

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 2016

Mixed Mode: In class and online. This is a hybrid course; five classes will be fully “online” and the remaining ten will be held on campus through *Pearson ecollege.rutgers.edu*.

SYLLABUS

Monday, 4:50 - 7:30

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Office Hours: Wed 2:00 - 4:00 and by arrangement

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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 in which early childhood teachers work 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.

This is a “Hybrid” Course. According to Rutgers University, a “hybrid” course can follow many formats. In this class we will meet on campus at the scheduled time for 10

classes. Material for the 5 remaining weeks will be completed entirely “online”. We will make use of the web across the semester. The schedule for on campus and online topics is listed below.

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.
- 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.

Hyson, M. & Tomilinson, H.B (2014). *The early years matter: Education, care and the well being of children, Birth to 8*. New York: Teachers’ College Press, and the National Association for the Education of Young Children. ISBN 978-0-8077-5558-7.

Roopnarine & Johnson (2013). *Approaches to early childhood education, 6th edition*. Upper Saddle River: New Jersey: Pearson Education, Inc. ISBN 978-0-13-265798-3.

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)

Requirements:

1. Come to class regularly, prepared and ready to participate in thoughtful, informed discussions.
2. Complete the assigned reading assignments from the textbooks as well as the articles available online. 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. Write a brief reaction paper in response to the weekly reading. This can take any form you like as long as you are building off of ideas included in the reading assignment. (10%).
3. **Online discussion. Make at least three posts a week.** (really, you should make more) At least one should be a new question to your discussion group and at least one should be a response to another student's question. The discussion board is located on the website. (10%).
4. Each week we will discuss one or two research articles or policy reports. These discussions will be led by one or two students who will overview the key points. A list of articles and a schedule for this will be posted on the website. In our second class everyone will sign up for an article and a date.

[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 or post it on the website. Be prepared to offer a sentence or two to the class** about the topic. You do not need to do a presentation of the article. Just find one you think is interesting and appropriate and be prepared to explain why. The article needs to have been published within the last four years--2011 or later.

You are expected to **write two research critiques**. These are an analysis of a research article including a discussion of the problem, use of theory and literature, methodology and conclusions. Each critique is worth 15 points. (Total 30%)

5. Visit THREE early childhood settings in the community. Write a report of your visits. Your site visits to EC settings will require 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 before you begin this. You must have your site "approved". Further guidelines will be discussed in class and posted on the website. If you are currently working in an early childhood setting/classroom that serves preschool or kindergarten aged children, you may be able to count that for one of your three settings. 25%
6. Everyone is expected to complete a final project and to share the project with the class. 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. Project topics must be approved in advance no later than **MARCH 24**. Guidelines will be posted. The final write up of the project is due on **APRIL 28**. 25%

Grading:

Your grade will be computed in the following way: Details about the scoring for each assignment will be provided.

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- Participation in discussion. 10%
- Weekly reaction papers. Write a brief essay in response to the assigned reading each week. You decide what you would like to write about. This could be a response to one or more of the questions for reflection at the end of each chapter in the R & J volume. (10%)
- Two research critiques. (15% each). Total 30%
- Observations, their write up and discussion. 25%
- Project. 25%

Writing: Always use APA Style.

Academic Integrity Policy:

Health or other personal emergency

If you must miss a class (an emergency, health issue, snow storm, etc), contact me or use...the instructor notification system. To reach me, send me an email at susan.golbeck@gse.rutgers.edu (the above address) AND leave a message in my office.

CLASS ATTENDANCE

You are expected to attend every class listed as “on campus”. If know you cannot be on campus at the scheduled class time, you should not enroll. You are also expected to participate in online discussion regularly but during the weeks listed with online class, plan on spending extra time online-- comparable to the time you would spend in the classroom, at least.

CLASS SCHEDULE & READING ASSIGNMENT

Class Date & Location	Topic and Assigned Readings	Reading (To be completed before class)**
1 Jan 25 On campus	Introduction: Systems of early care education in the U.S. today.	
Class 2 Feb 1 On campus	Contextualizing early childhood services and education. Historical roots and organizing principles; <ul style="list-style-type: none"> • <i>Developmentally Appropriate,</i> • <i>Inclusive,</i> • <i>Culturally and Linguistically Responsive,</i> • <i>Preventative.</i> Where do these ideas come from?	Copple & Bredekamp (xxxx) <i>NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 8.</i> Washington DC: NAEYC H & T (pp 1 - 54) Ch 1 - 3 R & J. (2013) Ch 1. History of ECE in multicultural perspective., B. Hinitz. Research article DeVries. (2002). <i>Developing Constructivist EC Curriculum.</i> pp 1-51. (in Doc Sharing)]
Class 3 Feb 8 On line	Kindergarten, primary & programs for low income children. [Children's Play: The organizing factor Scientific roots of play. Why is it so important? Some background.]	H & T (pp 42 - 85) Ch 4, 5 & 6. R & J. Ch. 6. Multicultural and linguistically responsive.... Ray & Melendez pp. 123-145. Cuffaro & Nager (2013). Developmental Interaction Approach at Bank St College of Education. Ch 12 in R & J pp. 261-275.
4 Feb 15 On campus	Children with special needs. Disability. [Curriculum frameworks. What are they and why are they important? Working with families Two approaches rooted in play: Old and new. --Developmental Interaction approach (Bank St.). Affective & cognitive. --Creative Curriculum. --Optional: Project Approach]	H & T. Ch 7 & 8. (pp 87 - 112;) Dodge, Heroman & Berke (2013) <i>The Creative Curriculum.</i> Ch 9 in R & J. pp. 191-213. DeVries, R. (2002). <i>Constructivist Education.</i> pp 1-49. Teachers College Press. (to be continued next week) Lange & Thompson (2006). Early identification....International Journal of Spec Ed, 21(3)108-109. (Jessica)

<p>5 Feb 22 On campus</p>	<p>Multiple approaches rooted in the psychology of learning and development: The High Scope Model in multiple renditions-- 1970 through 2016; "Plan-do-Review"</p>	<p>Schweinhart, Weikart (2013). The HighScope Model of Early Childhood Education. Ch 10 in R & J pp 217- 238.</p> <p>Powell, (2013) Headstart (pp 61-78) In R & J. Ch 3.</p> <p>DeVries (2002) <i>Constructivist education</i> (continued from prior week)</p> <p>Student reading</p>
<p>6 Feb 29 On line</p>	<p>Tools of the Mind Play from a Vygotskian perspective Vygotsky</p>	<p>[Bodrova & Leong (2013). Tools of the Mind: The Vygotskian Approach to Early Childhood Education. Ch 11 in R & J pp 241-259.] <i>(Study of Tools Curricuc from NIEER)</i> <i>Play from a Vygotskian perspective.</i></p>
<p>7 MAR 7 On campus</p>	<p>Early childhood programs from Europe: historical & contemporary. Montessori</p>	<p>Torrence (2013) Montessori Education today. Ch 16 in R & J. pp 355-376.</p> <p>Montessori-- disadvantaged children</p> <p>Lilliard & Oest research</p> <p>Diamond & EF</p> <p>Do the differing approaches make a difference? How?</p>
<p>Mar 14</p>	<p>BREAK</p>	
<p>8 MAR 21 Online</p>	<p>Reggio Emilia Representations and play</p>	<p>New (2013). Reggio Emilia in the 21st Century: Enduring Commitments Amid New Challenges. Ch 15 in R & J. pp. 331-350.</p>

9 Mar 28 On campus	New Approaches to Content in EC STEM in preschool and kindergarten Early math STEM: Early Math & Science STEM: Early Science	Ginsburg, Pappas & Seo (2001). Everyday mathematical knowledge... Sarama & Clements (2006). Math in the kindergarten year. In D. Gullo. Gelman & Brenneman. (2004) AND Ginsburg et al (above) Sarama & Clements (above) Tennenbaum, H. et al (2004). Learning about water... Zan & Gelkin (2010). Ramps & pathways
10 Apr 4 On campus	Infants & Toddler: Supporting children and families. Intro & Background Emotions, Social & Cognitive Development	R & J (2013). Ch 2 (Lally & Mangione. Program for infant/toddler care (pp 35-60). R & J , Ch 4. Wasik et al. Home visiting programs.
11 Apr 11 On Campus	Immigrant families and children from third world countries	H & T (2014). Ch 9 & 10 (115-128) R & J Ch 6. Ray & Melendez. Creating multicultural and linguistically responsive early childhood classrooms. (123 - 146)
12 Apr 18 Online	Infants & Toddlers: Relationships. With children and adults.	Reading from R & J
13 Apr 25 On Campus	Working with families: EC educators set the stage and are the experts.	Diamond, K. & Hestenes, L. (1996). Smukler & Barnes (2013). Including everyone...Ch 5 in R & J pp 99-122. R & J., Ch 5. Smukler & Barnes. Including everyone. (pp 99 - 117)
14 May 2 On campus	Student Presentations. Working with families	
15 May 9	Conclusions	

*** On many weeks an additional article will be assigned. These will be announced and available in Document Sharing on e-college.