50%
	Mid-Quarter Conference PAF Self Eval	50 points		
	Journals	50 points/each 2 journals		
	Final Project: Applied Writing Assignment (points include 3 smaller preparatory tasks, 10 points each and the final submission follows a 70-point rubric)	100 points*		
Final Grade <i>Grades will be rounded up from 0.5%</i>				
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%

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Late Work: Planning ahead 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 **Field Notes** under **Course Format** below.

Course Website

Canvas

All course content (readings, PPT slides, discussion boards, assignments, surveys, grading rubrics), feedback, and announcements will be available on and made through the Canvas site. ***Please check the site regularly for announcements/messages.***

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

Course Format

This course mixes direct instruction, collaborative learning, and individual exploration.

Engagement in Practicum (35%)

Performance Appraisal Form: Students will be expected to practice the content presented from weekly discussions and apply highlighted skills in lab section the following week. Skills build upon each other weekly; by the end of the quarter, **each students' performance in the course will be assessed using a cumulative version of the Performance Appraisal Form** (see *Engagement in Practicum Rubric* on Canvas).

Group Participation (10%)

Weekly Discussion: Weekly discussion is an opportunity to synthesize theory, research, and practice by raising questions and voicing concerns, and by examining your own personal biases and beliefs about young children. Topics pertinent to the growth and well-being of the children in your care will be addressed via lecture, videos, group discussion, and class experiences. The Slide Deck of the Weekly Discussion PPT slides will be posted by 8 AM Thursday Morning for students to review prior to class. Please review the Weekly Discussion Rubric provided within Canvas to learn about the specific criteria and expectations for participation and attendance** within the Weekly Discussions. **This rubric includes criteria for the completion of formal and informal notes on preparatory readings that you will be asked to use for small group discussions. This instructor may collect these notes during class.**

Thursdays from 4:15-6:00 PM; Location: Eichhorn Family House (152 Old Davis Road, 95616)

**Attendance for Weekly Discussions is expected and is key for your engagement in lab. Weekly discussions center around large group and small group conversations regarding your experiences in Lab with children in your care group and connecting these to evidence-based practices and current research. If you cannot attend in-person, you may be asked to provide documentation and every effort will be made for you to participate fully and synchronously (in real time) over Zoom or another virtual platform from your mobile device.

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Lab Participation: Students work **two days** per week (M/W or T/R) in either the Red Room or Orange Room classrooms at the Early Childhood Laboratory (ECL), UC Davis. Lab hours are as follows:

Morning Programs: 8:15 AM – 11:45 AM
Afternoon Programs: 12:30 PM – 4:00 PM

Lab Discussion: The last 15 minutes of each lab workday are devoted to a discussion of the daily events and observations. This **lab discussion** is an opportunity to ask questions and to share frustrations and successes. Monday and Thursday discussions are dedicated to discussing the follow-up reading; more general discussions occur on Tuesday and Wednesday. Each student is **expected** to take part in this discussion and to use it as an opportunity to practice group participation skills. Lab Discussion Rubric available on Canvas.

Your attendance (i.e. the number of hours that you are actually in lab) is essential to this practicum course. Therefore, if you cannot attend lab, **you will be expected to find an alternative day to make up these hours**. Please see the Attendance Section below for more details. Please note that if you miss the article review, you will earn 0 of 20 points for the lab discussion that week. These article discussions cannot be made up. However, the total group participation is only worth 10% of your grade.

Surveys (5%)

Surveys are intended to offer feedback to the course instructor regarding: student's access and understanding of expectations (syllabus 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.

Written Assignments (50%)

Field Note Assignments: Field Notes are intended to sharpen your observation and reflective practice skills, as well as to prompt the application of research to practice. Each week, students will post an observational anecdote along with reflections

- Observe: Objective record of a brief moment in time
- Reflect: Interpretation and reflection of observation. Connection to course themes/topic presented during discussions and readings.

Specific instructions for writing style and content will be reviewed in Weekly Discussion 2. Weekly topics and rubric available on canvas.

There will be a total of six assigned Field Notes; only five will count towards your final grade. You may choose not to write one*, or you may choose to write all six, and have the lowest score dropped from your final grade. **Please note, in order to ensure that you are meeting the expectations for this assignment and provide you with feedback for subsequent Field Notes, completion of Field Notes 1 and 2 is mandatory (Module/Week 3 and 4).**

Journals: Once at the beginning of the quarter, and again at the close, you will be required to write a journal entry reflecting on your experience in the ECL Preschool. Prompts are provided in the template; please provide detailed responses to each. Template and rubric available on Canvas.

Final Project: At the end of the quarter, students will complete an **Applied Writing Assignment**.

The goal is to synthesize key concepts from the course to develop a piece of professional writing geared towards a specific audience. Students are encouraged to consider their educational and professional goals when choosing their topic and format and when completing the assignment. Students will choose from the following formats:

- Infographic
- Grant Proposal

Preparation for the final project will begin within **Module 7** with the final project due **Sunday, June 11th within Module 10**. Weekly deliverables will be due to ensure adequate time management, provide constructive feedback, and support the development of the final project. Deliverables include: format/topic selection, concept map, and outline. Instructions and rubric available on Canvas.

Course Readings

Students will be expected to read two to three articles each week. These readings were chosen to prompt discussion, stimulate thinking about your lab experiences, present current research, and offer ideas for enhancing and extending your caregiving approaches.

Readings are available on Canvas:

- **Preparatory Readings** should be **read in advance** of Weekly Discussion and are meant to prime your brain on a specific subject in preparation of delving deeper at discussion. To help prime your thinking about your lab experiences and this preparatory reading, you will have a reading prompt that we will discuss in relation to the Preparatory Reading before our Weekly Discussion. You will be expected to share your responses in various ways (small group, writing notes and posting them in class or on a [Padlet](#), or submitting your responses to the instructor before class. This participation is part of the criteria within the Weekly Discussion Participation Rubric.
- **Follow-up Articles** are intended to provide an extension of weekly themes and course content. They should be **read after** weekly discussion, **but prior** to Monday/Thursday lab (depending on assigned section). Articles will highlight current research in the field of early education and/or child development. They will have direct implications for your work in program with young children and should be **used in your field notes**.

Attendance

This experience is anchored in your reliable and consistent attendance for both lab and weekly discussions. Therefore, your attendance is expected. **In addition, the children and staff rely on you, and your presence is critical to them.** By choosing to sign up for this course, it means you understand the attendance and participation requirements.

It is important to arrive on time for the lab each day (8:15 am for AM programs and 12:30 for PM programs). At the start of each lab day, the Lead Teacher and/or the CDDL will discuss critical information for that day. It also allows you the time to set intentions for the approaches that you will put into practice with children. Late arrivals reflect on your professionalism, a criteria for your final grade within the Engagement in Practicum. Students sign in for each lab workday. If you do not sign in on the sheet, you will be marked as late.

Missed Lab and/or Weekly Discussion: In the event you cannot attend lab on a scheduled day, you are responsible for emailing your instructor before 7:45 AM (morning program) or 12:00 PM (afternoon program). Please refer to the *Orientation Handouts* for more details on our Health Policy. Missed Lab sessions must be made up in order to complete the required 70 hours for the practicum (*May vary dependent on university holidays*). Please arrange make-ups with the course instructor. Absences must be made up no later than the 9th week of classes. In the case of a missed Weekly Discussion where you cannot attend remotely, students are still responsible for reviewing course content and discussion materials. All materials will be available on Canvas but peer consultation is encouraged to actively engage with the information discussed and presented. Please note that if you miss Weekly Discussion completely, you will not earn points for that week. Please see Weekly Discussion Rubric.

Students with excessive absences may be encouraged by their instructor to take an Incomplete, with the intent to return and complete the course when circumstances allow.

We understand that our procedures and policies require a high degree of consistency and reliability. Therefore, if you do not think you are able to meet the attendance and participation requirements of this course, please contact your instructor as soon as possible.

Course Communication

- Check your email and Canvas regularly for announcements, resources, important information, and syllabus updates.
- Instructor will send out preparatory announcements prior to weekly meetings, along with follow-up announcements following weekly meetings.
- Use proper etiquette when emailing your instructor. Click [HERE](#) for some tips and examples.
- Instructor 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 will attempt to grade written work within one week of submission.

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- 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 for clarification, questions, and discussion.

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](#) (OJJA). 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 of instructor. This includes, but is not limited to: assignments and visual materials such as slides and handouts. Students who violate this policy will be reported to OSSJA. 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 recordings 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

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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](#).

Please note that instructors 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.

Campus Resources:

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

Office of Educational Opportunity and Enrichment Services (OEOES) https://opportunity.ucdavis.edu/	Academic Assistance and Tutoring Centers (AATC) 530.752.2013 https://tutoring.ucdavis.edu/
Technical Assistance 530.754.4357 https://iet.ucdavis.edu/support	Career Resources 530.752.2855 https://icc.ucdavis.edu/
Center for Advocacy Resources and Education (CARE) <i>CARE advocates provide confidential help for individuals experiencing any form of sexual violence.</i> 530.752.3299 https://care.ucdavis.edu/	Counseling Services <i>Student-centered mental health services, advocacy, outreach, and consultation.</i> 530.752.2300 https://shcs.ucdavis.edu
Student Health and Wellness Center Advice Nurse: 530.752.2349 https://shcs.ucdavis.edu/about/shwc	Emergency and Short-Term Loan Programs 530.752.2416 https://financialaid.ucdavis.edu/loans/short-term
AB 540/Undocumented Center 530.752.9538 https://undocumented.ucdavis.edu/	Crisis Resources Text HOME to 741741 https://www.crisistextline.org/

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<p>The Pantry <i>A free resource that provides food and basic necessities to students.</i> thepantry@asucd.ucdavis.edu https://thepantry.ucdavis.edu/</p>	<p>Aggie Compass <i>Learn about basic needs resources (food and housing assistance)</i> 530.752.9254 https://aggiecompass.ucdavis.edu/</p>
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For more comprehensive lists of additional campus student resources, please use the following links:

<https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>
<https://ucdavis.app.box.com/s/3hfpl94pubh73xwjudx4rux1zatkx9bi>

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

Calendar of Requirements Spring 2023

Detailed assignment instructions, videos, readings, and grading rubrics available on Canvas

<u>Modules/ Week</u>	<u>Topic of Study</u>	<u>To-Do</u>	
1 April 3-9	Course Introduction & Foundational Caregiving Skills <i>Learning Goal (L.G.) 1</i>	<u>Expectation</u>	<u>Action</u>
		Meet for Orientation, April 3 or 4	<u>Attend Student Orientation (based on assigned section)</u> <ul style="list-style-type: none"> ● Morning: Monday, April 3rd or Tuesday, April 4th, 8:15 am, CCFS, ECL, Room TB 119 (Green Room) ● Afternoon: Monday, April 3rd or Tuesday, April 4th, 12:30 pm, CCFS, ECL, Room TB 119 (Green Room)
		Meet for Lab, April 5 or 6	<u>Attend First Day of Children’s Program (based on assigned section):</u> <ul style="list-style-type: none"> ● Morning: Wed., April 5th or Th, April 6th; 8:15-11:45 ● Afternoon: Wed., April 5th or Th, April 6th, 12:30-4:00 pm
		Read & Prepare	<u>Read before Weekly Discussion 1:</u> Watch brief Video on the ECL (10 min) <u>Read Syllabus</u> thoroughly <u>Review Canvas Site</u>
		Meet	<u>Attend and Participate: Weekly Discussion 1</u> <u>Thursday, April 6 from 4:15-6:00 PM;</u>

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		Review	Take Syllabus Survey Due: Sunday, April 9, by 11:59 pm
		Extend & Prepare	<u>Read</u> Follow Up Article 1: <i>Roles and Responsibilities of an early Childhood Teacher</i> (Adapted from ChildCare Education Institute, 2008) <ul style="list-style-type: none"> Read prior to lab section (We will review Follow Up Articles when Yvette is in lab, Tuesdays and Wednesdays)
2 April 10-16	Observation and Reflective Practice L.G. 1 L.G. 3 L.G. 9	Expectation	Action
		Meet 4.10-13	<u>Attend Lab</u> (Based on Assigned Section- W or T/R) <ul style="list-style-type: none"> 8:15-11:45 AM (morning program) 12:30-4:00 PM (afternoon program) <u>Participate</u> in Lab Discussion 1 (Follow Up Article 1 review on Mondays and Tuesdays, April 10 th and 11 th)
		Prepare: Read, Watch, & Listen	<u>Read before Weekly Discussion 2:</u> Preparatory Article: <i>How to Increase your Powers of Observations</i> (Murphy Paul, 2012) Watch Video on Ladders of Inference (5 min)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 2 Thursday, April 13th from 4:15-6:00 PM
		Extend & Prepare	<u>Read:</u> <i>Why Observe Children?</i> (Penn State University, 2018) <ul style="list-style-type: none"> Read prior to Mn/Tu Lab Discussion 2 (April 17 or 18)
		Reflect	<u>Journal 1: Template & Rubric within Canvas</u> Due Sunday, April 16th, 11:59 pm
3 April 17-23	The Art of Communication L.G. 1 L.G. 3 L.G. 9	Expectation	Action
		Meet 4.17-20	<u>Attend Lab</u> (Based on Assigned Section- M/W or T/R) <ul style="list-style-type: none"> 8:15-11:45 AM (morning program) 12:30-4:00 PM (afternoon program) <u>Participate</u> in Lab Discussion 2
		Prepare: Read,	<u>Read before Weekly Discussion 3:</u> <i>Golinkoff et al. (2019) Language matters.</i> <u>Watch</u> Background Video on Communication

		Watch, & Listen	Watch Language Develops through Play
		Meet	Attend and Participate : Weekly Discussion 3 Thursday, April 20th, from 4:15-6:00 PM
		Extend & Prepare	Read : <i>Word Play: Scaffolding Language Development through Child-Directed Play</i> (Wasik & Jacobi-Vessels, 2017) <ul style="list-style-type: none"> Read prior to Lab Discussion 3 (Mn, April 24th or Tu April 25)
		Reflect	Observe and Post : Field Note 1 (Topic: Module 2: Observations & Reflective Practice) Due: Sunday, April 23rd by 11:59 pm
4 April 24-30	Scaffolding Skill Development (Self Help & Thinking Skills) L.G. 1 L.G. 4 L.G. 9	<u>Expectation</u>	<u>Action</u>
		Meet 4.24-4.27	Attend Lab (Based on Assigned Section- M/W or T/R) <ul style="list-style-type: none"> 8:15-11:45 AM (<i>morning program</i>) 12:30-4:00 PM (<i>afternoon program</i>) Participate in Lab Discussion 3
		Prepare: Read, Watch, & Listen	Watch video on Carol Dweck's Research (10 min) Watch Background Video on Theorists Read before Weekly Discussion 4: <i>In Praise of Better Praise</i> (Konnikova, 2014)
		Meet	Attend and Participate : Weekly Discussion 4 Thursday, April 27, from 4:15-6:00 PM
		Extend	Read : "What are you thinking? Scaffolding Thinking to Promote Learning." (Salmon & Barrera, 2021) <ul style="list-style-type: none"> Read prior to Lab Discussion 4 (Monday, May 1 or Tuesday, May 2)
		Discuss	Observe and Post : Field Note 2 (Topic: Module 3: Communication Strategies) Due: Sunday, April 30th by 11:59 pm
		Reflect & Prepare	Complete the Mid-Quarter PAF (covers Topics 1-3, professionalism and course work. Please think about three goals you would like to accomplish for the rest of the quarter): Sign Up for a Conference Time using this LINK Due Friday, April 28th by 11:59 pm

<p>5</p> <p>May 1-7</p> <p>Mid-Quarter Conferences start</p> <p>Check the Sign Up using this LINK</p>	<p>Scaffolding Behavior and Emotional Development</p> <p>L.G. 1</p> <p>L.G. 5</p> <p>L.G. 9</p>	<p>Expectation</p>	<p>Action</p>
		<p>Meet & Reflect</p> <p>5.1-5.4</p>	<p><u>Attend Lab</u> (Based on Assigned Section- M/W or T/R)</p> <ul style="list-style-type: none"> 8:15-11:45 AM (morning program) 12:30-4:00 PM (afternoon program) <p><u>Engage</u> in Mid-Quarter Conference with Yvette start this week.</p> <p><u>Participate</u> in Lab Discussion 4</p>
		<p>Prepare: Read, Watch, & Listen</p>	<p><u>Read before Weekly Discussion 5: Offering Children Choices: Encouraging Autonomy & Learning While Minimizing Conflicts</u> (Grossman, 2005)</p> <p><u>Watch</u> brief Video on Scaffolding (3 min)</p>
		<p>Meet</p>	<p><u>Attend and Participate: Weekly Discussion</u></p> <p>Thursday, May 4 from 4:15-6:00 PM</p>
		<p>Extend</p>	<p><u>Read: Early Childhood Teachers' Socialization of Children's Emotional Competence</u> (Ayers Denham & Hamada Bassett, 2019)</p> <ul style="list-style-type: none"> Read prior to Lab Discussion 5 (Monday, May 8 or Tu, May 9)
		<p>Reflect & Discuss</p>	<p><u>Observe and Post: Field Note 3</u> (Topic: Module 4: Scaffolding Self Help & Thinking Skills)</p> <p>Due: Sunday, May 7, 11:59 pm</p>
<p>6</p> <p>May 8-14</p> <p>Check the Sign Up using this LINK</p>	<p>Scaffolding Social Development & Friendship Skills</p> <p>L.G. 1</p> <p>L.G. 6</p> <p>L.G. 9</p>	<p>Expectation</p>	<p>Action</p>
		<p>Meet</p> <p>5.8-5.11</p>	<p><u>Attend Lab</u> (Based on Assigned Section- M/W or T/R)</p> <ul style="list-style-type: none"> 8:15-11:45 AM (morning program) 12:30-4:00 PM (afternoon program) <p><u>Participate</u> in Lab Discussion 5</p>
		<p>Prepare: Read & Listen</p>	<p><u>Read or Listen</u> before Weekly Discussion 6: <i>Preschool—The Best Job Training Program</i> (NPR, 2011) AND <i>Why Emotional Learning May Be As Important As the ABCs</i> (NPR, 2014)</p> <p><u>Watch</u> Background Video on Social Competency</p>
		<p>Meet</p>	<p><u>Attend and Participate: Weekly Discussion 6</u></p> <p>Thursday, May 11 from 4:15-6:00 PM</p>
		<p>Extend</p>	<p><u>Read: Understanding Nonsocial Play in Early Childhood</u> (Luckey & Fabes, 2006)</p> <ul style="list-style-type: none"> Read prior to Lab Discussion 6 (Monday, May 15th or Tu, May 16th)
		<p>Reflect & Discuss</p>	<p><u>Observe and Post: Field Note 4</u> (Topic: Module 5: Scaffolding Behavior & Emotional Development)</p> <p>Due: Sunday, May 14 by 11:59 pm</p>

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<p>7 May 15-21</p>	<p>Individual Differences Temperament & Individualizing Approaches for Goodness of Fit</p> <p>Discussion of Final Project</p> <p>L.G. 1 L.G. 7 L.G. 9</p>	<p>Expectation</p>	<p>Action</p>
		<p>Meet 5.15-5.18</p>	<p><u>Attend Lab</u> (Based on Assigned Section- W or T/R)</p> <ul style="list-style-type: none"> ● 8:15-11:45 AM (morning program) ● 12:30-4:00 PM (afternoon program) <p><u>Participate</u> in Lab Discussion 6</p>
		<p>Prepare: Read, Watch, & Listen</p>	<p><u>Read before Weekly Discussion 7: Don't Call Introverted Children 'Shy'</u>(Cain, 2012)</p> <p><u>Watch Video</u> on Temperament (5 min)</p>
		<p>Meet</p>	<p><u>Attend and Participate: Weekly Discussion 7</u> Thursday, May 18 from 4:15-6:00 PM</p>
		<p>Extend</p>	<p><u>Read: Understanding and Adapting to Individual Temperaments (SCBC, 2018)</u> - although the article mentions infants and toddlers, the content is easily applied and relevant for preschool aged children</p> <p>Read prior Lab Discussion 8 (Monday, May 22 or Tu, May 23)</p>
		<p>Deliver</p>	<p><u>Submit: Final Project Deliverable #1- Format & Topic Selection</u> Due: Sunday, Sunday, May 21 by 11:59 pm</p>
<p>Reflect & Discuss</p>	<p><u>Observe and Post: Field Note 5 (Topic: Module 6: Scaffolding Social Development & Friendship Skills)</u> Due: Sunday, May 21 by 11:59 pm</p>		
<p>8 May 22-28</p>	<p>21st Century Skills</p> <p>L.G. 1 L.G. 11</p>	<p>Expectation</p>	<p>Action</p>
		<p>Meet 5.22-5.25</p>	<p><u>Attend Lab</u> (Based on Assigned Section- M/W or T/R)</p> <ul style="list-style-type: none"> ● 8:15-11:45 AM (morning program) ● 12:30-4:00 PM (afternoon program) <p><u>Participate</u> in Lab Discussion 7</p>
		<p>Prepare: Read, Watch, & Listen</p>	<p><u>Read before Weekly Discussion 8: Tools to Enhance Young Children's Thinking (Salmon, 2010)</u></p> <p><u>Watch Video</u> on Creativity and Critical Thinking Workshop</p> <p><u>Watch Video</u> on STEM in Early Childhood</p>
		<p>Meet</p>	<p><u>Attend and Participate: Weekly Discussion 8</u> Thursday, May 25, from 4:15-6:00 PM</p>

		Extend	<p><u>Read:</u> <i>Promoting Inclusive Teaching and Learning through the Engineering Design Process</i> (Mere-Cook & Ramanathan, 2022)</p> <ul style="list-style-type: none"> Read prior to Lab Discussion 8 (Tu, May 30 or Wed, May 31 – Monday is a holiday) Optional Video on Wee Engineer (5 min)
		Deliver	<p><u>Submit:</u> Final Project Deliverable #2- Resource Summary Due: Sunday, May 28 by 11:59 pm</p>
		Reflect & Discuss	<p><u>Observe and Post:</u> Field Note 6 - Last One!! (Improving Goodness of Fit) Due: Sunday, May 28 by 11:59 pm</p>
<p>9</p> <p>May 30-June 4</p> <p>ECL is closed for Memorial Day on Monday, May 29th</p>	<p>Anti-Bias Education: Addressing Diversity, Equity, and Inclusion in Early Childhood</p> <p>L.G. 1 L.G. 8 L.G. 9</p>	<u>Expectation</u>	<u>Action</u>
		Meet 5.30-6.1	<p><u>Attend Lab</u> (Based on Assigned Section- M/W or T/R)</p> <ul style="list-style-type: none"> 8:15-11:45 AM (morning program) 12:30-4:00 PM (afternoon program) <p><u>Participate</u> in Lab Discussion 8</p>
		Prepare: Read, Watch, & Listen	<p><u>Read before Weekly Discussion 9:</u> <i>Is It Possible to Teach Children to Be Less Prejudiced?</i> (Machado, 2014)</p> <p><u>Review</u> ECL Curriculum Statement on Diversity, Equity, & Inclusion</p> <p><u>Watch</u> Video Workshop on Promoting Diversity, Equity, & Inclusion</p>
		Meet	<p><u>Attend and Participate:</u> Weekly Discussion 9 Thursday, June 1, from 4:15-6:00 PM</p>
		Extend	<p><u>Read:</u> <i>Conversations that Matter: Talking with Children About Big World Issues</i> (Olson-Edwards & Derman-Sparks, 2021)</p> <ul style="list-style-type: none"> Read prior to Lab Discussion 9 (Monday, June 5 or Tu, June 6)
		Deliver	<p><u>Submit:</u> Final Project Deliverable #3- Graphic Organizer or Outline Due: Sunday, June 4, by 11:59 pm</p>
<p>10</p> <p>June 5-11</p> <p>Last week of instruction and children's programming</p>	<p>Course Summary</p> <p>L.G. 1 L.G. 11</p> <p>**Please plan this week carefully –</p>	<u>Expectation</u>	<u>Action</u>
		Meet 6.5-6.8	<p><u>Attend Lab</u> (Based on Assigned Section- M/W or T/R)</p> <ul style="list-style-type: none"> 8:15-11:45 AM (morning program) 12:30-4:00 PM (afternoon program) <p><u>Participate</u> in Lab Discussion 9 (Tu, June 6 or Wed, June 7)</p>
		Prepare: Read	<p><u>Read before Weekly Discussion:</u> <i>The New Preschool Is Crushing Kids</i> (Christakis, 2016)</p>

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<p><i>there are three different deliverables due by Sunday, June 11th by 11:59 pm:</i></p> <ul style="list-style-type: none"> ● <i>Journal 2</i> ● <i>Final Survey</i> ● <i>Final Project</i> 	Meet	Attend and Participate: Weekly Discussion 10 Thursday, June 8, from 4:15-6:00 PM
	Reflect	Complete Journal 2 Due: Sunday, June 11, by 11:59 PM
	Apply	Complete and Submit: Final Project- Applied Writing Assignment (Grant Proposal OR Infographic) Due: Sunday, June 11 by 11:59 PM
	Evaluate	Complete: Final Survey on Canvas: Due: Sunday, June 11 by 11:59 PM