

## **CHFD 3010: Directed Study at Child Development Lab Spring 2008**

Supervising Instructor: Amy Kay  
Director, Child Development Lab  
542-4929 (office); 706-255-0039 (cell)  
[amykay@fcs.uga.edu](mailto:amykay@fcs.uga.edu)

### **Course Readings**

Will be provided by supervising instructor

### **Course Overview**

CHFD 3010, "Directed Study at Child Development Lab," focuses on involving research, service, and/or contribution to special projects through completion of observations, readings, reflections, and interactions with students and staff.

### **Course Goals:**

1. Students will gain a better understanding of developmentally appropriate practice with young children.
2. Students will become familiar with criteria and resources for implementing positive guidance techniques when working with young children.
3. Students will become knowledgeable of children's developmental characteristics and how this affects behavior in the classroom.
4. Students will develop an appreciation for differences and diversity in the classroom.
5. Students will gain a better understanding of theory-practice connection through readings, observations, and reflections.

### **Course Requirements:**

#### **Responses to Readings (15 @ 2 pts. each = 30 pts.)—due weekly**

There will be assigned readings for each week. After completing the readings, you will need to write a 1-2 page, double-spaced response. Your response should include the following:

- connections made between this text and others you have read
- connections made between this text and your experiences in the classroom
- questions you have about the text or aspects that are unclear
- areas of the text that you do not agree with or are troubled by

You will turn in your response to the supervising instructor on the first day of each week you are in the classroom. I will then read, make comments, and return this to you the following week.

#### **Final Reflection (10 pts)**

This final project (3-5 pgs. double-spaced) should draw from the readings you have completed, as well as the experiences you have had throughout the semester. Reflect on what you have read, what you have observed, and what you have written to describe your growth. Your reflection needs to include examples in support of your growth from at least three of the professional readings, your experience in the classroom, and your written reflections throughout the semester. Use references/quotes from professional readings and articles in this final reflection and reference all citations using APA style.

**The criteria I will utilize in evaluating all written assignments are:**

- Evidence of thought and reflection
- Inclusion of details as outlined in course requirements
- Promptness
- Grammatical correctness
- Relevance to self as learner

Assignments	Possible Points
Responses to Readings	30
Supervising Teacher assessment	30
Attendance	30
Final Reflection	10
Total points possible:	100

**Final Grading Scale**

A= 90-100 total points; B=80-89 points; C=70-79 points; D=60-69 points; F=59 or less

**Policy & Procedures**

Note: The course syllabus is a general plan for the course; deviations announced by the instructor may be necessary.

Health related issues: Anyone who needs a class accommodation due to health related issues or physical challenges should make an appointment with the instructor as soon as possible.

UGA inclement weather policy: Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage at [www.uga.edu](http://www.uga.edu)

**Attendance/Participation**

Attendance and *active* participation are required. It is necessary for you to be in your assigned classroom at the agreed upon times. I understand that unforeseen situations do arrive that may prevent you from being in class. If this happens, please contact me and your supervising teacher. You are expected to attend every class and to be on time unless you have an emergency or a serious illness.

**Academic Honesty**

Our class will strictly adhere to UGA’s guidelines for academic honesty. The guidelines can be found at [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm) It is your responsibility to seek explanations concerning issues of academic honesty, including the proper attribution and quotation of source materials from books, journals, Articles, and the WWW. All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.

**CHFD 3010: Directed Study at Child Development Lab**

\*\*Seminars led by Katy Gregg at River's Crossing, G-39

WEEK OF	TOPIC	Readings to be discussed & Assignments due
January 7 *January 8 <sup>th</sup> (5:00-7:00)	Child Development Lab Guidelines Person First Language Overview of Early Childhood Inclusion Video: "Can I Play Too?"	<b>Readings:</b> Article: "People First Language"
January 14 *January 15 <sup>th</sup> (5:00-7:00)	National Association on the Education of Young Children (NAEYC) Developmentally Appropriate Practices (DAP)	<b>Readings:</b> NAEYC Statement on DAP DEC Recommended Practices: Child-Focused Practices
January 21		<b>Readings:</b> <i>A Guidance Approach for the Encouraging Classroom</i> Ch. 2 "Child Development and Guidance"
January 28 *January 29 <sup>th</sup> (5:00-7:00)	Positive Guidance in the Classroom Setting	<b>Readings:</b> <i>A Guidance Approach for the Encouraging Classroom</i> Ch. 4 "Guidance: The Bottom Line"
February 4 *February 5 <sup>th</sup> (5:00-7:00)	Introduction to Activity Based Intervention Video: ABI	<b>Readings:</b> An Activity-Based Approach to Early Intervention ( <i>Ch. 1-3</i> )
February 11		<b>Readings:</b> <i>Basics of Developmentally Appropriate Practice</i> "What is Developmentally Appropriate Practice?"
February 18		<b>Readings:</b> <i>Social &amp; Emotional Development</i> <u>Infants &amp; YT</u> : Ch. 1 "Why We Hold a Crying Baby" <u>OT &amp; 3's</u> : Ch. 2 "Why We Talk about How the Bunny Feels" <u>Pre-K &amp; HeadStart</u> : Ch. 3 "Why We Play Simon Says"
February 25		<b>Readings:</b> Article: "Positive Discipline: Fostering the Self-Esteem of Young Children"

March 3		<b>Readings:</b> <i>A Guidance Approach for the Encouraging Classroom</i> Ch. 7 “Leadership Communication with the Group”
March 10	~~~SPRING BREAK~~~	
March 17	Meet with supervising instructor to plan additional readings for final five weeks.	<b>Readings:</b> <i>Developmentally Appropriate Practice in Early Childhood Programs</i>  <u>Infants, YT, &amp; OT:</u> Part 3 “Developmentally Appropriate Practice for Infants and Toddlers”  <u>3’s, PreK, &amp; HeadStart:</u> Part 4 “Developmentally Appropriate Practice for 3’s through 5-Year Olds”
March 24		<b>Readings:</b> Additional readings in student-identified areas of interest for last five weeks of semester.
March 31		
April 7		
April 14		
April 21		
April 28		<b>Assignment:</b> Final Reflection due

**\*Seminars count as 2 of the 5 hours required per week in classroom. For those weeks attending seminars, student will need to plan for 3 hours in their assigned classroom.**

**8 hour credit: Readings & Responses      3 hours per week  
Classroom time                              5 hours per week**