New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning

SPCED-GE.2126 (sec 001) (Summer 2014)
July 7 to August 7 (2 PM to 4:30PM)
CLASS MEETING LOCATION: WAVERLY BUILDING 431

Professor: Professor Barbara Schwartz
Office: 239 Greene Street, Room 506
Phone: 212-998-5527
Email: barbara.schwartz@nyu.edu
Office Hours: Wed. 4:30 to 6 PM

Course Description:
Throughout this course students will become familiar with factors impacting upon the child’s development from the pre-natal period through the early childhood grades, including the interactive forces of biology, physiology, family, environment, culture, community, and society. The theoretical frameworks for observing and understanding the developing child as an emerging learner are from the framework of the interactive relationships of the child and the way the emerging child changes through these external factors.

Course Overview:
During this term students will be engaged in an in-depth study of the young child across developmental domains in the early childhood period that will provide an understanding of the continuum of typical through atypical development. This course will build upon observation skills developed during your introduction to observation.

Learner Objectives:
As an outcome students will be able to:
• Appropriately select observational methods to be used in assessing the development of a young child in different contexts, e.g. emergence of new skills, frequency of selected behaviors, analysis of factors impacting the child’s learning for the purpose of curriculum planning and determining the needs for referral for specialized services.
• Delineate the continuum of child development across the areas of language/literacy, cognition, social/emotional development, motor skills, sensory responsiveness.
• Understand that children are defined by their individual characteristics in the developmental domains rather than with categorical labels.

Critical Questions to be addressed are:
• How does observational study enable teachers to understand the nature of the individual child’s characteristics that will be utilized in planning interventions to support child and family?
• How does one’s understanding of the child’s physical, communication, psycho-social, sensory and motor characteristics and sensory functioning correspond to disability classifications?
• What are the physical characteristics, capabilities, and behaviors that are similar as well as unique in young children with and without disabilities?
• In what way do child, family, community and societal influences impact on the child’s emerging sense of self?
Required Readings:

Texts:
Hadaway, Yardell, & Young. What Every Child Should Know about English Language Learners Pearson/Allyn & Bacon. (A copy will be provided on loan from instructor.)

Supplemental Readings See:
- CLASSES “RESOURCES” – Documents ” and the sub-headings that follow our Syllabus.
- CLASSES “EXTERNAL LINKS” grouped to provide you with resources associated with the various domains of development presented in class.

Course Requirements:
In this course, students will be active participants in learning. It is expected that required Readings and supplemental materials as assigned in the syllabus will be completed prior to each session and students will be able to actively engage in class discussions. Students will come to class prepared to question, challenge, and react to information presented in class.

ASSIGNMENTS should be submitted via CLASSES Assignments section. I will then return and grade them through CLASSES.

There are 3 components that comprise your grade: A) Attendance & Participation (12%) ; B) Brief Homework Assignments (7%); C) Indepth CHILD STUDY (81%)

A) Attendance and Class participation: Your engagement in discussions will reflect evidence of completion of reading assignments
I will Note on sign in sheet as ✓ (for present), ✓+ (present & participate)

B) Homework
• Homework #1 – Observation Strategies: Complete the grid defining strategies = 1 %
  Due Sept 17 ✓ (=1) or 0 no submission (bring to class session) ; See CLASSES for “grid”
• Homework #2 - Reaction Paper: Children of Immigrants see CLASSES = 5%
  Due – Sept 24 (Rubric on CLASSES – Submit via Assignments)
• Homework # 3 Brain Quiz –
  Due Oct 8: See LINK CLASSES – bring evidence of completion e.g print out =1%

C) Child Study: In-depth Observational Study Linked to Child Development Theories = 81 %
(Rubrics will be provided all Portions of the Child Study Assignment)
  o Part I - Visual Description (10/1 ) 5%
  o Part II -Sensory Awareness /Sensory Integration and Motor Development (11/5) 16%
  o Part III Language and Communication – 11/19 20%
  o Part IV Cognition/Social Emotional Dev/Observation Strategies 12/17 40 %

Final Submission : Part IV & Concluding Statement

SPECIAL INSTRUCTION FOR SUBMITTING PAPERS
• Label file with Your NAME and assignment Name - e.g. YOUR NAME, Part I - Visual Description.
• INSERT HEADER on Document that is the same as file name and Page Numbers –

Attendance Policy:
Attendance is expected at all class sessions. In this course students will be actively engaged in experiential learning activities. IF you are unable to attend due to illness or other unexpected emergency an email is expected prior to the class and if needed missed activities will be provided for the student to complete. MORE THAN 2 ABSENCES will result in an N or F grade for this course.
Grading Policy:

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<td>93-100</td>
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NON – CLASS RELATED USE OF COMPUTER OR OTHER ELECTRONIC DEVICE WILL RESULT IN AN AUTOMATIC LOWERING OF ½ A GRADE LEVEL ON 1ST WARNING AND ADDITIONAL FULL GRADE REDUCTION FOR SECOND WARNING.

If you receive a grade of D=F the course will be result in the need to re-take the course.

Students with Disabilities:

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Academic Integrity:

Please note: All work turned in for this course must be ORIGINAL. When in doubt, cite a reference. Adherence to the Academic Code of Integrity for All Students is expected. See http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php. Penalties for lack of adherence to the code will be enforced. Formal proceedings will be filed.
ASSIGNMENTS:

PART C: CHILD STUDY – This is a 4 part assignment. Each component is graded separately.

1. VISUAL DESCRIPTION OF CHILD and RATIONALE FOR SELECTION OF CHILD
   - Vivid visual description of TWO (2) children – make the children come alive to the reader.
   - Provide information regarding their everyday experiences, cultural backgrounds and their interests.
   - Delineate why you selected these children – your personal narrative regarding what intrigues you about the child.
   (Continue taking notes on 2nd child until the beginning of July – in case one becomes ill or leaves).

2. PART II: Sensory Awareness/Motor Development DUE Nov 5 – (16%)
   - Determine if the child’s vision and hearing are adequate – use your observations of how the child responds to visual and auditory cues (check and make sure the child has a vision and hearing screening). USE Examples
   - Sensory Integration - In class we will discuss the other sensory systems, tactile, gustatory (taste/smell) proprioceptive, vestibular and the child’s over or under-reaction to stimuli which are the basic of learning.
   - Assess how does the child handles objects, writing implements, and moves when engaged in outdoor play.
   - Use examples, determine concerns. Use text and other resources to support any concerns.
   - Examine how the theoretical frameworks of development found in Trawick – Smith apply to your understanding of the child’s development in these domains.

3. PART III: Language/Communication and Emerging Literacy –DUE Nov 19–(20%) –
   - Describe the child’s language/literacy development. Include examples
   - If the child is an English Language Learner (ELL) record evidence of use and understanding in primary and acquired language.
   - Discuss evidence of concerns about development (e.g. speech/communication disorder, early learning challenges evident in use of books/literacy responsiveness) Use class materials to support concerns.
   - ANALYZE and apply how one or more of the theoretical frameworks of child development apply to your understanding of the child’s understanding and use of language and interest/use of books.

4. PART IV: Rubric on CLASSES DUE DECEMBER 17 – (40%)
   - Cognitive Development and Social Emotional Development ---
     - Cognitive development – role of attention and organization of information as applied to new situations – e.g. not just competencies such as color recognition, but the use of color to organize information, or awareness of discrete quantities and conservation of discrete and continuous quantities. Discuss regarding child development theories - Piaget, Vygotsky’s and Theories of Mind frameworks.
     - Social/emotional development and affective responses: describe the characteristics of social engagement with children and diverse adults (family members and teaching staff); Include exs. of social interactions, e.g. checklist of children the child plays with, anecdotes of social encounters. Describe child using Erikson’s and Parten’s frameworks.
     - Discuss evidence that you have of concerns about atypical development in the areas of related disabilities based upon the data obtained. Refer to information in texts and other sources from CLASSES to support why you do or do not have concerns about the child.
     - Apply theoretical frameworks of child development to child’s growth and development in each of the additional domains.

   - IV B: DESCRIBE your USE of 3 Different Observation Strategies - Describe how you used three(3) different observational strategies from “Power of Observation” or Trawick-Smith during the course of the child study and explain why you have utilized these strategies to help you collect information in different developmental areas.

   - IV C: Conclusions: Present statement that addresses the following: 1) Summary of the child study outcomes ; and 2) How this process contributed to your professional growth and development summary of the child’s development and utilizing the theoretical frameworks that help you understand the overall development;

1 DUE DATES – Listed in syllabus are subject to change based upon the start date of field experience -
COURSE OUTLINE NOTE: Throughout this course you should be continually collecting information on the development of a child using various observation and data gathering strategies.

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<tr>
<th>Topic / Issues to be Addressed</th>
<th>Assignment or Reading Due</th>
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<tr>
<td><strong>Sept 3</strong> Overview and Introduction Who we are &amp; how we impact the developing child</td>
<td><strong>ASSIGNMENT OR READING DUE</strong></td>
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| From Observer/Researcher to Educator Understanding the Study of the Child in a Diverse World | READINGS—Trawick-Smith, *Early Child Development* (ECD)  
- Chapter 1: Studying EC Development in a Diverse World  
- Chapter 18: Parents, Families & Children |
| **Sept 10** Understanding Families from Diverse Backgrounds | READINGS—SEE CLASSES – Assignment # 2 –for copies:  
- JABLON: Power of Observation Chapters 1 – 7  
DUE—  
**Homework #1** – Defining Observation Methods (Bring to class.) |
| **Sept 17** Observing Young Children: Why and How | Complete readings on Immigrants  
DUE **Homework #2** – See CLASSES Assignments for *Readings* & Guidelines on *Children of Immigrants* |
| **Sept 24** ROSH HASHONAH – See Assignments due Prior to 5 PM. *In lieu of class students will be provided an opportunity to attend the 92Y WONDERPLAY CONFERENCE on FRIDAY NOV 14 information will be presented in class* | READINGS -Trawick-Smith, *ECD*:  
- Chapter 2: Historical Perspectives & Research in EC Dev. (ONLY pages 18-26)  
- Chapter 3: Theories of Child Development  
DUE—  
1) **CHILD STUDY PART 1: Visual Description** – Select 1 or 2 children of interest see CLASSES guidelines |
| **OCT 1** Historical Factors and the Researchers Lens in studying the Young Child with Considerations of the Teacher as Researcher Theories of Child Development | READINGS -Trawick-Smith, *ECD*:  
- Chapter 4: Genetics, Prenatal Development, and Birth  
- Chapter 5: The Newborn  
- Chapter 6: Infant Physical Growth and Brain Development  
**OPTIONAL:** Try Brain Quiz in Harvard Center for the Developing Child  
"Scientists Find Learning Is Not 'Hard-Wired’" |
| **OCT 8** From Conception through Infancy: Looking at typical development and the factors that intervene for child and family: | **HOMEWORK:**Brain Quiz –  
**CLASSES: ASSIGNMENT 3 (RESOURCE SECTION)**  
**READING:** Trawick-Smith, *ECD*:  
- Chapter 4: Genetics, Prenatal Development, and Birth  
- Chapter 5: The Newborn  
- Chapter 6: Infant Physical Growth and Brain Development  
**OPTIONAL:** Try Brain Quiz in Harvard Center for the Developing Child  
"Scientists Find Learning Is Not 'Hard-Wired’" |
<p>| <strong>OCT 15</strong> Sensory Systems and | <strong>READING – CLASSES</strong> |</p>
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| **Processing: (Hearing, Vision and Sensory Integration: Proprioception, Vestibular and Tactile Systems)** Physical/Motor Development | 1) READING in Senses & Sensory Integration – See READINGS Folder:  
   a) Babies and Their Senses – Murphy  
   b) AAP Position Statement  
2) **TRAWICK SMITH , ECD**  
   • Chapter 10: Preschool Physical and Motor Development  
   • Chapter 14: Physical Growth & Motor Dev. in Primary Years |
| Oct 22 A Look at Disorders in Processing and Physical Development | **READINGS:**  
   **Required Reading From CLASSES – Folder on Sensory & Motor**  
   a) Williamson and Anzalone : Sensory Integration -; (See Readings in Resources)  
   b) AAP Position Statement – Sensory Integration  
   c) Fine and Gross Motor Milestones and Motor Disabilities  
   d) Cerebral Palsy  
   e) Muscular Dystrophy  
   f) Spina Bifida  
   **Kostelnick:**  
   Chapter 3/ Rosie: The Girl with the Million-Dollar Smile  
   Chapter 4/ Sara: "A Person's a Person, No Matter How Small" |
| Oct 29 Emergence of Language Communication and Literacy  
   How the child uses and understands language and other communication strategies. | **READINGS–**  
1) **HART & RISLEY -**: 30 Million Word Gap (See CLASSES – Supplemental Readings)  
2) **Trawick-Smith, ECD**  
   • Chapter 8: Infant Language and Literacy  
   • Chapter 12: Symbolic Thought: Play, Language, and Literacy in the Preschool Years  
   • Chapter 16: Language, Literacy, and Schooling  
   **CHILD STUDY PART II: Sensory & Motor Development** |
| NOV 5 • **English Language Learners (ELLs)**  
• **Language/Literacy and Communication Disorders** | **READINGS –**  
1) What Every Teacher Should Know About ELAs (On Loan from BS)  
2) Kostelnick: – **Special Needs Child**  
   Chapter. 8 BRIAN "Just Bursting to Communicate"  
   **CHILD STUDY PART II: Sensory & Motor Development** |
| NOV 12 **Social Development and Psycho-Social Disorders**  
* Exploring the emergence of a sense of self and interpersonal social emotional development and interpersonal relationships.  
* Examining Temperament and Peer Relationships, | **READINGS –**  
Trawick-Smith, - **ECD** -  
Chapter 9: Infant Social and Emotional Development  
Chapter 13: Social and Emotional Development of Preschoolers  
Chapter 17: Social and Emotional Dev. in the Primary Years  
**REQUIRED : CLASSES - Temperament & INSIGHTS**  
**READINGS** |
| NOV 19 **When there are challenges in social – emotional development:** | **KOSTELNICK : Special Needs Child**  
Chapter 2: Andrew: Absorbed with the Particulars  
**CLASSES / Resources – Course documents** |
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<td>Exploring factors that impinge upon the child’s as a social being in a community</td>
<td><strong>Social &amp; Emotional Dev.</strong> to obtain a list of Social and Emotional Disorders that are linked to the NYU Child Study Website through Hyperlinks (optional) NCCP – Brief – Social and Emotional Dev/Risk Factors</td>
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<th>NOV 26</th>
<th>THANKSGIVING – Alternative CLASS will meet on DEC 10th</th>
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| DEC 3  | Cognitive Development and Implications:  
Examine how the child learns and constructs the complexity of world through activity/curriculum experiences. |
|--------|--------------------------------------------------------|
|        | **READINGS** –  
1) Trawick-Smith, ECD-  
• Chapters 7: Cognitive Development in Infancy  
• Chapter 11: Cognitive Development in Preschool Years  
• Chapter 15: Cognition and Schooling |

| DEC 10 | Challenges to Cognitive Processing :  
Children with issues in intellectual capacity/attending/processing information |
|--------|--------------------------------------------------------|
|        | **REQUIRED READINGS:**  
**CLASSES**  
Kostelnick:  
Chapter 9 Daniel: Supported by a Team Downs  
Chapter 5: Marcus: Gifted and Challenging |

| DEC 17 | NO CLASS  
Final Child Study DUE |
|--------|--------------------------------------------------------|
|        | **CHILD STUDY PART IV A, B, & C DUE :**  
The Whole Child – See RUBRIC  
Portrait of the child with an emphasis on  
IV A: Social Emotional and Cognitive Development;  
IV B Utilizing observation Strategies;  
IV : Final self-reflection regarding learning – |