HDFS 3460
INTRODUCTION TO WORKING WITH YOUNG CHILDREN

Description: Child development knowledge applied to learning how to interact with and guide young children with supervised participation at the Auburn University Early Learning Center.

TEXTBOOKS:

“Laboratory Students Guide” (available at bookstore)

COURSE OBJECTIVES:

- Explore types of environments in which children are placed for early care and education
- Learn and apply positive guidance techniques for young children
- Learn and apply methods for assessing development of the whole child
- Learn and practice strategies for directly and indirectly teaching social skills
- Learn principles of developmentally appropriate practice
- Learn ethical principles of working with young children

COURSE REQUIREMENTS:
There will be approximately one hour of lecture/discussion per week and six hours of scheduled work at the Auburn University Early Learning Center per week.

The course is broken down into 2 sets of tasks for a total of a possible 350 points. The breakdown of the grades will be as follows:

A= 350 – 325 (93%)
B= 324 – 297 (85%)
C= 296 – 263 (75%)
D= 265 – 241 (69%)
F= 240 and below

LECTURE TASKS:

30 points
A test will be given early in the semester. Questions will be primarily discussion and require a demonstration of knowledge of lectures and reading materials given up to this point.

30 points
A final will be given. Questions will be primarily discussion and require a demonstration of knowledge of lectures and reading materials given from the first test up to this point.

50 points
Professional Journal. You will turn in weekly discussions about your lab experience. You will comment on the classroom setup, lecture material, your interactions with the children, etc. Entries should be both objective and reflective.
40 points
Comparison paper. Students will make a visit to each of the following: the Harris Early Learning Center, a local Head Start program, a daycare program, and a weekday preschool program (other than the AUELC). Programs visited can be chosen from a pre-approved list. After visiting all four of the programs, students will write a three to four page paper comparing and contrasting the programs across several domains of quality including space and furnishings, personal care routines, language-reasoning, activities, interactions, and program structure.

LAB TASKS:

100 points
Professional evaluation to be completed by your lab teacher. This is an evaluation of your interaction with the children, professionalism, and problem solving skills. This includes completion of AUELC self-evaluation (found in the Laboratory Students Guide - for each item listed give one example rather than two.) You will schedule a mid-semester evaluation with your lead teacher to identify areas needing improvement and turn in your self-evaluation.

25 Points
In pairs, you will spend 10 hours a piece at Head Start. Your time will be spent assisting in the classroom and your experiences will be discussed in your professional journal.

50 Points
A developmental portfolio. Choose one child who you interact with frequently to assess. You must include samples of his or her artwork/writing, a developmental assessment, daily anecdotal records, and photographs of child’s work or of child engaged in work/play. The collection, PLUS a two page paper discussing all aspects of your child’s development, will be due at the end of the semester. Work samples and anecdotal records will be due each week to ensure your portfolio is done over the semester and not only the last few weeks of the semester.

25 points.
Video critique of self. You are required to videotape yourself in your classroom for 10-15 minutes of one lesson showing a teacher/child interaction. You will then view the tape, and write a critique of the lesson and interaction. A camcorder and tripod will be available for your use at the AUELC.
**CLASS BUSINESS:**

*Students are expected to attend all classes and participate in class discussions and laboratory activities. Absences will be excused only in accordance with University policies outlined in the Tiger Cub.*

*A university approved excuse is required to avoid having your grade penalized in the case of late assignments. All assignments will be considered late if they are not turned in at the beginning of class on the day that they are due. **A 10% reduction in grade will result for each day that your assignment is late including weekends.***

*Honor code: All portions of the Auburn University Code (see Tiger Cub) will be enforced.*

*Students with special needs: It is the policy of Auburn University to provide accessibility to its programs and activities, and reasonable accommodations for persons defined as having a disability under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Students with special needs are encouraged to see their instructor during the first week of classes or they should contact The Program for Students with Disabilities, 1234 Haley Center (844-5943)*

*Effective January, 2001: All HDFS students enrolled in this course are required to have Student Professional Liability Insurance. The fee for this insurance ($14.50 per year) will be assessed on your Spring semester Bursar’s bill. Students in curricula other than HDFS are strongly encouraged to purchase Student Professional Liability Insurance if they are not already covered by a similar policy. To purchase this insurance, see the secretary at Glanton House (the second small brick building on the Haley Center concourse). **It is each student’s responsibility to purchase this insurance.***

* By Alabama law, all HDFS students, as well as students from other majors who work with children, youth, adolescents, and the elderly in either a paid or voluntary basis, are required to have criminal background checks and be fingerprinted. Forms can be obtained from Dorothy in the HDFS office, 206 Spidle Hall. Students then must complete the forms exactly as specified and take them to the Lee County Sheriff’s Department located in the Lee County Justice Center between the hours of 1-4 pm, Tuesday through Thursday. The cost of the criminal background check/fingerprinting is $49 plus a $5 fee paid to the Sheriff's Department. ******** You will not be allowed to continue lab work until we have seen proof of fingerprinting or receive an indication from the HDFS office that it has been completed. ********

**For information on the World Food Program go to www.waronhunger.org**
## CLASS SCHEDULE

(Students are expected to have read relevant material in text.)

<table>
<thead>
<tr>
<th>Prior to class</th>
<th>4:30 pm AUELC Orientation</th>
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| Week 1         | Indicators of quality early childhood programs  
                  Overview of developmentally appropriate practice |
| Week 2         | Indicators of quality early childhood programs  
                  The importance of daily schedules, routines and transitions |
| Week 3         | Indicators of quality early childhood programs  
                  Overview of various curricula (Montessori, etc.) |
| Week 4         | Indicators of quality early childhood programs  
                  Positive techniques for guiding child behavior |
| Week 5         | Indicators of quality early childhood programs  
                  Overview of child assessment tools and procedures |
| Week 6         | Test 1 |
| Week 7         | Development of the whole child  
                  Classrooms that foster social and emotional development |
| Week 8         | Development of the whole child  
                  Classrooms that foster physical health and development |
| Week 9         | Development of the whole child  
                  Classrooms that foster language and communication skills in young children |
| Week 10        | Development of the whole child  
                  Classrooms that foster cognitive skills in young children |
| Week 11        | Development of the whole child  
                  Classrooms that foster adaptive development |
| Week 12        | Development of the whole child  
                  Classrooms that foster inclusion |
| Week 13        | Development of the whole child  
                  Classrooms that foster creative thinking and self expression in young children |
| Week 14        | Development of the whole child  
                  Working with families |
| Week 15        | NAEYC Code of Ethical Conduct  
                  Final Exam |