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See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	<b>Department of Social and Human Development</b>	<b>College/School</b>	<b>UAF College of Rural And Community Development</b>
<b>Prepared by</b>	<b>Veronica Plumb</b>	<b>Phone</b>	<b>455-2038</b>
<b>Email Contact</b>	<b>vmplumb@alaska.edu</b>	<b>Faculty Contact</b>	

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ECE 305 Social Emotional Development: Reflection and Practice 3 credits

Examination of the many ways teachers can help young children with their social development by addressing the common problems and situations that arise in teaching all children between the ages of 3 and 6 years. Development of strategies to improve teacher practices that will support social and emotional competence.

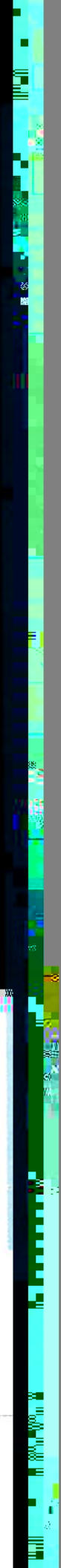
No

Yes

x

1

See attached page for signatures.



# UNIVERSITY OF ALASKA FAIRBANKS

## **College of Rural and Community Development Child Development and Family Studies (CDFS)**

### **Course Syllabus**

**Course Title:** Social Emotional Development: Reflection and Practice

**Course No:** ECE 305

**Credits:** 3 (3 + 0 + 0)

**Prerequisites:** Engl 211X or 213X

**Instructor:** Veronica Plumb  
604 Barnette Street Suite 220

**Phone:** 455-2038

**E-mail:** [vmplumb@alaska.edu](mailto:vmplumb@alaska.edu)

**Student Learning Objectives:****At the end of this course students will be able to:**

1. Analyze how social and emotional development is a deeply intertwined process that shapes, prepares and guides children through their life experiences.
2. Interpret social, moral and sociomoral development.
3. Assess their abilities to support leadership and autonomy in preschoolers.
4. Distinguish strategies to support better self-regulation in children through the use of a well-regulated classroom environment.
5. Synthesize the relationships between classroom organization, provided activities and adult child interactions to support a moral classroom.

**NAEYC Standards addressed in this course:**

Standard 2: Building family and community relations

Standard 3: Observing, documenting and assessing to support young children and their families

Standard 4: Using developmentally effective approaches to connect children and families

Standard 6: Becoming a Professional

**Instructional Methods:**

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

**Requirements and Assignments:**

**Reading Responses:** One written response for each chapter of the text will be completed and turned in through the assignments section of Blackboard.

**Class Discussion Facilitation:** The class will be divided into four groups for discussion development and facilitation. Each small group will be assigned a specific reading and be responsible for the discussion of the reading with the whole class. Small groups will work together to decide discussion starter questions and who will be responsible for the discussion of each. All members of small groups will be responsible for a minimum of one discussion question.

**Homework:** Each student will be responsible for participating in observations of children within group settings. The two assignments will take approximately 4 hours each to complete.

**Final Assignment:** Reflecting on your readings, discussions and observations, please write a scholarly paper sharing your thoughts and ideas about social and emotional development of young children. Consider and discuss, home as well as group environments in conjun4hc-.000c ch.0tewolal and sociom

in daily activities through a diverse array of teaching strategies that support knowledge construction around appropriate social conventions. Include research to support your findings.

**Ending Reflection:** Write an ending reflection to share what you have learned and how you will support the development of social and emotional development of young children.

**Course Evaluation:**

A letter grade will be issued for participants. Note that you must receive a C or higher for this course to count towards your CDEV BA Degree. Grading is based on:

Reading assignments responses (10@10 pts ea)	100	25%
Class Discussion Facilitation	100	25%
Homework observations (2 @ 35 points each)	70	17.5 %
Final Assignment	100	25 %
Ending Reflections	<u>30</u>	<u>7.5 %</u>
<b>Total</b>	<b>400</b>	<b>100%</b>

All coursework will be evaluated on the following:

- Organization
- Clarity
- Consistency of thought and format
- Reflection of course content
- Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	400-360	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	359-320	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	319-280	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	279-240	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	239- below	Student was not able to meet 60% or more of criteria (a) through (f).

**Draft Class Calendar spring 2013**

When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
1) Tuesday January 24	<p><b>In class today</b> Review course expectations; introductions; Following discussion will include thoughts for field experiences and small-group break outs.</p> <p><b>Preparation for next class:</b> Reading Assignment: Chapter1 Katz,McClellan Text</p> <p><b>All classes will be recorded</b></p>



	<p>To retrieve recording at a later date:  <i>Dial 1-800-230-8546</i>  <i>Use your normal participant pin which is 8930399.</i>  <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i>  <i>You will then be asked to give the chapter code. We will use 0</i>  <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
2) Thursday January 26	<p><b>In class today:</b>          Social Competence definition.          Assign readings to small groups</p> <p><b>Preparation for next class:</b>          First facilitation assignment (Small groups will facilitate discussion on Tuesday January 31).          Reading Assignment: Chapters 2 and 3 Katz,McClellan Text</p>
3) Tuesday January 31	<p><b>In class today:</b>          Creating the Context in conjunction with practice for enhancing for social development and competence</p> <p><b>Preparation for next class:</b>          Second facilitation assignment (Small group will facilitate discussion on Tuesday February 7).</p>
4) Thursday February 2	<p><b>Homework: Child Observation (4 hours)</b>  <b>Observe children in 3 different indoor settings for approximately 1 hour each. Note the following:</b>  <b>what are children doing,</b>  <b>what and who are they interacting with.</b>  <b>how is the interaction taking place</b>  <b>how do adults fit into the perspective</b>  <b>How does what you see fit in with your previous readings and discussion?</b></p> <p><b>Please provide a synopsis of each observation. Conclude with a reflection comparing the different observations in conjunction with information from readings and class lecture.</b></p> <p><b>Be prepared to discuss your observations within your small group.</b></p> <p><b>Preparation for next class:</b>          Small group discussion sharing observations.          Each person needs to prepare 1 discussion point to share with small group.          Each group will pick a group leader that will share points with larger group.</p>
5) Tuesday February 7	<p><b>In class today:</b>          Small group discussion sharing observations.          Each person needs to prepare 1 discussion point to share with small group.          Each group will pick a group leader that will share points with larger group.</p> <p><b>Preparation for next class:</b>          Reading Assignment: Chapter 1 Devries, Zan Text</p>
6)	

Thursday February 9	<p><b>In class today:</b> What is defined by the phrase “Moral Classroom”?</p> <p><b>Preparation for next class:</b> Third facilitation assignment (Small group will facilitate discussion on Tuesday February 14).</p> <p>.</p>
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7)

Tuesday  
February 14**In class today:**

Small group facilitation / discussion on third reading assignment

**Preparation for next class:**

Reading Assignment: Chapters 3 and 4 Devries, Zan Text

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Thursday

Thursday March 8	<p><b>In class today:</b> Small group discussions regarding sites and brainstorming project designs.</p> <p><b>Preparation for next class:</b> Begin starting action on final assignment Each person bring 1 point for class discussion. Topic: concerns and considerations.</p>
Tuesday March 13	<b>No Class Meeting / Spring Break</b>
Thursday March 15	<b>No Class Meeting / Spring Break</b>
15) Tuesday March 20	<p><b>In class today:</b> Whole group discussions / Concerns and Challenges</p> <p><b>Preparation for next class:</b> <b>Reading Assignment:</b> <b>Chapter 16 Devries, Zan Text</b></p> <p><b>Begin reading Beyond Ecophobia, have reading completed and prepare for group discussion on March 29. Each person should bring a minimum of 1 discussion topic related to the reading and personal experiences.</b></p>
16) Thursday March 22	<p><b>In class today:</b> The difficult child</p> <p><b>Preparation for next class:</b></p>
17) Tuesday March 27	<p><b>Homework; Child Observation: (4 hours)</b> <b>Observe children in 3 different outdoor settings for approximately 1 hour each. Note the following:</b> what are children doing, what and who are they interacting with. how is the interaction taking place how do adults fit into the perspective</p> <p><b>Please provide a synopsis of each observation. Conclude with a reflection comparing the different observations in conjunction with information from readings and class lecture.</b></p> <p><b>Be prepared to discuss your observations within your small group.</b></p>
18) Thursday March 29	<p><b>In class today:</b> Group discussion on Sobel reading. <i>Beyond Ecophobia</i></p>
19) Tuesday April 3	<p><b>In class today:</b> Small individual sharing of project or research</p>
20) Thursday April 5	<p><b>In class today:</b> Closing of class, Continued small individual sharing of project completion Both written reports on Final projects due by midnight DATE.</p>

**Student Support Services:**

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

### **UAOnline**

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

### **Disabilities Services:**

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses; Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest. Questions should be directed to the Director of Disability Services at (907)-474-5655. <http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590  
Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688  
E-mail: [fydso@alaska.edu](mailto:fydso@alaska.edu)

### **Writing Center**

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720  
Fairbanks, Alaska 99775-5720  
Phone: (907) 474-5314 Fax: 1-800-478-5246

\* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

### **Rural Students Services**

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information

pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at [fyrss@uaf.edu](mailto:fyrss@uaf.edu)

### **Library Services for off campus students**

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: [fyddl@uaf.edu](mailto:fyddl@uaf.edu)

**For more off campus help go to:**

[http://www.uaf.edu/library/instruction/l101/other/Distance\\_Resources.html](http://www.uaf.edu/library/instruction/l101/other/Distance_Resources.html)

### **Computer, Internet and Software**

**Problem: you cannot get your email** Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

**Problem: you forgot your password**

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

**Problem: you are having problems with Blackboard**

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/>  
Office of Information Technology Help Desk 474.6564 or 1.800.478.4667