

Spring, 2014 (Preliminary)

**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 2014
SYLLABUS
(Preliminary Version and subject to modification)**

Monday, 4:50 - 7:30

Susan L. Golbeck, PhD
Associate Professor of Educational Psychology

GSE Room 322, Department of Educational Psychology
10 Seminary Place, New Brunswick, NJ. 08903
Office Hours: Tues 2:00 - 4:00; Wed 2:00 - 3:00 and by arrange.

Office: 848 932-0828 (not best way to get me)
Best way is by e-mail: susan.golbeck@gse.rutgers.edu

Course Overview:

This class is designed as part of a course sequence for the preparation of teachers of young children although it can serve as an elective for anyone. 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.

Learning Goals for the Course:

- An understanding of the distinctive features of all quality programs for young children (child care as well as school based programs.)
- Recognize the relationship between theory and research in child development and quality instructional practices for all young children in all types of settings.
- An understanding of major curriculum approaches in the field of early childhood education used in early childhood classrooms in New Jersey and nationally as well as the research base supporting the effectiveness of these programs.

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- An understanding of play and its importance for young children's learning across content areas, including early math and early science.
- An understanding of principles for planning programs for infants as well as very young children with special needs.
- An understanding of how to work with and learn from children's parents, family and the community.

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.

Special Adaptations: If you have special needs that require special adaptations so that you can complete course requirements and fully participate in class the university is required by law to assist you. Please let me know if you need such assistance.

Textbooks:

Textbooks were ordered through the Rutgers University Bookstore.
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, 5th edition*. Upper Saddle River: New Jersey: Pearson (required--ordered late

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

Please do not purchase the textbooks until after the first class

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.

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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 will be posted on the website. Your dates will be scheduled. [For the first week, each student will find a *research* article that has been published in journal in the field of early childhood education (or a closely related field-- psychology, sociology, another area of education).] The article must be relevant to the profession of early childhood education and child development. Bring a copy of the article to the next class. Also, post it on the website under document sharing and be prepared to offer a sentence or two to the class (in class) about why this seemed appropriate. (You do not need to do a presentation of the article. Just find one you think is interesting and appropriate.) The article needs to have been published within the last three years--2011 or later.
6. There will be a take home exam at the end of the course. It may be due during the Rutgers final exam period-- after our last scheduled class. .
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 early in the semester. 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 1
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.

Class	Topic & Assignment ***
Jan 28 (wk 1)	Introduction <i>Where do early childhood educators work in the U.S.? Contexts for early education; Preschool, Head Start, community childcare, special needs preschoolers, preschool in public school, programs for infants and toddlers</i> <ul style="list-style-type: none">• How are they similar? How are they different?• What assumptions are made about learning and development? Who is served? What are the goals of the programs? Who funds and regulates?
Feb 4(wk 2)	Approaches to learning and development. Examining our assumptions about the child, the environment and schooling

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What do we mean by learning, development and environment? What is meant by developmentally appropriate?

Zan & Geiken (2010). Ramps and pathways: Developmentally appropriate, intellectually rigorous and fun physical practice. *Young Children*, January, 2010, pp 12-17.

NAEYC. DAP. NAEYC Position Statement: *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 8*.

Gonzalez Mena & Eyer-- Ch. 1. Principles, Practices, Curriculum
Explore the Head Start website. What do you think?

<http://eclkc.ohs.acf.hhs.gov/hslc/sr/quality/class>

(This takes you to one interesting topic-- but explore beyond this.)

February 18 (Wk 4) Caregiving and teaching. Contextualizing early care and education. Programs for infants & toddlers: More about the background & organizing principles

Gonzalez Mena & Eyer. (Ch 2 & 3; pp 23 - 70)

NAEYC. DAP. NAEYC Position Statement: *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 8. (section about infants & toddlers)*

Howes, C. & Ritchie, S. *A matter of trust: Connecting teachers and learners in the early childhood classroom*. NY:Teachers College Press (pp. 1- 48) ***

Feb 25 (Wk 5) 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.)

Mar 4 (Wk 6) 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 (2012) Programs. Part 3 (pp 259 - 339).

Mar 11 (Wk 7) Building relationships with children and families.

Lally & Mangione (pp 25 -47). Program for infant/toddler care. **.

More About play: Background and/or review

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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 Univ Press.(pp 92-104)

Bruner, J. & Sherwood, V. (1976) Early rule structure: The case of peek-a-boo. In R. Harre (Ed.) *Life sentences*, London: Wiley & Sons (pp.55-62).

March 18 **NO CLASS** (*Spring Break*)

March 25 (Wk 8) 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).

Apr 1 (Wk 9) **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. *Tools of the Mind: The Vygotskian approach to early childhood education*

Apr 8 (Wk 10) **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.

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.

Apr 15 (Wk 11) **Science for the early childhood classroom**

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.

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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)

Apr 22 (Wk 12) 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 29 (Wk 13) Children and families with special needs: Adapting environments

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.

May 6(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%)

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- Project write-up & presentation. (30%)