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|---|---|
| **Title of Course:** ECE 110.172 (Lecture) <br> Psychological Foundations of Early Development <br> and Education | Class hours: 2 <br> Lab hours: 2 |
| **Semester:** Summer 2023 <br> May 30-July 11, 2023 | **Instructor Information:** <br> Name: Jen Longley |
| **Day/Time:** Hybrid Lecture is Tue 6 PM-8 PM in N-792 of 199 Chambers St <br> Asynchronous <br> *Seminar is Th 6-8 PM on Zoom https://bmcc-cuny.zoom.us/j/7550991402* | Office: S-616C <br> Office hours: W & Th 8-9 PM <br> (Zoom) |
| **Credits:** 3 | Phone: 917-318-3133 cell <br> Email: jlongley@bmcc.cuny.edu |

**COURSE DESCRIPTION:** This course examines the psychological and psychosocial foundations of early childhood and relates these foundations to educational practice with young children, birth to eight years. It focuses on historical and contemporary theories of childhood development. Early learning is considered in relation to biological factors, child and family factors, program factors and social factors, particularly in diverse urban settings. Young children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of early learning experiences. This course requires 15 hours of fieldwork.

**FIELDWORK SEMINAR:**
Students complete the required 15 hours of fieldwork for this course by enrolling, attending and participating in the ECE 110 fieldwork seminar. The ECE 110 fieldwork seminar is graded pass/fail based on attendance and participation in class activities. **Any student who fails the fieldwork seminar AUTOMATICALLY fails the entire ECE 110 course, regardless of your earned grade in the lecture portion of ECE 110.**

ECE 110-Lecture Mission Statement: The mission of ECE 110-Lecture is to: 1) create a learning community that embraces and supports all members, 2) expands members' knowledge related to the following components of child development: a) developmental domains; a) theories; and c) families, culture, communities, and historical and political factors; while 4) working to decolonize and de-center white, heteronormative, male, ableist, and cisgender perspectives.

**Course Format**
Our class is hybrid in-person and online -- asynchronous and synchronous. We will meet once a week in person on campus for ECE 110-Lecture (Tuesday 6-8 PM), you will complete work for ECE 110 asynchronously (independently on-line on your own time) and we will meet once a week synchronously on Zoom for ECE 110-Seminar (Thursday 6-8 PM). The link for our Zoom sessions is: https://bmcc-cuny.zoom.us/j/7550991402 Meeting ID: 755 099 1402, 1(929) 205-6099. ***Because ECE 110 is a summer class, please plan to spend 14 hours each week on ECE 110, in addition to class meetings, papers, and projects.***

Our section of ECE 110-Lecture is housed on BMCC's OpenLab. OpenLab is a web-based platform that is an alternative to Blackboard. All course materials and activities will occur on BMCC's OpenLab. Join BMCC's OpenLab by logging on (https://openlab.bmcc.cuny.edu/) and creating a profile. Once you are a member of OpenLab, you have to join our class. You can access our class at (https://openlab.bmcc.cuny.edu/ece-110-172/).

We will use Blackboard to:
1) Submit assignments for ECE 110-Lecture
2) View your scores for ECE 110-Lecture on the Grade Center.

**SUPPLEMENTAL INSTRUCTION**
BMCC is committed to student success; many foundational and gateway courses, including this course, utilizes Supplemental Instruction (SI). SI is a free, voluntary academic success program that offers study sessions led by SI Leaders. SI Leaders are paid student advocates, who have mastered the content of the course, and been trained to facilitate group sessions. SI Leaders attend class meetings and schedule two out-of-class small group sessions per week to review course material, discuss important concepts, develop study strategies, and prepare for exams and assignments. Students who attend SI out-of-class sessions regularly, typically earn higher final course and exam grades than students who do not participate in SI. NOTE: The SI Leader does not grade student assignments or influence student grades. If you have questions about how SI works class, please reach out to the SI Leader and the professor. The SI Leader for our course is: Carol Cadet.

**EPORTFOLIO AND ACADEMIC PORTFOLIO ARTIFACTS:**
This semester, you will begin working on your electronic portfolio, which is a required record of your preparation in early childhood education at BMCC. In this course, you will: 1) Personalize your ECE e-Portfolio template; 2) Create your initial Professional Development Plan; and 3) Add your Analysis of Child Development Commentary Paper as an artifact to your Academic Portfolio.

*__Academic Portfolio Artifact:__*  For this course, you are required to complete an Analysis of Child Development Commentary Paper that meets the expectations for inclusion in your Academic Portfolio. By the end of semester, if you have an Analysis of Child Development Commentary Paper that has not met expectations, then you will receive an incomplete in the course. For the Fall semester, you will have until March 1st and for the Spring/Summer semesters, you will have until November 1st to revise your Analysis of Child Development Project to meet expectations and receive the grade you had earned at the end of the semester.  **After these dates, if your Analysis of Child Development Project still does not meet the expectation for inclusion in your Academic Portfolio, then your final course grade will automatically become an "F".**

**STUDENT LEARNING OUTCOMES:**

| ECE 110 students will be able to: | Measurements (means of assessment for student learning outcomes listed in first column) |
|---|---|
| 1. Identify biological and environmental influences on child development | Class activities, Observation Summary Papers, Commentary Paper |
| 2. Describe the universal and differential characteristics of cognitive, physical, social/ emotional, communicative and self-help development for children birth through eight years | Class activities, Observation Summary Papers, Commentary Paper, |
| 3. Analyze the impact of multicultural (race, class, gender, etc.) and social ecological (family, community, etc.) factors on child development | Class activities, Observation Summary Papers, Commentary Paper, |
| 4. Perform systematic observations, documentation, and other authentic assessment strategies of child behavior | Observation Summary Papers |

| 5. Discuss professional and ethical codes of conduct in the early childhood field | Fieldwork Seminar |
| --- | --- |
| 6. Critically examine their roles and responsibilities as early childhood educators, in particular the protection of young children from physical and psychological harm | Fieldwork Seminar |
| 7. Articulate their emerging identity as an early childhood professional | Class activities, Fieldwork Seminar, Commentary Paper |
| 8. Complete formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.) | Observation Summary Papers, Commentary Paper |

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course.

| | BMCC General Education Goals: (Checked goals indicate college-wide goals that will be covered and assessed in ECE 110.) | Measurements (means of assessment for general education goals listed in first column) |
| --- | --- | --- |
| x | 1. Communication Skills- Students will write, read, listen and speak critically and effectively. | Class activities, Observation Summary, Group Project, Commentary Paper |
| | 2. Quantitative Reasoning- Students will use quantitative skills and the concepts and methods of mathematics to solve problems. | |
| | 3. Scientific Reasoning- Students will understand and apply the concepts and methods of the natural sciences. | |
| x | 4. Social and Behavioral Sciences- Students will understand and apply the concepts and methods of the social sciences. | Observation Summaries, Commentary Paper, Group Project |
| | 5. Arts & Humanities- Students will develop knowledge and understanding of the arts and literature. | |
| | 6. Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies. | |
| x | 7. Values- Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. | Fieldwork Seminar, Commentary Paper, Group Project |

**Teacher Education Department Student Professionalism Policy Statement:**
If you have not already received and signed the Professional Policy Statement, you will receive and be asked to sign it. The policy is summarized here: The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner

during class, site visits, internships, course related activities and interactions with members of the Teacher Education Department and college community. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC, 2005).  By reading and signing a copy of the Teacher Education Student Professionalism Policy, you agree to abide by these policies and understand the ramifications of failure to abide by these policies.  If you have any questions concerning this policy, please contact me or a faculty member of the Teacher Education Department.

**Gender-Inclusivity**
BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here: https://www.bmcc.cuny.edu/student-affairs/lgbtq/  Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

**Single Stop** www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

**Counseling Center** www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

**Office of Compliance and Diversity** www.bmcc cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

**Office of Accessibility** www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

**BMCC Policy on Plagiarism and Academic Integrity Statement**
Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily

absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

**Gender-Inclusivity**
BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here: https://www.bmcc.cuny.edu/student-affairs/lgbtq/
Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/.

**Class Participation**
Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

**Required Text & Readings:**
1. The course is a Zero Textbook Cost (ZTC) using Open Educational Resources (OER).
2. Assigned course readings and materials are housed on BMCC's OpenLab.
3. Read and review assigned material before class, be prepared to discuss the content during class

**Technological Requirements to Successfully Participate in ECE 110-Lecture**

| TOOL | WHO TO CONTACT IF YOU HAVE A PROBLEM ACCESSING |
|---|---|
| A device (desktop, laptop, tablet, etc.) with internet/Wi-Fi connectivity | BMCC Student Affairs Office studentaffairs@bmcc.cuny.edu in the subject line the problem you are experiencing (e.g. Need a Computer, Need Internet) |
| Blackboard, OpenLab and Zoom | BMCC e-Learning Center (S-510A), 212/ 220-1243, elearning@bmcc.cuny.edu |
| BMCC email CUNY First account Other technical issues | BMCC Service Desk (S-141), 212/ 220-8379 servicedesk@bmcc.cuny.edu |
| BMCC Library Video Databases | BMCC Library https://bmcc.libguides.com/az.php?t=35954 |
| ECE E-Portfolio | Jen; BMCC e-Learning Center (S-510A), 212/ 220-1243, elearning@bmcc.cuny.edu;  https://openlab.bmcc.cuny.edu/blog/help/how-to-create-your-early-childhood-ed-required-portfolio-ece-majors-only/ |
| Google Documents & Jamboard | Jen:  https://www.google.com/docs/about/; https://jamboard.google.com/ |
| Hypothesis | Jen: https://web.hypothes.is/ |
| Remind | Jen; https://www.remind.com/ |

| Slido | Jen; https://www.sli.do/ |
|-------|--------------------------|
| You Tube | Jen: https://www.youtube.com/ |

**EVALUATION AND COURSEWORK REQUIREMENTS:**

Coursework Requirements:

| | | |
|---|---|---|
| Fieldwork Seminar* | | Pass/Fail |
| Participation | | 1 point |
| Analysis of Child Development Capstone Project – 5 parts ** | | |
|   Observation Summary Paper: Physical Development | | 1 point |
|   Observation Summary Paper: Social-Emotional & Language D't | | 1 point |
|   Observation Summary Paper: Cognitive Development | | 1 point |
|   Commentary Paper | | 1 point |
|   Domain Presentation | | 1 point |
| -------------------------------------------------------------------------------- | | |
| | TOTAL | 6 points |

\*You must pass the Fieldwork Seminar to pass ECE 110

\*\* Your Analysis of Child Development must **meet expectations** to be added to your Academic portfolio.

| How Grades Are Determined | |
|---|---|
| **Grade** | **Earned Points** |
| A | 93 – 100 (6 pts) |
| A- | 90 - 92 |
| B+ | 87 - 89 |
| B | 83 – 87 (5 pts) |
| B- | 80 - 82 |
| C+ | 77 - 79 |
| C | 73 – 76 (4 pts) |
| C- | 70 - 72 |
| D+ | 67 - 69 |
| D | 63 – 67 (3 pts) |
| D- | 60 - 62 |
| F | Below 60 (0-2 pts) |

You **must** earn a grade of "C" or better in this course in order to progress to the 200-level courses in the ECE sequence complete the ECE sequence.

Your Analysis of Child Development Project must "meet expectations" to be added to your e-Portfolio.
 **\*NOTE:** In order to progress to the 200-level courses in the ECE sequence you MUST: 1) pass ECE 110-Seminar, and 2) earn a grade of "C" or better in ECE 110-Lecture.

**Communicating with Jen**
My office hours will be held on Zoom Wednesday and Thursday 8-9 PM. Use this link to join my office hours:
https://bmcc-cuny.zoom.us/j/7550991402        Meeting ID: 755 099 1402        1(929) 205-6099
My goal is to support your success!  In addition to my office hours, I am available:
    1) via my cell phone at 917/318-3133, for voice call, text, What's App, and/ or FaceTime;
    2) by email at jlongley@bmcc.cuny.edu;
    3) on the Remind app (https://www.remind.com/join/ccde3b8), please find instructions on how to join the Remind app on Open Lab, in the "About this Class" menu item under "Remind App".

I typically respond to emails or messages within 12 hours, so if I have not responded to you by then, please reach out again. I aim to provide feedback on student work within 7 days after it has been submitted.

*I want you to be successful– in ECE 110, but more importantly in life! If any issue is preventing you from fully demonstrating your abilities or participating in our learning community, please contact me as soon as possible! We will work together to facilitate your success.*

## Outline of Topics: *(subject to change):*

| DATE | MODULE | TOPIC | READING & VIDEOS | ASSIGNMENT DUE BY 11:59 PM | AGENDA |
|------|--------|-------|------------------|---------------------------|--------|
| **5/30** -6/2 | Module 1: Introductions | Introductions<br><br>Observing Children | Jablon (2010)<br>*Observing Young Children Principles of Growth & Development*<br>Reich-Shapiro (2018) | 6/2 Handout | Icebreaker<br>Overview of Course<br>Review Syllabus & Assignment Guidelines |

| | | | | | |
|---|---|---|---|---|---|
| | | Overview Child Development\n\nPrenatal Development\n\nInfancy | *Annie Murphy Paul TED Talk*\n*Baby's First Year*\nGillespie & Hunter (2011) | | Develop class norms\nDevelop list what children can do\nSort list into domains\n7 irreducible Needs – define & reflect on what if/ not receive |
| 6/3-6/5 | Module 2: Motor Development | Fine & Gross Motor Sensory Systems | VLS (2013) Physical Development\n*Child Motor Skills*\nHuffman & Fortenberry (2011) | 6/5 Handout | |
| **6/6-**6/9 | Module 3: Language Development | Expressive Language Development\n\nReceptive language Development\n\nCommunication skills | VLS (2013) Language Development\n*The Developing Child: Language Development* | 6/9 Handout\n\nObservation Summary Paper: Physical Development | NY Early Learning Guidelines\nFree Write: Describe penny from memory\nFree Write: Describe actual penny\nWhat can/ can't see?\nUnpack quote\nList nature/ nurture influences\nPractice observation video\nAttachment Scenarios\nIdentify motor skills & practices from videos\nGross Motor Scenarios\nList motor abilities for children 0-8\nCenters with motor activities\nIdentify motor skills & processes used in centers |
| 6/10-6/12 | Module 4: Social-Emotional Development | Temperament Psychosocial Theory of Development Social Learning Theory Moral Development Social-Emotional Development | *Flexible, Fearful & Fiesty*\nKohlberg's Theory of Moral Development *Erikson's Psychosocial Theory of Development*\n*Bandura & Social Learning Theory*\nVLS (2013) Social-Emotional Development | 6/12 Handout | |
| **6/13**-6/16 | Module 5: Play | Importance of Play\nStages of Play\nTypes of Play | *Importance of Play*\n*Power of Play- Zero to Three Magic of Everyday Moments*\n*Partens Social Stages*\n*Parents' Guide to the Stages of Play* | 6/13 Handout\n\nObservation Summary Paper: Language & | List language abilities for children 0-8\nCenters with language activities |

| | | | | Social-Emotional Development | Identify language skills & processes used in centers |
|---|---|---|---|---|---|
| | | | | | Handout: Exploring Communication |
| | | | | | Identify language skills & practices from video |
| | | | | | Free write: Describe a time when someone had trouble understanding you. How did you feel? What did the person do? What could they have done? |
| | | | | | Reflecting on Social/Emotional Development handout |
| | | | | | List social/emotional abilities for children 0-8 |
| | | | | | Video on Social/ emotional development |
| | | | | | Centers with social/emotional activities |
| | | | | | Identify cognitive skills & processes from centers |
| | | | | | Identify social/ emotional skills & processes from videos |
| | | | | | Role plays |
| | | | | | Free write: Friends |
| | | | | | Take Temperament survey for self & a child observing |
| | | | | | Sense of Self scenarios |
| | | | | | Free Write: Time responded/ good fit to temperament |
| | | | | | Moral development video |
| | | | | | Moral dilemma scenarios |
| | | | | | Free write: Time faced moral dilemma |
| 6/17 - 6/19 | Module 6: Cognitive Development | Cognitive Development Learning Theories | Virtual Lab School (2013) *Preschools: Cognitive Development* | 6/19 Handout | |

| | | | Reich-Shapiro (2018) Piaget OR Piaget's Stage Theory of Cognitive Development Vygotsky's Sociocultural Theory OR *Vygotsky's Theory of Cognitive Development* | | |
|---|---|---|---|---|---|
| **6/20 - 6/23** | Module 7: Perceptual Development | Sensory Processing Self-Help Skills | *What are the 8 Sensory Systems?* CSEFEL Isik-Ercan (2017) | 6/23 Handout Observation Summary Paper: Cognitive Development | Handout: Exploring Cognitive Development List cognitive abilities for children 0-8 Centers with cognitive activities Identify cognitive skills & processes used in centers Handout: Myths about learning List skills & processes in sequential order Identify cognitive skills & practices from video Free write: Last time you learned something new Share Developmental Milestones Piaget video Piaget tasks with small groups Identify stages & types of play children Play activities Free write – favorite childhood toy & why Videos about Play Introduce DAP |

| | | | | | |
|---|---|---|---|---|---|
| 6/24 -26 | Module 8: Sociocultural Influences | Ecological Systems Theory Culture Families Trauma Informed Pedagogy | Ecological Systems Theory (2018) OR *Bronfenbrenner's Ecological System's Theory* Morrison (2010) *Involving Families* *What is Culture?* Hyun (2007) Wright (2014) *Childhood Trauma and the Brain* | | |
| **6/27** | **MEET ON ZOOM** | | | | |
| **6/27 - 6/30** | Module 9: Commentary Paper | | | | Identify stages & types of play children Play activities Free write – favorite childhood toy & why Videos about Play Introduce DAP Centers with sensory activities Identify sensory processes used in centers Self-Help acronym Introduce DAP Create cards for self-help activities Scenarios Review Commentary Paper Review Domain Presentation Identify systems & impact for self (current) |

| | | | | |
|---|---|---|---|---|
| | | | | Identify systems on child<br>String game<br>Identify systems & impact for self (current)<br>Identify systems on child<br>String game<br>Family Engagement Activity |
| 7/1-7/3 | Module 9: Commentary Paper | | | Commentary Paper | |
| 7/4 | NO CLASS | COLLEGE CLOSED | | | |
| 7/4-7/7 | Module 10: Domain Presentation | | | | |
| 7/8-7/10 | Module 10: Domain Presentation | | | *7/10 ALL WORK FOR ECE 110 DUE* | |
| 7/11 | Wrap-Up, Reflect, Think Ahead | Domain Presentations | | | |

# ASSIGNMENT GUIDELINES

ECE 110-Lecture provides a foundation in child development for children birth to age eight.  The assignments and assessment procedures for ECE 110-Lecture are listed below:

| ASSIGNMENT | POINTS | DUE BY AT 11:59 PM | PAGE |
|---|---|---|---|
| Participation | 1 point | Throughout course & 7/10 | 11-12 |
| Capstone Project – *5 parts* | | | 12-29 |
| 1.  Observation Summary: Physical Development | 1 point | | 12-17 |
| 2.  Observation Summary: Social-Emotional & Language Development | 1 point | | 17-22 |
| 3.  Observation Summary: Cognitive Development | 1 point | | 22-25 |
| 4.  Commentary Paper | 1 point | | 25-27 |
| 5.  Domain Presentation | 1 point | | 27-30 |
| APA Citation Guidelines | | | 30-32 |

# CLASS PARTICIPATION

Purpose: The purpose of learning community participation is to:
- Increase the opportunities to co-create knowledge with peers/colleagues
- Provide opportunities for reflection on performance
- Instill accountability for learning and community among all participants

Task: Throughout the course, monitor your participation in our learning community using the self-assessment below. At the end of the semester you will formally assess your participation in our learning community.

Steps: Follow these steps to assess your participation in our learning community:
1. Review the self-assessment checklist

2. Identify your strengths as a participant in our learning community and opportunities for growth
3. During each learning community session, strive to meet the tasks on the checklist
4. At the end of the course, you will complete the Learning Community Participation Self-Assessment
5. Answer the questions on the bottom of the Self-Assessment, explaining why you placed yourself in each column for each task.
6. Submit the completed handout on Blackboard

Participating in ECE 110-Lecture fosters community, promotes co-creating knowledge with others, and deepens your engagement with the course material. ECE 110-Lecture class participation includes contributing to in-class activities and completing out-of-class assignments.

Completing work independently is involved when participating in a hybrid course with an asynchronous component. For ECE 110-L, this includes completing handouts for each module, assigned The purpose of the Module Handouts is to provide you with multiple perspectives on topics related to early childhood development; enhance your college-level reading and writing skills, and ensure you are prepared to engage in class activities on course topics. Completing the Module Handouts involves reading articles and/or watching the videos in the module, answering the questions on the handout, then submitting the completed handout on Blackboard.

The Self-Assessment Checklist below describes how your class participation will be assessed at the end of ECE 110-Lecture.

**Self-Assessment Checklist**, if you can answer 'yes' to all questions below, you will earn 1 point:

| TASK | DID YOU: | Y/N |
|---|---|---|
| SYNCHRONOUS | | |
| ENGAGEMENT | Actively                                                                                    participates & engages in class activities & discussions? | |
| MEMBER OF CLASS | Collaborates with all colleagues & supports the success of all members? | |
| PREPAREDNESS | Prepare for learning community sessions -- read & have copy of assigned reading(s), materials for class, etc.? | |
| ASSIGNMENTS | Complete assignments thoroughly & timely? | |
| ASYNCHRONOUS | | |
| COMPLETENESS | Answer all of the questions on the module handout? | |
| THOROUGHNESS | Provide a full, robust response to each question? | |
| CLARITY | Have clear, organized, coherent answers, written in your own words, that showed evidence of proofreading? | |

# CAPSTONE PROJECT: ANALYSIS OF CHILD DEVELOPMENT

To deepen your understanding of child development, you will conduct observations of three different children that are different ages, from two months old to eight years old.  One observation will be of an infant toddler (ages 2 months to 36 months), one observation will be of a preschool age child (ages 3- to 5-year-old) and one observation will be of a young school age child (kindergarten to 2nd grade). You will analyze each observation to identify the skills, processes, and developmental milestones you observed the children demonstrating, explain what you know about the children, then compare the children's development. Finally, you will research and create a presentation about one specific developmental domain.

Your Analysis of Child Development Project will include the following four parts:

1. Observation Summaries:
    a. Observation Summary Paper: Physical Development
    b. Observation Summary Paper: Language and Social-Emotional Development
    c. Observation Summary Paper: Cognitive Development
2. Reflecting on your Observations: Commentary Paper Draft and Final
3. Domain Presentation

# Part 1 -- Observing 3 Children & Observation Summary Papers

Purpose: The purpose of the observation summary papers:
- Enhance your skills and ability observing young children
- Develop the -
- Identify skills and processes young children demonstrate
- Apply the NY Early Learning Guidelines to the children you observe
- Analyze the development of young children of different ages

Task: Watch videos of young children (provided by the instructor) of young children, identify behavior related to the targeted domain of development, apply the NY Early Learning Guidelines.

Steps: Follow these steps to complete your Observation Summary Paper:

1. Watch the 3 videos of young children provided by the instructor – 1 video of an infant-toddler, 1 video of a preschool age child, and 1 video of a young school age child; identify 1 child from each video to write about
2. Take notes on the physical appearance of each child – facial features, skin tone, hair color, hair style, body type, clothing, etc.
3. Take notes about the environment that each video occurs – what is in the environment, how are the materials is arranged
4. Review the skills and processes for the domain of development the Observation Summary Paper is focused
5. Watch the 3 videos again, pausing as needed, to identify examples of the child demonstrating the skills and processes.
6. Take notes as you watch, describing the skill/ process and the behaviors the child demonstrated that indicate the skill/ process
7. Review the NY Early Learning Guidelines for the focus domain
8. Identify which indicators that an educator may observe which you saw each child demonstrate during the observation for the appropriate age range of the child
9. Convert your notes into paragraphs
10. Answer the conclusion questions in a paragraph

Conducting Observations:

You will conduct observations of three different children who are different ages. One observation will be of an infant/toddler (ages 2 months to 36 months), one observation will be of a preschool age child (ages 3- to 5-year-old), and one observation will be of a young school age child (kindergarten to 2nd grade). You will observe the children on video provided by your instructor. You will use the same videos throughout the semester.

## Observation Summary Paper: Physical Development
*~2 pages, type written, double spaced, standard 1" margins*

In this paper, you will analyze the physical development of young children then write a paper with the following sections:

- Section 1: Infant/Toddler
- Section 2: Preschool Age Child
- Section 3: Young School Age Child
- Section 4: Conclusion

1) Infant/Toddler
   a) Introduce the child setting by providing the following details:
      i) Describe the child.
         (1) How old is the child?
         (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
      ii) Describe the setting of the observation.
         (1) Where did the observation take place?
         (2) What furniture, materials, equipment were in the space?
         (3) How was the furniture, materials and equipment positioned?
         (4) Who was present?
   b) Identify 2 to 3 gross motor skills and processes and 2 to 3 fine motor skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
   c) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
2) Preschool Age Child
   a) Introduce the child setting by providing the following details:
      i) Describe the child.
         (1) How old is the child?
         (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
      ii) Describe the setting of the observation.
         (1) Where did the observation take place?
         (2) What furniture, materials, equipment were in the space?
         (3) How was the furniture, materials and equipment positioned?
         (4) Who was present?
   b) Identify 2 to 3 gross motor skills and processes and 2 to 3 fine motor skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
   c) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
3) Young School Age Child
   a) Introduce the child setting by providing the following details:
      i) Describe the child.
         (1) How old is the child?
         (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

      ii) Describe the setting of the observation.
- (1) Where did the observation take place?
- (2) What furniture, materials, equipment were in the space?
- (3) How was the furniture, materials and equipment positioned?
- (4) Who was present?

b) Identify 2 to 3 gross motor skills and processes and 2 to 3 fine motor skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).

c) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

4) Conclusion
- a) Answer the following questions in the final paragraph
  - i) What new insights do you have about young children and/or physical development from the process of observing young children and analyzing their physical development?
  - ii) What was the most interesting aspect of this assignment for you? Why?

<u>Physical Skills & Processes</u>
- Gross Motor (large muscle movement)
  - Reflexive movements
  - Lift head
  - Lift chest
  - Turn & roll over
  - Sit
  - Crawl
  - Pull to stand
  - Transitions (sit to crawl, sit to stand)
  - Balance
  - Walking
    - Stand alone
    - Cruise (walk holding furniture)
    - Take a few steps
    - Walk
  - Run
  - Climb
  - Steps
    - Creep on steps
    - Both feet same step
    - Alternating feet
    - Hold railing
  - Riding bike
    - Push bike (feet propel)
    - Tricycle
    - Bike with training wheels
  - Ball play
    - Throwing
      - Throw (goes anywhere)

- ▪ Throw with aim/ to target
  - o Catching
    - ▪ Trap against chest
    - ▪ Trap with arms
    - ▪ Catch with hands
  - o Kicking
    - ▪ Stopped ball
    - ▪ Moving ball
    - ▪ With aim/ to a target
- Fine Motor (small muscle movement)
  - o Reaching & grasping
    - ▪ Reach for/ swat object
    - ▪ Grasp objects
    - ▪ Let go of objects
    - ▪ Bang objects together
    - ▪ Pass objects hand to hand
    - ▪ Use hands independent of other
  - o Picking up small objects
    - ▪ Grab small objects with whole hand
    - ▪ Pinch small objects with thumb & index finger to pick-up
  - o Finger movements
    - ▪ Poke with finger
    - ▪ Use fingers independent of each other
    - ▪ Turning pages of a book
  - o Writing
    - ▪ Hold writing instrument
      - ▪ With fisted grasp
      - ▪ End/ top of crayon with whole hand
      - ▪ Hold at bottom of crayon with 3 fingers (tripod grasp)
  - o Drawing
    - ▪ Scribble off paper
    - ▪ Scribble on paper
    - ▪ Draw intentional picture, unrecognizable
    - ▪ Draw picture with recognizable features
    - ▪ Drawing with some letters accidentally
    - ▪ Copy/ trace letters
    - ▪ Form letters
    - ▪ Inventive spelling
    - ▪ Write sentences
  - o Hand-eye coordination (eyes perceive & hand carry out actions)
  - o Chewing
    - ▪ Swallow food
    - ▪ Chew up & down
    - ▪ Move food inside of mouth with tongue

The Self-Assessment Checklist below describes how your Observation Summary Paper: Physical Development will be assessed.

**Self-Assessment Checklist**, if you can answer 'yes' to all questions below, you will earn 1 point:

| TASK | DOES YOUR PAPER: | Y/N |
|------|------------------|-----|
| CHILD DESCRIPTIONS | Include a thorough, clear, graphic description of the 3 settings & children in each age group so that the reader can picture the child & environment? | |
| SKILLS & PROCESSES | Include 2+ physical skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process? | |
| NY ELG INDICATORS | Include 2+ Physical Well-Being, Healthy & Motor Development NY ELG indicators of what an educator might see that align with observation, & child's age? | |
| CONCLUSION | Thoughtfully & thoroughly answer the questions? | |
| CLARITY | Present as clear, organized, coherent, full of details/examples, with evidence of proofreading? | |

## Observation Summary Paper: Social-Emotional and Language Development
*~3 pages, type written, double spaced, standard 1" margins*

In this paper, you will analyze the social-emotional and language development of young children then write a paper with the following sections:
- Section 1: Infant/Toddler
- Section 2: Preschool Age Child
- Section 3: Young School Age Child
- Section 4: Conclusion

1) Infant/Toddler
   a) Introduce the child setting by providing the following details:
      i) Describe the child.
         (1) How old is the child?
         (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
      ii) Describe the setting of the observation.
         (1) Where did the observation take place?
         (2) What furniture, materials, equipment were in the space?
         (3) How was the furniture, materials and equipment positioned?
         (4) Who was present?
   b) Language Development
      i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
      ii) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
      iii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child

demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

   c) Social-Emotional Development
      i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
      ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

2) Preschool Age Child
   a) Introduce the child setting by providing the following details:
      i) Describe the child.
        (1) How old is the child?
        (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
      ii) Describe the setting of the observation.
        (1) Where did the observation take place?
        (2) What furniture, materials, equipment were in the space?
        (3) How was the furniture, materials and equipment positioned?
        (4) Who was present?
   b) Language Development
      i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
      ii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf
   c) Social-Emotional Development
      i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
      ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

3) Young School Age Child
   a) Introduce the child setting by providing the following details:
      i) Describe the child.
        (1) How old is the child?
        (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
      ii) Describe the setting of the observation.
        (1) Where did the observation take place?
        (2) What furniture, materials, equipment were in the space?

         (3) How was the furniture, materials and equipment positioned?
         (4) Who was present?

b) Language Development
   i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
   ii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

c) Social-Emotional Development
   i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
   ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

4) Conclusion
a) Answer the following questions in the final paragraph:
   i) What new insights do you have about young children and/or social-emotional and/or language development from the process of observing young children and analyzing their social-emotional and/or language development?
   ii) What was the most interesting element of this assignment to you? Why?

Emotional Skills & Processes
- Sense of self
  - Body awareness (0-6 months)
  - Identity
- Self-Concept
  - Opinion of own abilities, weaknesses & status
  - Self-esteem
- Emotions
  - Experience feelings
  - Identify feelings
  - Self-regulation
    - Self-soothe
    - Control:
      - Body
      - Emotions
      - Behavior
- Initiative
  - Assertive behavior
  - Social & creative risks
  - Demonstrate independence
- Temperament
  - Style

- ▪ Feisty/ Active/ Fussy
- ▪ Flexible/ Easygoing
- ▪ Slow-to-warm-up/ Cautious/ Fearful
  - o Goodness of fit

Social Skills & Processes
- Relationships
  - o Prosocial behaviors
    - ▪ Affection
    - ▪ Cooperating
    - ▪ Empathy
    - ▪ Following rules
    - ▪ Form friendships
    - ▪ Helping
    - ▪ Relatedness
  - o Member of group/ Group identity
  - o Interact with others
    - ▪ Establish relationships
    - ▪ Form friendships
  - o Attachment
- Gender Identity
  - o Understanding of gender roles
  - o Express gender roles
  - o Culturally influences
- Social Participation
  - o Unoccupied behavior
  - o Onlooker behavior
  - o Parallel play
  - o Associative play
  - o Cooperative Play
  - o Games with rules
- Social Rules
  - o Expected behavior
  - o Appropriate behavior
    - ▪ Turn taking
    - ▪ Sharing
  - o Manners
- Separation
  - o Object permanence
  - o Separation anxiety
  - o Stranger reaction
  - o Say goodbye to family & friends

Language Skills & Processes
- Communication Skills & Processes
  - o Communication Skills
    - ▪ Eye contact
    - ▪ Get attention appropriately
    - ▪ Take turns when communicating

- ▪ Initiate conversation
- ▪ Maintain conversation
  - o Verbal Communication
    - ▪ Vocalizations
    - ▪ Sounds
    - ▪ Words
    - ▪ Crying
    - ▪ Laughing
  - o Non-verbal Communication
    - ▪ Gestures
    - ▪ Sign Language
    - ▪ Facial Expressions
    - ▪ Body language & movements
- Language Skills & Processes
  - o Expressive Language
    - ▪ Cooing
    - ▪ Babbling
    - ▪ Jargon
    - ▪ Words without meaning
    - ▪ Words/ sounds with meaning
    - ▪ Words
    - ▪ Sentences & questions
  - o Receptive Language
    - ▪ Responds to sounds
    - ▪ Understand what language is
    - ▪ Respond to name
    - ▪ Follow commands
    - ▪ Answer questions
    - ▪ Understand conversations
    - ▪ Comprehend books & stories
  - o Pre-literacy & Literacy skills
    - ▪ Songs & fingerplays
    - ▪ Symbolic awareness
      - • Pictures
      - • Letters
      - • Words
      - • Abstract images (flag, mascot, etc.)
    - ▪ Reading
      - • Interest in books
      - • Reads with others
      - • Interest in print/ letters
      - • Identify letters
      - • Associate sounds with letters
      - • Read words
      - • Comprehend sentences
    - ▪ Writing
      - • Scribble
      - • Draw

- Pretend writing
- Create letters
- Form words
- Inventive spelling
- Create simple sentences

The Self-Assessment Checklist below describes how your Observation Summary Paper: Social-Emotional and Language Development will be assessed.

**Self-Assessment Checklist**, if you can answer 'yes' to all questions below, you will earn 1 point:

| TASK | DOES YOUR PAPER: | Y/N |
|---|---|---|
| CHILD DESCRIPTIONS | Include a thorough, clear, graphic description of the 3 settings & children in each age group so that the reader can picture the child & environment? | |
| LANGUAGE SKILLS & PROCESSES | Include 2+ language skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process? | |
| LANGUAGE NY ELG INDICATORS | Include 2+ Language, Communication & Literacy NY ELG indicators of what an educator might see that align with observation, & child's age? | |
| SOCIAL-EMOTIONAL SKILLS & PROCESSES | Include 2+ social-emotional skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process? | |
| SOCIAL-EMOTIONAL NY ELG INDICATORS | Include 2+ Social-Emotional Development NY ELG indicators of what an educator might see that align with observation, & child's age? | |
| CONCLUSION | Thoughtfully & thoroughly answer the questions? | |
| CLARITY | Present as clear, organized, coherent, full of details/examples, with evidence of proofreading? | |

### Observation Summary Paper: Cognitive Development
*~2 pages, type written, double spaced, standard 1" margins*

In this paper, you will analyze the cognitive development of young children then write a paper with the following sections:
- Section 1: Infant/Toddler
- Section 2: Preschool Age Child
- Section 3: Young School Age Child
- Section 4: Conclusion

1) Infant/Toddler
    a) Introduce the child setting by providing the following details:
       i) Describe the child.
          (1) How old is the child?
          (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

      ii) Describe the setting of the observation.
         (1) Where did the observation take place?
         (2) What furniture, materials, equipment were in the space?
         (3) How was the furniture, materials and equipment positioned?
         (4) Who was present?

b) Identify 2 to 3 cognitive skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).

c) Identify 2 to 3 Cognitive Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

2) Preschool Age Child

a) Introduce the child setting by providing the following details:
    i) Describe the child.
        (1) How old is the child?
        (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
    ii) Describe the setting of the observation.
        (1) Where did the observation take place?
        (2) What furniture, materials, equipment were in the space?
        (3) How was the furniture, materials and equipment positioned?
        (4) Who was present?

b) Identify 2 to 3 cognitive skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).

c) Identify 2 to 3 Cognitive Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

3) Young School Age Child

a) Introduce the child setting by providing the following details:
    i) Describe the child.
        (1) How old is the child?
        (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
    ii) Describe the setting of the observation.
        (1) Where did the observation take place?
        (2) What furniture, materials, equipment were in the space?
        (3) How was the furniture, materials and equipment positioned?
        (4) Who was present?

b) Identify 2 to 3 cognitive skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).

c) Identify 2 to 3 Cognitive Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the

subdomain(s) that each indicator falls. NY Early Learning Guidelines:
https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf

4) Conclusion
   a) Answer the following questions in the final paragraph
      i) What new insights do you have about young children and/or cognitive development from the process of observing young children and analyzing their cognitive development?
      ii) What was the most interesting aspect of this assignment for you? Why?

<u>Cognitive Skills & Processes</u>
- Learning Schemes
- Cause & Effect
- Use of tools
- Object Permanence
- Understanding Space/Spatial Relationships
- Imitation
- Symbolic play
- Classification
- Numeracy
  - Want more
  - Quantity (all gone, a lot)
  - Say numbers from memory
  - Count objects
  - Add objects
  - Subtract objects
  - Calculate mentally
- Literacy
  - Reading
  - Writing
- Understanding Routines
- Creativity
- Problem Solving
- Reflecting
- Memory
- Reasoning
- Perception
- Knowledge
  - Use of objects
  - Information
  - Skills

The Self-Assessment Checklist below describes how your Observation Summary Paper: Cognitive Development will be assessed.

**Self-Assessment Checklist**, if you can answer 'yes' to all questions below, you will earn 1 point:

| TASK | DOES YOUR PAPER: | Y/N |
|---|---|---|

| CHILD DESCRIPTIONS | Include a thorough, clear, graphic description of the 3 settings & children in each age group so that the reader can picture the child & environment? | |
|---|---|---|
| SKILLS & PROCESSES | Include 2+ cognitive skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process? | |
| NY ELG INDICATORS | Include 2+ Cognitive Development NY ELG indicators of what an educator might see that align with observation, & child's age? | |
| CONCLUSION | Thoughtfully & thoroughly answer the questions? | |
| CLARITY | Present as clear, organized, coherent, full of details/examples, with evidence of proofreading? | |

# Part 2 – Reflecting on Observations: Commentary Paper

After completing your observations, you will write a paper analyzing what you observed and comparing it with what you have learned in class.

Purpose: The purpose of the commentary paper:
- Demonstrate your understanding of child development, skills, and proceses
- Apply what you have learned in ECE 110
- Analyze the impact of sociocultural factors in culture and development

Task: Write a paper using a child you have learned about (video provided by instructor) and apply what you have learned in ECE 110-Lecture

Steps: Follow these steps to complete your Commentary Paper:
1. Review the Observation Summary Papers you wrote
2. Identify one child from your Observation Summary Papers to be your "focus" child; you can select the child you know the most about, the child in the age group you want to work with, or the child you are most curious.
3. Using your Observation Summary Papers and the feedback from your instructor, identify two to three skills and processes for your focus child from the following developmental domains: cognitive, language, social-emotional, fine motor and gross motor.
4. Pick a 2nd child from your Observation Summary Papers. Reread your Observation Summary Papers to identify 2-3 ways how the development between your focus child and the 2nd child is similar. Identify 2-3 ways the development between the focus child and the other child is different.
5. Reread the setting sections of your Observation Summary Papers. Write a summary of each of the 3 settings. Explain how the settings were similar, how the settings were different, and how each of the settings could have impacted the child's behavior during your observation.
6. Using the Aspects of Culture Chart, identify 4 aspects of culture and explain how they impacted your focus child's development and/or education.
7. Using the Aspects of Culture Chart, identify 6 aspects of culture and explain how they impacted your development and/or education.
8. For conclusion paragraph, answer the following questions: your experience as an observer; what you learned or gained from this experience; what struck you from this experience, assignment and/or the children? How will this experience impact you as an early childhood professional/ your career path?

## Commentary Paper
*4-5 pages, type written, double spaced, standard 1" margins*

Your Commentary Paper connects what you have learned in class to what you observed and learned about the child.  Include the following information in your Commentary Paper:

a. **Developmental Skills & Processes**
   Pick one child, the one that you have the most detailed observations for or the child in the age group you plan to work with.  For each developmental domain, identify 2 to 3 skills and processes you observed the child using. Clearly explain the behavior you observed and the skills and processes it demonstrates. (e.g. Jose kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities). List the specific skills and processes you observed with examples for each developmental domain. Include 2 to 3 skills and processes for the following developmental domains:
   - Cognition
   - Language
     - Receptive
     - Expressive
     - Communication skills
   - Social
   - Emotional
   - Physical
     - Gross
     - Fine

b. **Comparison of Development**
   Compare the development of two of the children you observed.
   - How is their cognitive, language and communication, social/ emotional, physical, sensory processing, and activities of daily living development similar?  Explain two to three specific ways their development is similar.
   - How is their cognitive, language, social/ emotional, motor, sensory processing, and activities of daily living development different?  Explain two to three specific ways their development is different.

c. **Setting Comparison**
   Compare the settings you observed all three of your children in.
   - Briefly describe the settings.
   - How were the settings similar?
   - How were they different?
   - How could the settings have impacted the child's behavior during your observation?
   - How could the settings impact the child's development?

d. **The Child's Aspects of Culture**
   Consider what factors may have an impact on development for the focus child for this paper. Identify and explain how 4 of the 13 aspects of culture impacted the child's development, and/or education.

e. **Your Aspects of Culture**
   Consider what factors that may have an impacted your development.  Identify and explain how 6 of the 13 aspects of culture impacted your development and/or education.

f. **Conclusion**

Summarize your experience with this project as an observer and learner.  Answer the following questions in your final paragraph:

- What was your experience as an observer?
- What did you learn or gain from this experience?
- What struck you from this experience, assignment and/or the children?
- How will this experience impact you as an early childhood professional/in your career path?

ASSESSMENT RUBRIC

| TASK | DOES YOUR PAPER: | Y/N |
|---|---|---|
| DEVELOPMENTAL SKILLS & PROCESSES | Accurately identify 3+ skills & processes for each domain & included thorough, rich, detailed, descriptions of the behavior observed which demonstrated each skills & processes? | |
| COMPARISON OF DEVELOPMENT | Compare the development of 2 children by thoughtfully explaining 2-3 ways the development was similar & different using rich, detailed descriptions? | |
| SETTING COMPARISON | Compare the settings of the observations & the impact on the children, with thoughtful, rich, & detailed descriptions? | |
| CHILD'S ASPECTS OF CULTURE | Include 4+ aspects of the child's culture & offer a rich, detailed explanation of how the aspects culture impacted the child's development &/or education? | |
| YOUR ASPECTS OF CULTURE | Identify 6+ aspects of your culture & offer a rich, & detailed explanation of how the aspects of culture impacted your development/education? | |
| CONCLUSION | Clearly answer the questions with meaningful & reflective responses? | |
| CLARITY | Present as clear, organized, coherent, full of examples/ details, with evidence of proofreading? | |

## Part 3 – Domain Presentation

You will use information from your Observation Summary Papers, Commentary Paper, and group research to create a presentation about one developmental domain.

Purpose: The purpose of the domain presentation:

- Further your knowledge of child development
- Enhance your presentation skills
- Practice researching sources using the BMCC Library
- Engage in a group project

Task: In a group of 3-4, prepare an engaging 7-10 minute presentation on 1 domain of development
Steps: Follow these steps to complete your Commentary Paper:

1. Share contact information with your group members
2. Determine which domain of development you will focus on: Cognitive; language; social-emotional, fine & gross motor, or activities of daily living.
3. Review the handout and materials in the module for your selected developmental domain, including optional readings/videos.
4. Develop responses to the following questions: What is the domain? What happens in that domain?  Why is it important in a child's development? Why did you select the domain?

5. Reread your Observation Summary Paper for the specific domain. Compare how the 3 children you observed functioned in the selected domain by: Describe the children's functioning in the chosen domain; identify the skills and processes each child demonstrated from the observation in the domain; explain how each child demonstrate the skills and processes in the domain; discuss the children's functioning in that domain was similar and different; and, list factors that may have impacted the children's development.
6. Explain 2-3 skills and processes, and how, an infant-toddler, preschool-age child, and young school age child would demonstrate in the domain. Describe what teachers: 1) should remember about the domain when working with each age group and 2) could do to support children's growth in this domain for in each age group?
7. After identifying what information the group is missing for the presentation, search for sources on the BMCC Library databases.
8. Create a group presentation
9. Rehearse the presentation so it is engaging

## Domain Presentation
### *7 to 10-minute engaging presentation*

After you synthesized the information about a child, it is time to research one domain in more depth and share the material with your colleagues.  In groups of three to four, create an engaging 7- to 10-minute presentation about one developmental domain to share with your peers.  Groups can choose the following domains:
- Cognitive development
- Language development
- Social-emotional development
- Fine & gross motor development
- Activities of daily living

Include data from two educational sources you obtained from the BMCC library education databases in your presentation. *Sources from the internet will not be accepted.*  Cite the sources using APA format in your presentation and at the end of the presentation.

Include the following information in your presentation:
a. **Explanation of Domain**
   Describe the chosen domain.
   - What is the domain?
   - What happens in that domain?
   - Why is it important in a child's development?
   - Why did you select the domain?
b. **Comparison of Children**
   Compare the functioning of the children you observed from the 3 different age groups in the domain you selected.
   - Describe the children's functioning in the chosen domain and the skills and processes each child demonstrated in the observation in that domain.
   - How did each child demonstrate the skills and processes in the chosen domain?
   - How was the functioning of each child in that domain similar?
   - How was it different?
   - What factors may have an impact on development for the children you observed?
c. **Explanation of Skills & Processes**
   Explain two to three skills and processes children in each age range develop in your chosen domain.

- What should teachers think about regarding this developmental domain when working with each age group?
- What could teachers do to support the growth of children in each age group in this developmental domain?

ASSESSMENT RUBRIC (10 points)

| TASK | DOES YOUR PRESENTATION: | Y/N |
|---|---|---|
| EXPLANATION OF DOMAIN | Include a thorough, rich, detailed explanation of the domain? | |
| COMPARISON OF CHILDREN | Include a rich, thoughtful, vivid, example-filled comparison of children? | |
| EXPLANATION OF SKILLS & PROCESSES | Included a rich, detailed explanation of 2-3 skills & processes in the domain, what teachers should remember, and how teachers can support learning in the domain? | |
| SOURCES | Integrate content from 2+ sources from the BMCC library that were cited using APA format? | |
| TEAMWORK | Demonstrate collaboration & cooperation among group members throughout the process? | |
| CLARITY | Clear, organized, coherent, engaging & demonstrate evidence of rehearsal? | |

## ECE 110 Analysis of Child Development Holistic/ Analytic Rubric

Your Analysis of Child Development Commentary Paper must meet the criteria of a "Learner" in ALL FOUR criteria areas in order to be uploaded into your e-Portfolio:

| TASK | COMPETENT | LEARNER | NOVICE |
|---|---|---|---|
| UNDERSTANDING OF CHILD DEVELOPMENT | The paper demonstrated a deep, thorough understanding of child development and the skills and processes of each developmental domain. | The paper demonstrated some and/ or a fair understanding of child development and the skills and processes of each developmental domain. | The paper did not demonstrate an understanding of child development, and the skills and processes of each developmental domain. The paper is incomplete. |
| UNDERSTANDING OF THE FACTORS THAT IMPACT A CHILD'S DEVELOPMENT | The paper demonstrates a deep, thorough understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, historipolitical contexts, etc. | The paper demonstrated some and/or a fair understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, historipolitical contexts, etc. | The paper did not demonstrate an understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, historipolitical contexts, etc. |

| COMPARISON OF DEVELOPMENT | The paper demonstrated an understanding of the similarities and differences in the development of different children. | The paper demonstrated some &/ or a fair understanding of the similarities and differences in the development of different children. | The paper did not demonstrate an understanding of the similarities and differences in development of different children. |
|---|---|---|---|
| CLARITY | The paper was clear, coherent, well-organized, & full of rich, vivid details. | The paper was vague, had few details, &/ or hard to understand in places. | The paper was unclear, confusing, disorganized, & contained no details. |

# APA Citation Guidelines

**Overview:**
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. These guidelines will give you an overview of how to cite your sources in a **List of References** (which comes after the last page of your paper, and sources are listed in alphabetical order), as well as **In Text Citation.**

## Step One: Parenthetical Notes in the Text of Your Paper
Always cite when you quote sources, paraphrase them, or summarize their ideas in your paper, like this:
**If the author whose ideas are being summarized or quoted is not named in the sentence, include the author's last name and the date of publication in parentheses.**

Social networking is good for students, not bad for them (Sanders, 2010).

**If the author's name is included in the sentence, the note has two parts**. The date is inserted after the author's name. The page number is listed at the end of the quote, preceded by the abbreviation "p."

Klinger (2010) wrote that the story "symbolized the frustration of women being confined" (p. 53).

## Step Two: The References Page at the End of Your Paper
The References page is at the end of your paper, alphabetized by authors' last names, and double-spaced.

**Book**
Author's last name, Author's initials. (Year of publication). *Title of book*. Place of publication: Publisher.

Kutner, L., & Olson, C. K. (2008). *Grand theft childhood: The surprising truth about violent video games and*

 *what parents can do.* New York: Simon & Schuster.

**A book with an editor has the abbreviation (Ed.) after the editor's name. Plural is (Eds.)**

**E-book in library databases: APA Style no longer requires database information in citations.**
Author's last name, Author's initials. (Year of publication). *Title of book*. Place of publication: Publisher.

Jacobson, M. (2005). *Downsizing prisons: How to reduce crime and end mass incarceration*. New York: New

 York University Press.

**Chapter from an e-book:**
Kellaghan, T., & Madaus, G. F. (2000). Outcome evaluation. In D. L. Stufflebeam, G. F. Madaus, & T.

Kellaghan (Eds.), *Viewpoints on educational and human services evaluation* (2nd ed., pp. 97- 112).

Hingham, MA: Kluwer Academic Publishers.

**Encyclopedia article in a database:**
Author's last name, Author's initials. (year of publication).Title of chapter or entry. Editor's first initial Editor's

last name (Ed.), *Title of book* (Vol. #, pp #s). Place of Publication: Publisher.

Baron-Cohen, S. (2005). Autism. In B. Hopkins (Ed.), *The Cambridge encyclopedia of child development* (pp.

398-401). Cambridge, UK: Cambridge University Press.

**Electronic journal article from databases or online sources with a DOI number:** The DOI number is a
consistent link to the article's location online, since web addresses and databases can change.

Author's last name, Author's initials. (year of publication). Title of article. *Title of Journal*, *volume #(*issue #),

page #s. doi: xx.xxxxxxxxxx

Fields, S., Collins, C., Leraas, K., & Reynolds, B. (2009). Dimensions of impulsive behavior in adolescent

smokers and nonsmokers. *Experimental and Clinical Psychopharmacology*, *17*(5), 302-311.

doi:10.1037/a0017185

**Electronic journal, magazine and newspaper articles without a DOI number in databases or online:** Cite
the URL of the publication's homepage, not the database. Do not include the date retrieved.

Fratzscher, M. Steffen, C. G., & Reith, M. (2014). GDP-linked loans for Greece, *DIW Economic Bulletin*, 4(9),

40-49. Retrieved from http://www.diw.de/en/diw_01.c.375799.en/publications_and_events/

publications/diw_economic_bbulleti.html

MacFarquhar, L. (2015, August 3). The Children Of Strangers. *The New Yorker, 91*(22), 30. Retrieved from

http://www.newyorker.com/

Smale, A. (2015, August 19). German parliament approves Greek bailout. *New York Times.* Retrieved from

http://www.nytimes.com/

**Corporate reports from a database or a print version:**

Apple, Inc. (2014). Annual report pursuant to section 13 or 15(d) of the securities and exchange act of 1934

pursuant to section 13 or 15(d) of the securities exchange act of 1934: For the fiscal year ended September

27, 2014. Cupertino, CA: Author.

**("Author" indicates that the author (the corporation) is also the publisher of the report.)**

**Corporate reports found online:**

Apple, Inc. (2014). Annual report pursuant to section 13 or 15(d) of the securities exchange act of 1934: For

the fiscal year ended September 27, 2014. Retrieved from http://investor.apple.com/

secfiling.cfm?filingid=1193125-14-383437&cik=

**Web pages on websites:**

Kappelman, J. (2001). *The eSkeletons project*. Retrieved from the University of Texas at Austin website:

http://www.eSkeletons.org/

Sources:
 American Psychological Association (2010). *Publication manual of the American Psychological Association.* Washington,
    DC: American Psychological Association.
Also see "How to Cite: APA" on the BMCC Library website: http://lib1.bmcc.cuny.edu/help/citing/citingapa.html
Revised by Professor Lane Glisson 08-19-2015.