

Revised 5-Core
1-6-2012

FORMAT 7

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Early Childhood	College/School	CRCO
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	vmplumb@alaska.edu	Faculty Contact	Veronica Plumb

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

1. COURSE IDENTIFICATION:

Dept	ECE	Course #	304 W	No. of Credits	3
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COURSE TITLE Attachment and Social Development

Existing Course	New Course Pending Approval*	Spring 11
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Course will be turned into CRCO curriculum committee fall of 2010 for approval as a new course. *Must be approved by appropriate Curriculum Council.)

2. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ECE 304W Attachment and Social Development 3 Credits
 Principles and practices in understanding and supporting attachment and social development in infants and toddlers aged birth – 3 years of age. Links the importance of relationships in conjunction to reciprocal communication streams and social interactions. Strategies for working with families as a continuum for each specific child’s development. (3 + 0)
 Prerequisite: ENGL 111X, ENGL 211X or 213X,
 Recommended: ECE 104 OR ECE 220 OR ECE 245OR ED 245 OR PSY 245 or other early development course

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The Child Development and Family Studies (CDFS) program works closely with businesses and organizations that provide care and education for children aged birth through 6 years of age. Many of these organizations are Head Start, Early Head Start and Home Visiting programs.

In the past year, the Federal Office of Head Start has provided expansion dollars to support additional Early Head Start and Home visiting programs. These programs are looking to have the same changes in regards to teacher preparation requirements, similar to the current Head Start requirements which state Lead teachers will need BA degrees in the area of Early Childhood. To meet the course of study needs of the areas of infant and toddler, the CDFS program has added a concentration that meets the educational needs of infant and toddler

specialists.

Current research in this area stresses the importance of a solid social and emotional foundation. Social and emotional development includes an infant and toddler's growing ability to: regulate and express emotions; explore new environments; and form close relationships with family and caregivers. With the current national concerns for children's academic success, it is beneficial to be mindful of the role that social/emotional development plays in this area. Research shows that children who have healthy social and emotional lives tend to learn better, are more likely to stay in school, and will be better able to make and keep lifelong friends.

Development and facilitation of ECE 304W will provide specific knowledge in the area of social and emotional development of children aged birth to 3 years. This course will build on the broad range of information that is provided within ECE 140, Social and Emotional Development. This course will also meet direct request for need from the early childhood workforce supporting expansion into areas of infant/toddler care and education.

ECE 304W has been developed to meet the writing intensive requirements at the BA level; a program goal is to have a writing intensive in each concentration. It has been also proposed to meet the classification as a social science with the goal for other disciplines such as education, psychology or sociology majors to find this a relevant course for their course of studies and use within their H/SS sections of their core requirements.

The attached syllabus must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

- A A majority of the final grade is derived from writing activities
- B A research paper/project
- C Personal conference with the student
- D Drafts/revisions/Feedback

APPROVALS:

As per attached.

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

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APPROVALS:

<i>Veronica Lewis</i>	Date	Sept 8, 2011
Signature, Chair, Program/Department of:	Child Development & Family Studies	

<i>Andie Curcio</i>	Date	10/5/2011
Signature, Chair, College/School Curriculum Council for:	CRCD	

<i>Peter Panning</i>	Date	10/7/11
Signature, Dean, College/School of:	CRCD	

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE	
 	Date
Signature, Chair, Senate Core Review Committee	

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College of Rural and Community Development

Child Development and Family Studies (CDFS)

Revised
1-6-2012
5-Core and
56-UNC

Course Syllabus

Course Title: Attachment and Social Development
Course No: ECE 304W
Credits: 3 (3 + 0)
Prerequisites: Engl 111X, Engl 211X or 213X
Recommended 1 of the following: ECE 104 OR ECE 220 OR ECE 245 OR ED 245, Or other early development course
Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmplumb@alaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local Fairbanks site.

Dates: TBA 2012

Times: TBA

Over the course of 11 weeks, ECE 304 will meet 20 times at 2 hours each meeting.

Text:

Raikes, Helen H., & Edwards, Carolyn P. (2009). *Extending the Dance in Infant & Toddler Caregiving: Enhancing Attachment & Relationships* ISBN 978-1-557668592

Lieberman, Alicia F., (1993). *Emotional Life of the Toddler*. ISBN: 0028740173

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.). ISBN-13: 978-1433805615

An assortment of articles will also be used that will be student selected. It will be necessary to have access to the distance library and research options. The articles will be used for individual research paper recourses.

Course Description:

Principles and practices in understanding and supporting attachment and social development in infants and toddlers aged birth – 3 years of age. Links the importance of relationships in conjunction with reciprocal communication streams and social interactions. Strategies for working with families to support a continuum for each specific child's development.

ECE 304W is a requirement for the Child Development and Family Studies B.A program, within the Family Support Concentration.

Written Intensive:

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus. The designation applies to upper-division courses and means that a **majority of the graded work in the course will be derived from writing activities**. Here are the general guidelines for the writing expected in this course:

- All written work, beyond the diagnostic essay, will be completed using APA formatting.
- Students will complete an un-graded writing sample on or near the first day of class to help the teacher assess writing ability and general competence. If students are knowledgeable of APA formatting, please complete the diagnostic essay using correct formatting.

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- The instructor will regularly evaluate students' writing and inform students of their progress. In ECE 304, this will be done through 5 reading reflections assigned to course readings in addition to a final written research paper that will have 2 progressive drafts turned in and assessed.
- A final written research paper will be completed for ECE 304. Students will receive comments from the teacher and/or peers on each of the 2 drafts of written work, prior to completing the final document. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers.
- At least one personal conference will take place that is devoted to the student's writing per term, this conference will take place following the 2nd draft prior to completion of the final paper and can be completed either face-to-face or through audio conference.

Student Learning Outcomes:

1. Upon completion of this course, students will:
 - a. Define importance of relationship-based programs.
 - b. Articulate the need to respect each baby as a valued individual.
 - c. Classify infant cues and respond based on interpretation
 - d. Investigate use of behaviors that foster respectful, responsive, and reciprocal care for infants, toddlers.
 - e. Construct an understanding of stages of social development.
 - f. Critique how relationships effect development and learning of infants and toddlers.
 - g. Summarize ways to develop professional communication and support.
 - h. Understand and appropriately use the elements of composition
 - i. Writing of relevant topic research papers using APA formatting

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

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

Key elements

- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c: Understanding and practicing responsible assessment

Standard 4: Teaching and learning

Key elements:

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

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.

Guidelines for written assignments:

Upper Division writing and critical analysis skills are required for this course. Writing support is available though the Writing Center, 8th floor Gruening, and the CTC Writing Skills Lab. Specifically for writing students, the

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Writing Center also provides a FAX tutoring service for students enrolled in the College of Rural and Community Development distance courses. Students can FAX their papers to them at (1-800-478-5246), the writing center will review your paper, and provide a telephone tutorial with a tutor at a designated time. They offer fax tutorials Monday through Thursday evenings and Sunday afternoons. Please assure that written assignments submitted reflect your understanding of course material and demonstrate good writing skills.

Written assignments and projects are to be formatted using APA and typed. Font size should be 10 – 12, depending on the type of font. Spacing between lines should be 2.0. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

Students outside the Fairbanks area should locate computer facilities in their local area. If you are having trouble locating suitable computer access, contact you regional campus or instructor.

All assignments to be turned in should have a header or cover page with your name, the class and the assignment description. Please use headers and page numbers on multiple page assignments.

Assignments will be posted or attached within the “Assignments/Content” section of Bb.

Reflection write-ups and final paper will be posted within the “Discussion Board” section of Bb.

Students will be expected to respond to postings of fellow students, carrying on a complete conversational dialog during specifically designed postings within Bb.

The assignments take several forms. The following information will provide a guide for you to determine how much detail to provide in each type of answer:

Diagnostic composition will be required on the first day. Points will not be taken away for mistakes, but will provide the basis for writing ability. Your composition should be at least 5 paragraphs in length and be properly structured, with correct grammar and spelling. The topic of this composition will be “*Specific Interests in Literacy Development.*” Please write your composition and attach it within the Initial Diagnostic Composition area within the Assignment/Content section of the class Black board site.

Reading Reflections will be 5 reading reflection papers due for a minimum of 5 articles you will be reading. Within the Assignment section of Blackboard, you will see 5 article assignments. There are two article options within each section. Please choose 1 option within each assignment and complete. Complete your reading response using APA formatting. These written responses will be used as guidance for improvement of the APA formatting required for the final research paper. The reading response papers should be a minimum of 2 pages. Reading reflection papers should address which article you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. What did you like? Have you made any personal observations regarding the material that you agree with or disagree with? If so, discuss clearly. Was there anything that you found troublesome? Did you detect any errors in the material? Did it affirm your present beliefs?

Reflection papers will be turned in to the instructor through the Assignments/Content section of Bb well as cut and pasted into the text box of the discussion board on Bb. Discussion Board forums will be the place for sharing your reflections and for commenting back to fellow students.

Black Board Discussion Forums: Students will post their reading reflections onto designated Discussion Forums on the Class Black Board site. Student will respond to each other in full comment regarding each other’s thoughts, questions and ideas.

Final Research Paper:

A scholarly paper demonstrating your knowledge on a key aspect of this course, topic to be determined by Friday (DATE to be determined). An editor (writing center) should review a first draft by (Date to be determined).

Information regarding the writing center for local or rural students will be posted on the ECE 304W Black Board site.

Drafts are due to the instructor for review by Sunday (Dates to be determined) and one evening prior to the scheduled personal conference that will be devoted to the student’s writing. . Final completed paper is due Sunday (Date to be determined), and posted on the Bb site by (Date to be determined) as well.

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The final research paper will be worth 100 points total broken down in the following chart

Student Action	Due Date	Points
Turn in topic of interest	Date to be determined	5
1 st draft	Date to be determined	5
2 nd draft	One eve prior to scheduled personal meeting	5
Personal conference between instructor and student devoted to students writing per term.	These meetings will be scheduled between (Date to be determined)	5
Final Paper	Sunday (Date to be determined)	75
Informal Presentation	Date to be determined)	5
	Total Points Possible	100

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 CDFS BA Degree. Grading is based on:

Participation	25	10%
Initial Composition	25	10%
Black Board Discussion Forums (5@10 pts each)	50	20%
Reading reflections (5 @ 10 pts each)	50	20%
Final Research Paper	100	40%
Total	250	100%

All coursework will be evaluated on the following:

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

Grade	Points	Definition
A = 100% - 90%	250-225	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	224-200	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	199-175	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	174-150	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	149-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

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Draft Class Calendar

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

Date	Topic and Assignment
Meeting 1	<p>In class today</p> <ul style="list-style-type: none">• Review course expectations; introductions;• Diagnostic composition will be written this evening and sent to instructor as an email attachment. <p>Topic will be "Specific interests around attachment and social development you hope to gain from participation in ECE 304w." (obj. 1.a) Diagnostic composition is due to instructor no later than the end of day January 19, Tomorrow.</p> <p>All classes will be recorded 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>
Meeting 2	<p>In class today:</p> <ul style="list-style-type: none">• Class Lecture topic Definition of Attachment and Social Development• Introduce Small groups and call in information / Planning for future small group meetings <p>Look over and become familiar with course Bb site</p>
Meeting 3	<p>In class today:</p> <ul style="list-style-type: none">• Class Lecture topic Developing Relationships• Introduce Small groups and call in information / Planning for next week and small group discussions <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 1 of Raikes Text.
Meeting 4	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic Foundations for Attachment <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 2 of Raikes Text.
Meeting 5	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic Relationship-based care

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	<p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 3 of Raikes Text.
Meeting 6	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic Continuing on Relationship-based care <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 4 of Raikes Text.
Meeting 7	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Welcomes and Goodbyes / Children and Families <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 5 of Raikes Text. <p>Research paper step: Decide on your research paper topics. Topics will need to be turned in by Friday January 28 Turn written as a statement with a reason for choosing this topic. Post to the "Research Topic" discussion forum on Bb as well as within the Research paper learning unit under the Assignment section of Black Board.</p>
Meeting 8	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Individualizing care <p>• Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 6 of Raikes Text. <p>Research paper step: Have your First Draft due to me by Monday February. Have it turned in by email attachment or through the digital drop box by the end of the day Monday November 1. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone.</p>
Meeting 9	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Space and Environments <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 7 of Raikes Text.
Meeting 10	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group

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	<ul style="list-style-type: none">• Lecture topic: Relationships with Families <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 8 of Raikes Text.
Meeting 11	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Peer relationship support <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 9 of Raikes Text.
Meeting 12	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Supporting Teachers and Administrators <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 10 of Raikes Text.
Meeting 13	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group <p>Research paper step: We will also arrange to have individual meetings developed around the progress of your research paper. Have your First Draft due to me by (Date to be determined). Second draft is due the day before our scheduled meeting. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone. These meetings will be scheduled between (Dates to be determined).</p> <p>Preparation for next class:</p> <ul style="list-style-type: none">• Complete research paper, prepare to share main points of interest. (10 minute max)
Meeting 14	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Regarding emotional importance of early relationships in conjunction with toddlers; who is a toddler? <p>Preparation for next class: Read Chapters 1 and 2 in the Leiberman text</p>
Meeting 15	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic Challenges of being a toddler <p>Preparation for next class:</p>

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	Read Chapters 3 and 4 in the Leiberan text
Meeting 16	Set aside for individual meetings taking place by appointment And Alternate meeting and assignment posted on the Bb site within the Assignment/Content and Discussion Areas. Preparation for next class: Read Chapters 4 in the Leiberan text
Meeting 17	In class today: <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic Active and shy toddlers Preparation for next class: Read Chapters 5 and 6 in the Leiberan text
Meeting 18	Alternate meeting and assignment posted on the Bb site within the Assignment/Content and Discussion Areas.
Meeting 19	In class today: <ul style="list-style-type: none">• Research sharing Preparation for next class: <ul style="list-style-type: none">• Continuing sharing of research Research paper step: Final Research paper due to instructor through email and posted in appropriate forum by (Date to be determined).
Meeting 20	In class today: <ul style="list-style-type: none">• Complete sharing of research – informal presentations of research topics.• Closing of class ☺

Incomplete “I” grades: will only be given if the student has successfully completed a majority of the class and has some *extenuating circumstance* that makes it *impossible* for them to complete the course this semester. An Incomplete grade will not be given to students who have simply fallen behind on assignments or who wish to improve their grade.

If you receive an incomplete grade you **MUST** attach the assignment sheet to every late assignment you turn in. This will assist the instructor in grading it quickly and correctly.

Withdrawal & drops: Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an “F.” The instructor appreciates hearing from students who drop or withdraw, it is sometimes possible to problem-solve so this action does not need to take place, or; your feedback

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can sometimes make the course better for others if the challenges are directly related to the class, instructor or materials.

Attendance and Participation:

In general, it is expected that students will attend and participate in group meetings, field placement, read and reflect on text and other written materials, and complete all assignments.

Quality Issues: Reading reflections and the final research paper are to be typed (computers and word processor okay) unless otherwise stated in class. When working on Black board comments, please write your responses in your work processor and cut and paste into the Blackboard forum. This will allow students to read the discussions easily and comment. It is important to remember that students may have word processing programs that are different from each other that do not necessarily allow all attachments to be opened.

Student Support Services:

I encourage you to work with the Writing Center (8th floor, Gruening, 474-5314) and the Math Lab (305 Chapman), both of which provide excellent advice, tutoring and assistance; and/or Office of Student Support Services (508 Gruening, 474-6844). Many students also find CTC support services very accessible and helpful, contact student services on the first floor of the CTC building, 6th & Barnette or call them at 455-2851 or 2849.

Disabilities Services:

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. 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.