

**GRADUATE SCHOOL OF EDUCATION  
Rutgers, The State University of New Jersey  
Department of Educational Psychology**

**Enhancing Learning and Development in Infants and Young Children  
15:255:512, Spring 2012  
SYLLABUS**

Monday, 4:50 - 7:30  
Murray Hall, Room 115

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Office Hours: Tues 2:00 - 4:00; Wed 2:00 - 3:00 and by arrange.

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**Course Overview:**

This class is designed as part of a course sequence for the preparation of teachers of young children. We will explore the diverse array of settings early childhood teachers work in and we will consider a variety of ways in which teachers can work to support and enhance the early learning and development of all children from infancy through age 8. Particular attention is given to infants, preschoolers and kindergarteners. A variety of topics relevant to early education are explored including linkages between early development and later learning as well as early learning in mathematics and science. Attention will also be devoted to working with parents and families. This class is designed to bridge basic theory and research in children's learning and development with the applied concerns of the classroom teacher and caregiver. Throughout, we will be concerned with supporting children's social-emotional and cognitive development and optimizing learning and development for all young children.

**Course Website:**

The course website is located at <https://ecollege.rutgers.edu> You will actually be using <https://ecompanion.rutgers.edu> . Another way to access this is <http://rutgersonline.net>. If you are registered in the class, you should have no difficulty accessing the class site. All the readings, other than the textbooks, are available through the website.

**Textbook:**

Textbooks were ordered through the Rutgers University Bookstore.  
[www.rutgersbookstore.barns&noble.com](http://www.rutgersbookstore.barns&noble.com).

Gonzalez-Mena & Eyer (2012). *Infants, toddlers and caregivers: A curriculum of respectful, responsive, relationship based care and education*, New York: McGraw Hill Companies.

Roopnarine & Johnson (2009). *Approaches to early childhood education, 5<sup>th</sup> edition*. Upper Saddle River: New Jersey. (required)

*Guidelines for Developmentally Appropriate Practice* published by the National Association for the Education of Young Children. See [www.naeyc.org](http://www.naeyc.org). Also [www.naeyc.org/store](http://www.naeyc.org/store). (required for this course and others)

### Requirements:

1. Come to class regularly, prepared and ready to participate in thoughtful, informed discussions.
2. Get the textbooks. Find the website & learn how to use it. (see above)
3. Complete the assigned reading assignments from the textbooks as well as the articles available online (see above). Do this before class. Assigned items other than the textbooks can be found in a pdf format on website. Look under Doc Sharing on the upper right hand side of the screen once you get into the course website. Click on that and you will find folders-- one is labeled assigned readings. You should see article titles and or authors.
4. Online discussion. Make at least three posts a week. At least one should be a new question and at least one should be a response to another student. The discussion board is located on the website.
5. A series of research and policy reports have been identified. Each week we will discuss one. These discussions will be led by one or two students who will overview the key points. A schedule for this is posted on the website. Dates will be scheduled.
6. There will be a take home exam at the end of the course. It will be due during the Rutgers final exam period-- after our last scheduled class. EXAM DISTRIBUTED APRIL 30. DUE MAY 7.
7. You are expected to visit TWO early childhood settings in the community and to write a report of your visits. This requires time during the day. Preschool children in full day programs typically nap in the afternoon. This means the best time to visit programs is in the morning. It is very important that you make time for this assignment. You should plan on allocating three hours for each visit. More details about this will follow. Please speak with me (the instructor) before you begin this. Further guidelines will be discussed in class and posted on the website. REPORT DUE APRIL 2.
8. Everyone is expected to complete a final project and to share the project with the class during one of the last two meetings. The project will provide an opportunity to design a workshop for parents or teachers or a specialized set of learning experiences for children.

This will be discussed in class. Guidelines will be posted. WRITE UP DUE ON APRIL 30.  
The presentation date will be scheduled.

<b>Class</b>	<b>Topic &amp; Assignment ***</b>
<b>Jan 23 (wk 1)</b>	<b>Introduction</b> <ul style="list-style-type: none"><li>• Where do early childhood educators work in the U.S.?</li><li>• Contexts for early education; Preschool, Head Start, community childcare, special need preschoolers, preschool in public school, programs for infants and toddlers</li><li>• How are they similar? How are they different?</li><li>• What assumptions are made about learning and development? Who is served? What are the goals of the programs? Who funds and regulates?</li></ul>
<b>Jan 30 (wk 2)</b>	<b>Approaches to learning and development. Examining our assumptions about the child, the environment and schooling</b> <p>What do we mean by learning, development and environment? What is meant by developmentally appropriate?</p> <ul style="list-style-type: none"><li>• Zan &amp; Geiken (2010). Ramps and pathways: Developmentally appropriate, intellectually rigorous and fun physical practice. <i>Young Children</i>, January, 2010, pp 12-17.</li><li>• In NAEYC. DAP. NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 8.</li><li>• In R &amp; J: Powell, D. (2009), The Head Start Program. (pp 48-65).Ch. 3.</li></ul> <p><b>Some policy issues to consider:</b></p> <p>Bogard &amp; Takanishi (2003) PK - 3: An aligned and coordinated approach to education for children 3 to 8 years old. <i>Social Policy Report. XIX</i>, No. 3. Society for Research in Child Development, <a href="http://www.srkd.org/sprt.html">http: www.srkd.org/sprt.html</a>. Supplemental</p> <p>National Research Council (2001). <i>Eager to learn: Educating our preschoolers</i>. Ch. 2. Science of learning and early childhood pedagogy. Committee on Early Childhood Pedagogy. Washington, D.C.: National Academy Press. (Ch. 2, pp. 37-58) supplemental</p>
<b>February 6 (Wk 3)</b>	<b>Caregiving and teaching. Contextualizing early care and education. Programs for infants &amp; toddlers: Background &amp; organizing principles</b> <ul style="list-style-type: none"><li>• Gonzalez Mena &amp; Eyer. (Ch 1 - 3; pp 3 - 70)</li></ul>

- Howes, C. & Ritchie, S. *A matter of trust: Connecting teachers and learners in the early childhood classroom*. New York: Teachers College Press. (pp. 1- 100) \*\*\*
- Graue, E. (1999). Diverse perspectives on kindergarten contexts and practices. (pp. 109-142). In Pianta & Cox (eds.) *The transition to kindergarten*. Paul H. Brookes.\*\*\*

**Feb 13 (Wk 4) Focus on the very young child.**

Infants & Toddlers: Dimensions of early development in context  
Attachment, Perception, Motor Skills, Cognition, Language, Emotions, Social skill

- Gonzalez Mena & Eyer, Ch 5 - 11; pp. 93 - 258. (Students will work in small groups and prepare an overview of one chapter for the class.)

**Feb 20 (Wk 5) Characteristics of quality programs for young children.**

**Programs for infants & toddlers;** the physical environment, the social environment and adult relations in infant toddler care and education programs.

- Gonzalez-Mena & Eyer (2011) Programs. Part 3 (pp 259 - 339).

**Feb 27 (Wk 6) Building relationships with children and families. Programs for all children**

- Lally & Mangione (pp 25 -47). Program for infant/toddler care.
- Barnes & Smukler (pp 97 - 119).

More About play: Background and/or review

- Vygotsky, L. The role of play in development. In Cole, John-Steiner, Scribner & Souberman (eds.) *Mind and Society: the development of higher psychological processes*. Cambridge MA: Harvard University Press. (pp 92-104)
- Bruner & Sherwood. Peek-a-boo.

**March 5 (Wk 7) Developmentally appropriate programs for preschool and kindergarten. NAEYC & DAP. Play**

- R & J Ch. 12 Cuffaro & Nager. The developmental-interaction approach at Bank Street College of Education. (pp. 250-267).
- R & J. Ch 9. Weikart & Schweinhart . The High/Scope model of early childhood education. (pp. 191-212).

**March 12 NO CLASS (Spring Break)**

**Mar 19 (Wk 8) Development of self regulation: New & old approaches.**

- R & J , Ch 16. Torrence & Chattin-McNichols. Montessori education today. .(336-364)

- R & J: Ch 10. Bodrova & Leong. (2009) Tools of the Mind: The Vygotskian approach to early childhood education
- In R & J: Chen & McNamee, G. From Spectrum to Bridging: Approaches to integrating assessment with curriculum and instruction in early childhood classrooms. (pp 232-250).

Mar 26 (Wk 9)

**Supporting children's knowledge growth: Math in classroom.**

- Copley, J. (2005). *The young child and mathematics*. (pp. 29-45; 180-183). Washington D.C.: National Association for the Education of Young Children.
- Zur, O. & Gelman, R. (2004). Young children can add and subtract by predicting and checking. *Early Childhood Research Quarterly*, 19, 121-137.
- Starkey, P., Klein, A. & Wakely, A. (2004). Enhancing young children's mathematical knowledge through a pre-kindergarten mathematics intervention. *Early Childhood Research Quarterly*, 19, 99-120.
- Sarama & Clements. (2006). Math in kindergarten. In D. Gullo (ed.) *The kindergarten year*. Washington, D.C.:NAEYC. (optional)
- Ginsburg, Pappas & Seo (2001). Everyday mathematical knowledge: Asking young children what is developmentally appropriate. In S. Golbeck (ed.), *Psychological perspectives on early childhood education*. (pp. 181-219) Mahwah, NJ: Lawrence Erlbaum Associates.

April 2 (Wk 10)

**Science for the early childhood classroom**

- Worth & Grollman (2003). *Worms, shadows and whirlpools: Science in the early childhood classroom*. Portsmouth NH: Heinemann.Tennenbaum.
- H.,Rappolt-Schlichtmann, G.& Zanger, V.V. (2004). Children's learning about water in a museum and in the classroom. *Early Childhood Research Quarterly*, 19(1),40-58.

OBSERVATION REPORT DUE.

April 9(Wk 11)

**Children and families with special needs**

Partnerships with parents and families. Key ingredient for optimizing learning and development. Understanding community services and supports.

- Christenson, S.L. (1999). Families and schools: Rights, responsibilities, resources and relationships. (pp. 143-177). In Pianta & Cox (eds.) *The transition to kindergarten*. Paul H. Brookes.
- Bersani, C. & Jarjoura, D. Developing a sense of "We" in parent/teacher relationships. (pp. 69-82). In *The Reggio Approach*.

- In R & J: Bierman, Domitrovich & Darling. Early Prevention Initiatives. Ch. 7 (pp 147-160).

**April 16 (Wk 12) Children and families with special needs: Adapting environments (tentative)**

- In R & J: Shearer & Shearer (2009). The Portage model: An international home approach to early intervention for young children and their families. Ch 4 (pp 68-89)
- In R & J: Barnes & Smukler. Including everyone: A model preschool program for children with and without disabilities. Ch. 5. (pp 97-115).
- Diamond, K. & Hestenes, L. (1996) Preschool children's conceptions of disabilities: The salience of disability in children's ideas about others. *Topics in Early Childhood Special Education*, 16, 458-475.
- Odom, S. & Diamond, K. (1998) Inclusion of young children with special needs in early childhood education: The research base. *Early Childhood Research Quarterly*, 13, 3 - 25.

**Creating communities for learning.**

- DeVries, R. (2001). In Golbeck, S. (ed.) Constructivist education in preschool and elementary school. In S. Golbeck, S. (ed.) *Psychological perspectives on early childhood education.*, 153-180, Mahwah: Lawrence Erlbaum Associates.

**Apr 23 (Wk 13) Adapting Environments and Building Community (tentative)**

- In R & J: Chen & McNamee (2009). From Spectrum to Bridging: Approaches to integrating assessment with curriculum and instruction in early childhood classrooms. Pp 232-249

**STUDENT PRESENTATIONS**

**Apr 30(Wk 14) STUDENT PRESENTATIONS**

\*\*\* Optional reading.

**Grading:** Your final grade will be based on the following:

- Attendance & class participation (10%)
- Participation in online discussion. (10%)
- Lead discussion of research/policy report (10%)
- Observation Report. (20%)
- Take home final exam. (20%)
- Project write-up & presentation. (30%)