

HDE 140L: Laboratory in Early Childhood

Section 003

Winter 2024

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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: 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.

Experience and Expectations

This course provides an opportunity for students to **integrate** key concepts learned from coursework and personal experience. There are often many acceptable answers to the questions and challenges posed each week in discussion and lab. For students, this may take some getting used to as it differs from the standard way of assessing learning (e.g., one correct answer) in most academic courses. The instructor will be mindful of individual **learning styles** while prompting all students to be **curious, critical thinkers**. Students will also be expected to routinely engage in **reflective practice**: the ability to think on one’s actions to engage in a process of **continuous learning**. The course is designed so that all students leave with a **deep understanding of early childhood** and an **ability to apply that knowledge** in a variety of educational and professional settings.

Working Syllabus: *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 12.11.23.*

Learning Goals

Students will develop knowledge and practical skills for communicating and interacting with young children in a variety of settings including educational, medical, clinical, and social work.

By the end of this quarter, students will be able to:

1. **Connect** research findings with observations and knowledge of child development and effective practices for interacting and communicating with young children.
2. **Utilize** observation and reflective practice along with individualized communication techniques in order to build and strengthen caregiving relationships.
3. **Apply** scaffolding strategies to support children's developing self-help skills, thinking skills, emotional regulation, friendship skills, and creativity/critical thinking.
4. **Reflect** on the role of temperament, culture, and identity when individualizing interactions with young children.

Course Website

All course content (readings, PPT slides, assignments, grading rubrics), feedback, and announcements will be available on and made through the **Canvas** site. If assistance with Canvas is required, please contact the IT EXPRESS Help Desk (530)-754-HELP (4357) or ithelp@ucdavis.edu.

Office Hours

While there are no set office hours, students may request an individual phone, video, or in-person meeting with the instructor at a mutually acceptable time.

Mid-quarter conference

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 *Performance Appraisal Form* (available on Canvas), **students** will assess their participation and performance in the Early Childhood Laboratory. During the meeting, the instructor and student will review observed strengths and discuss areas that require improvement. Such information should be used as a basis for further growth in the early childhood lab experience.

Course Communication

- **Check email and Canvas regularly** for announcements, resources, important information, and syllabus updates.
- The instructor will send out **preparatory announcements prior to weekly meetings** and may send **follow-up announcements** after weekly meetings.
- **Use proper etiquette** when emailing the instructor. See [this Medium article](#) for specific tips and examples.
- **The course instructor to review email during their working hours (Monday-Thursday, 8:00 am-5:00 pm)**. They will attempt to respond to student emails within 48 hours. If there is no reply after 48 hours, please resend the email.

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- The instructor 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 the instructor for clarification, questions, and discussion.

Course Format

This course mixes direct instruction, collaborative learning, and individual exploration. It is **not** a passive class experience. Students will be expected to engage in whole-class discussion, small-group work, and 1-1 conversations with peers and instructors. Use this course as an opportunity to develop professional communication skills.

Engagement in Practicum (20%)

Performance Appraisal Form: Students will be expected to internalize content from weekly discussion 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 (30%)

Students are responsible for being respectful and courteous in all class meetings in order to maintain an inviting environment that fosters open discussion. Use of interactive technology is only permitted when it is required for in-class assignments. Unless instructed otherwise, **cell phones should be silenced and put away.** If there is a serious need to leave a cell phone on, such as a family emergency, please put it on vibrate and let the instructor know in advance.

Weekly Discussion: Weekly discussion is an opportunity to synthesize theory, research, and practice by raising questions, sharing observations, and examining personal biases and beliefs about young children. Topics pertinent to the growth and well-being of the children will be addressed via lecture, videos, group discussion, and class experiences. Weekly Discussion PPT slides will be posted for students to review prior to class. Class is held **Thursdays from 4:15-6:00 PM** at **East House, Room 107.** **Attendance is mandatory and participation is expected.** See more details under the **Attendance** section. Rubric available on Canvas.

Lab: Students work **two days** per week (M/W or T/R) in a classroom at the Early Childhood Lab School (ECLS), UC Davis. Lab hours vary per assignment: **8:15-11:45 AM or 12:30-4:00 PM.** **All students are expected to in be in the Red Room and "ready to go" at the assigned start time.**

Daily 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 Tuesday discussions

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are generally dedicated to discussing the follow-up reading; more general discussions occur on Wednesday and Thursday. Each student is **expected** to take part in these discussions and to use them as an opportunity to practice public speaking and listening skills. A rubric is available on Canvas.

Course Readings

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

- **Preparatory Readings** should be read in advance weekly discussion and are meant to focus thinking 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 weekly discussion, prior to Monday/Tuesday 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 work in program with young children.

Written Assignments (50%)

Surveys: 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"; students who complete the survey will receive full points.

Journals: Once at the beginning of the quarter, and again at the close, students will be required to write a journal entry reflecting on their experience in the ECLS Red Room Preschool Program. Prompts are provided in the template; students are expected to write detailed responses to each. The assignment template and rubric are available on Canvas.

Field Notes: Field Notes are intended to sharpen observation and reflective practice skills, as well as to prompt the application of research to practice. Each week, students will submit an observational anecdote along with reflections. The full assignment contains three components:

- Skill of Focus: Explicitly stated skill(s) applied
- Observe: Objective record of a brief moment in time
- Reflect: Interpretation and reflection of observation

Specific instructions for writing style and content will be reviewed in weekly discussion. The weekly topics and assignment rubric are available on canvas. There will be a total of **six assigned** Field Notes; only **five will count towards your final grade**. Students may choose not to write one*, or they may choose to write all six, and have the lowest score dropped from their final grade.

*Please note, in order to meet the expectations for this assignment and to receive feedback for subsequent Field Notes, **completion of Field Notes 1 and 2 is mandatory.***

Final Project (Infographic): 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 of focus.

Attendance

Attendance for both lab and weekly discussion is mandatory. By choosing to sign up for this course, students understand the attendance and participation requirements.

It is important to arrive on time for lab each day. Late arrivals reflect poorly on a student's professionalism, a criterion of the final grade. Students sign in for each lab workday. Students who do not sign in on the sheet will be marked as late.

Missed Lab: In the event a student cannot attend on a scheduled day, they are responsible for emailing the instructor before 8:00 AM. Please refer to the *Orientation Handouts* for more details on the ECLS Health Policy. Missed Lab sessions must be made up in order to fulfill the required 70 hours for the practicum (*May vary dependent on university holidays*). **All make-ups must be arranged with the course instructor.**

If, due to missing lab, a student does not participate in the **Daily Lab Discussion** pertaining to the week's assigned follow-up article, they are responsible for submitting a written response with their reflections on the article and its relevance to their work in lab.

Missed Weekly Discussion: In the case of a missed Weekly Discussion, students are responsible for reviewing course content (available on CANVAS) and submitting written notes from videos, **discussion questions (including those pertaining to the preparatory reading)**, and/or activities that occurred during the class. Notes are due within one week after the missed class.

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.

Please contact the instructor as soon as possible if you feel unable to meet the course expectations and requirements.

Evaluation

Please see rubrics on Canvas for in-depth evaluation details.

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

Assignments & Grade Breakdown			Total Points Possible	Weight (% of Grade)
Engagement in Practicum	<i>As observed over the duration of the quarter by course instructor and professional staff</i> Cumulative Performance Appraisal Form (PAF) is used to assess engagement.	100 points	100	20%
Group Participation	Weekly Discussion	10 weekly discussions 20 points/discussion	290	30%
	Daily Lab Discussion	9 daily lab discussions 10 points/week		
Written Assignments	Syllabus Survey	15 points	580	50%
	Mid Quarter Survey	15 points		
	Final Survey	15 points		
	Student Conference PAF Self Eval	50 points		
	Journals	2 journals 55 points/each		
	Field Notes	5 field notes 55 points/each		
	Final Project: Infographic	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%

Accommodations:

Course instructor will comply with all provisions of the Americans with Disabilities Act and SDC-specified accommodations. Contact the SDC at (530) 752-3184 with questions or concerns.

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Academic Integrity:

The University of California, Davis has a [Code of Academic Conduct](#) administered by the [Office of Judicial Affairs](#) (OJSA). 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 disagree, to persuade and to inform through rational discussion. Please let the course Instructor 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 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.

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Campus Resources:

There are a multitude of student resources 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/
The Pantry <i>A free resource that provides food and basic necessities to students.</i> thepantry@asu.cd.ucdavis.edu https://thepantry.ucdavis.edu/	Aggie Compass <i>Learn about basic needs resources (food and housing assistance)</i> 530.752.9254 https://aggiecompass.ucdavis.edu/

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/3hfp194pubh73xwjudx4rux1zatlx9bi>

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

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<u>Module</u>	<u>Topic of Study</u>	<u>To-Do</u>	
1	Course Introduction & Core Communication Skills	<u>Expectation</u>	<u>Action</u>
		Meet	<u>Attend Student Orientation</u> (<i>based on assigned section</i>): <ul style="list-style-type: none"> • Date: Monday, January 8th OR Tuesday, January 9th • Time: 8:15-11:45 AM OR 12:30-4:00 PM
		Prepare	<u>Read</u> Syllabus thoroughly <u>Review</u> Canvas Site
		Meet	<u>Attend and Participate:</u> Weekly Discussion 1 Thursday, January 11 th from 4:15-6:00 PM
		Review	<u>Take</u> Syllabus Survey Due: Sunday, January 14 th by 11:59 PM
		Extend	<u>Read</u> (Prior to T/W Lab) <i>Roles and Responsibilities of an Early Childhood Teacher</i> (Adapted from ChildCare Education Institute, 2008)
		Engage 1.10-1.11 1.16-1.18 ECLS Closed on 1.15.24	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion
		Reflect	<u>Complete</u> Journal 1 Due: Sunday, January 21 st by 11:59 PM
2	Observation and Reflective Practice	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>How to Increase your Powers of Observation</i> (Murphy Paul, 2012)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 2 Thursday, January 18 th from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to M/T Lab): <i>Why Observe Children?</i> (Penn State University Extension, 2018)
		Engage 1.22-1.25	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion

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		Observe	<u>Assignment:</u> Field Note 1 Due: Sunday, January 28 th by 11:59 PM
3	Language and Communication	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>My Students Don't Know How to Have a Conversation</i> (Barnwell, 2014)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 3 Thursday, January 25 th from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to M/T Lab): <i>Word Play: Scaffolding Language Development through Child-Directed Play</i> (Wasik & Jacobi-Vessels, 2017)
		Engage 1.29-2.1	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion
		Observe	<u>Assignment:</u> Field Note 2 Due: Sunday, February 4 th by 11:59 PM
		Reflect	<u>Complete</u> the PAF-Self Evaluation Form for the Mid-Quarter Conference Due: Sunday, February 4 th by 11:59 PM
4	Scaffolding Children's Self-Help and Thinking Skills	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read:</u> <i>In Praise of Better Praise</i> (Konnikova, 2014)
		Meet	<u>Attend and Participate:</u> Weekly Discussion 4 Thursday, February 2 nd from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to M/T Lab): <i>Scaffolding Young Children's Investigations: Guiding Behavior or Engaging the Mind</i> (Forman, ND)
		Engage 2.5-2.8	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion
		Observe	<u>Assignment:</u> Field Note 3 Due: Sunday, February 11 th by 11:59 PM

5	Scaffolding Behavior and Emotional Learning	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read</u> : <i>Offering Children Choices: Encouraging Autonomy & Learning While Minimizing Conflicts</i> (Grossman. 2005)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 5 Thursday, February 8 th from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to M/T Lab): <i>Early Childhood Teachers as Socializers of Young Children's Emotional Competence</i> (Denham, Bassett & Zinsler, 2012)
		Evaluate	<u>Complete</u> : Mid-Quarter Survey Due : Sunday, February 11 th by 11:59 PM
		Engage 2.12-2.15	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion
		Observe	<u>Assignment</u> : Field Note 4 Due : Sunday, February 18 th by 11:59 PM
6	Scaffolding Social Development	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read or Listen</u> : <ul style="list-style-type: none"> • <i>Preschool—The Best Job Training Program</i> (NPR, 2011) • <i>Why Emotional Learning May Be as Important as the ABC's</i> (NPR, 2014)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 6 Thursday, February 15 th from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to T/W Lab): <i>Understanding Nonsocial Play in Early Childhood</i> (Luckey & Fabes. 2005)
		Engage 2.20-2.22 ECLS Closed on 2.19.24	<u>Attend Lab</u> <u>Participate</u> in Lab Discussion
		Observe	<u>Assignment</u> : Field Note 5 Due : Sunday, February 25 th by 11:59 PM

7	Individual Differences: Temperament	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read</u> : <i>Don't Call Introverted Children 'Shy'</i> (Cain, 2012)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 7 Thursday, February 22 nd from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to M/T Lab): <i>Teacher-child Relationship Quality: The Role of Child Temperament and Teacher-child Interactions</i> (Moritz Rudasill & Rimm-Kaufman, 2009)
		Engage 2.26-2.29	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion
		Observe	<u>Assignment</u> : Field Note 6 Due : Sunday, March 3 rd by 11:59 PM
8	21 st Century Skills	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read</u> : <i>Creativity is in Everything, Especially Teaching</i> (Robinson, 2015)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 8 Thursday, February 29 th from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to M/T Lab): <i>Early Childhood Creativity: Challenging Educators in Their Role to Intentionally Develop Creative Thinking in Children</i> (Leggett, 2017)
		Engage 3.4-3.7	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion

9	Individual Differences: Identity Development; Diversity, Equity, and Inclusion	<u>Expectation</u>	<u>Action</u>
		Prepare	<u>Read</u> : <i>Is It Possible to Teach Children to Be Less Prejudiced?</i> (Machado, 2014)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 9 Thursday, March 7 th from 4:15-6:00 PM
		Extend	<u>Read</u> (Prior to M/T Lab): <i>Conversations that Matter: Talking with Children About Big World Issues</i> (Olson-Edwards & Derman-Sparks, 2021)
		Engage 3.11-3.14	<u>Attend Lab</u> <u>Participate</u> in Daily Lab Discussion
10	Course Summary	<u>Expectation</u>	<u>Action</u>
		Reflect	<u>Complete</u> : Journal 2 Due : Sunday, March 10 th by 11:59 PM
		Prepare	Read: <i>The New Preschool Is Crushing Kids</i> (Christakis, 2016)
		Meet	<u>Attend and Participate</u> : Weekly Discussion 10 Thursday, March 14 th from 4:15-6:00 PM
		Apply	<u>Complete and Submit</u> : Final Project- Applied Writing Assignment Due : Sunday, March 17 th by 11:59 PM
		Evaluate	<u>Complete</u> : Final Survey Due : Sunday, March 17 th by 11:59 PM