

15:290:521 Child, Family and Community: Relationships in Development

Spring, 2013 Online Course

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Course Description

Developments in infancy formulate the personality and approaches to dealing with the world. From birth to age 8 the manner in which children experience the cascade of changes from babe-in-arms to school child profoundly impact a child's future. This course focuses on theory, research, and practice regarding issues in a) socio-emotional development in infancy and early childhood, and b) psychosocial aspects of early education. Students will explore developmental sequences as they relate to lifespan developmental issues, with an additional focus on various conditions and disorders of childhood; on attachment, social interactions, and general family development. Throughout the semester we will also be considering methods of promoting optimal psycho-social and family development when children are enrolled in child care and educational settings. We will be considering best practices and approaches to improving school/family/community integration. Please explore online resources and the popular press for up-to-date info on topics we cover. Let us all know what you find!

Learning Goals

1. Students will have knowledge of psychological constructs relevant to social/emotional development in infancy and early childhood and psychosocial aspects of early education.

Assessment: Commentaries on readings, Abstract critique, term paper, community involvement project

2. Students will be able to apply these psychological constructs to educational settings and related applied contexts.

Assessment: Observation notes and reflection, community involvement project

3. Students will learn to critically evaluate empirical evidence related to social/emotional development in infancy and early childhood and to the psychosocial aspects of early education.

Assessment: Abstract critique, term paper, community involvement project

This course contributes to the Preschool-Grade 3 Endorsement and the ISIS (Infant/Early Childhood Interdisciplinary) Certificate Program. It can serve as an elective in Masters and Doctoral Programs.

Text is available from Amazon.com, Barnes & Noble and other sources:

Lieberman, A. (1993) The emotional life of the toddler. New York: The Free Press, ISBN 0-02-874017-3

Additional readings as listed.

Course Requirements

1. Weekly notes, comments and discussion questions regarding the readings. These should be succinct but rich. Do not summarize the reading, as all will be reading the same material. Please post your comments on the course site by Midnight on Tuesday of each week. Respond to others' postings after posting your own. Make it a conversation! Please check later in the week and respond to my postings. (25%)

2. Observation Experiences and Reflection Paper:

A. Infants or toddlers. Approximately 6 weekly observations should be made, each between 30 and 60 minutes long. **Please note child's age and pseudonym on each observation.** These observations should ideally take place in the baby's home. The ideal age is birth to 24 months. Your role is as a participant observer, interacting normally while focusing primarily on the baby. You should not take notes during the observation, but write your impressions very soon afterward.

B. Young Child in a Group Setting. Approximately 8 hours of observations spread across at least 4 visits. Ideally this should be a preschool or K-3 classroom. If this is not possible we can discuss other possibilities. Please observe the same child at each visit. **Note child's age and pseudonym on each observation.** (20%)

You must begin the observations by the week of 2/5. Then complete and post once per week until all are complete. Please notify me by e-mail when you make your first post so that I can read your notes right away.

Post notes about your observations within 48 hours of occurrence. Please note the child's age on each observation.

Observation Reflection paper due 4/30

This paper should be fairly short (700-1,000 words). It refers to one of your two observation settings. Think through the experience in relation to material learned in the class and try to find a theme or focus for your thoughts about the child/family/classroom relationships that strikes you as interesting.

Use the theme to make an interesting title. Write about your experience bringing in examples from your visits. You may cite readings from the class or from outside reading, but this is not necessary. Are there ways in which the observation experience changed your view of children, families, classrooms, etc.?

3. Critical abstract of a research article— Type the reference to the article in APA style at the top of your paper. See Assignment sheet below for further details. Abstract due 2/26(15%)

4. Parent/Community Involvement Project. You will review descriptions of community involvement in several school districts and parent involvement plans created by previous students. You will either prepare one such assignment yourself or develop an essay regarding how to address some unmet needs in parent/community involvement. Topic due 3/26
Project Due 4/16(15%)

5. Term paper. About 3000 words in length reviewing a topic of your choice. Please number the pages of your paper and give it an interesting title. Sources should be cited in APA style and should make use of recent journal articles. Please include all the references cited in your paper in the reference list, including those that you have drawn from other articles. When citing these include the phrase (as cited in: author, date) of article where you saw the citation. This allows the reader to find all of the articles if they wish more information about the findings. (25%)

Paper topics should be posted and approved by the instructor. Please type your topic (Interesting Title!) and a list of references thus far.

Topic due 3/19.

Paper is due 4/11.

Please attach a 150 word abstract and 2 key references to your paper. We will be sharing papers with one-another in an online meeting.

Assignment Sheet for Critical Abstract

Description: Quantitative Research Article Abstract/Critique

This assignment will provide an opportunity to critically read a research article and to succinctly discuss the study's strengths and weaknesses. Therefore, each critique should be approximately 1,000 words (1200 or more and you will be asked to revise). Please report on an article that includes infants or young children with disabilities as participants and/or deals with family involvement in school.

How to Post Your Paper

You will find a place under "Course Home" to post your abstract/critique. Please save your paper using a filename beginning with your last name if I were posting I would use the following file name: mccune abstract.docx. Save your article pdf similarly: mccune article.docx. I will be saving these to my desktop for review and using track changes to provide comments. I need your names in the file names to keep them straight.

Components of Your Paper:

1.) Please put your article's reference at the top of the page.

The reference should be according to APA guidelines. An example of APA style is at the bottom of this assignment sheet.

2.) Components of your paper:

a.) a brief description of the literature upon which the study was based

b.) the researcher's hypotheses or research questions

c.) the methodology, which includes:

i. a description of the participants, including the number of participants in the study and how they were selected

ii. the procedures used by the researcher: what the researcher did and how they did it

d.) the results of the study, including significant figures

e.) the researcher's conclusions

f.) your own critique of the study. Consider the value of the study, potential threats to the validity of the study and future directions for research and application

Example of APA format for a journal article:

Gottfried, A., Rose, S., & Bridger, W. (1977). Cross-modal transfer in human infants. *Child Development*, 48, 118-123.

For APA style for citing other types of publications see:

1) <http://webster.commnet.edu/library/index.htm>

3) **APA Guide**

Date Topic and Readings

1/22-29 Introduction from two perspectives: Young Children & Politics
Lieberman, Ch 1- 3
The Instigator: From the New Yorker

1/29 Deadline for posting is Midnight.

2/5 Infancy and the Lifespan

View the Brazleton Film this week;

Read Blackburn first: Post film comments when you view it

Blackburn (Undated)

Loo et al. (2005) & Ohgi et al. Powerpoint

Erikson (1950)

Hamre & Pianta (2005)

2/12 Attachment

Karen, (1990)

Pruett (1997)

McKenna & Bernshaw (1993)

Begin viewing the film “A chance to grow”

Post Comments on the film by Midnight 2/19

2/19 Attunement and Early Interaction

Bell & Ainsworth (1972)

Stern (1984)

Kalmanson (2009)

Roberts et al. (2008)

2/26 Temperament “The Match”

Lieberman chapters 4, 5 and 6

Abstract/critique due

3/5 Separation-Individuation

View Mahler Film

Mahler (1972)

McCune (1999)- Commentary on Mahler (1972) **Optional**

Kalmanson & Pekarsky (1987) **Optional**

3/12 TERM PAPER TOPIC DUE

Lieberman - Chapters 7,8

Kelley (2000)

Pruett (1997)

3/19 Spring Break

3/26 COMMUNITY PROJECT TOPIC DUE

Family & Community Readings and Preparing for an Assignment

Powell et al. (2010)

Simkins et al. (2006)

Review Previous Parent Participation Projects

Post Comments on readings and projects

Plan for your family or community project or essay!

Plan due 3/26 or earlier, Project or Essay due 4/16

4/2 Challenges to Development

Choose 3: Substitute other articles if you would like.

Odem et al. (2006)

Fraiberg (1975)

Fraiberg (1980)

Lieberman (2004)

Charman et al. (1997)

Kalmanson & Pekarsky (1987)

View Autism Powerpoint and websites for background: ICDL
and "Autism Every Day".

4/9 Term paper questions and support

4/11 TERM PAPER DUE

4/16 Post your Family, School, Community Projects or Essays by Midnight!

4/16- 4/19 Read others' projects or essays and discuss.

4/23 Feeding and "Failure to Thrive"

Patrick et al. (2005)

Chatoor (2002)

Abramson (1991).

Phillips & Cooper (1992)

4/30 Observation Reflection due

Read others' Term papers and Participate in Term Paper Discussion (posted 4/11)

4/30-5/3 Comment on Others' reflections

References

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