

Learning and Development in a Social Context (05:300:410:01)

Fall, 2021

Instructor:

Nick Fargione

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(732) 939-2776 (email is preferred)

Mode of Instruction:

Online, Asynchronous

Online Office Hours or meetings are possibly upon request via Zoom; please contact me via email to schedule.

Overall learning goals:

1. Knowledge of children's healthy social and emotional functioning in the home, classroom and school settings. Social emotional functioning includes the management of feelings about other people, motivation to learn and curiosity about the world.
2. Understand how the social and cultural environment contributes to human development. This environment includes the family, the classroom, the neighborhood, community and the broader social, historical and cultural context.
3. Understand the complementary views held by teachers, parents and others in the community regarding children's learning and development in school.
4. Understand diverse ways of supporting young children and their families both inside and outside of school.
5. Knowledge of strategies for working effectively with families to enable their support of children's learning in school.

Course Description:

This is a course in child development for prospective teachers with a focus on learning and development during the preschool, kindergarten and primary years. Children's social and emotional development along with emerging cognitive skills in language, representation and problem solving in math and science are examined from a cognitive developmental-ecological framework. Students will integrate theory and research with case studies of real-world situations to foster a deeper understanding of the relationship between the two.

Course Format:

This class will be held in an asynchronous format online with assignments and due dates scheduled weekly. Students must complete individual assignments by the posted due dates. Weekly modules will be opened on Canvas on Mondays at 12:01AM, and will be due by the following Sunday at 11:59PM.

Weekly assignments completed after the Sunday deadline will be considered late, and points will be deducted accordingly. Students are encouraged to plan for themselves how to organize their learning activities (reading, writing, posting discussion comments) within each weekly module

in order to meet personal needs and responsibilities. Any extensions or requests for accommodations need to be requested and approved in writing.

Course Website:

The class website is on Canvas, 05:300:410. Learning and Development in a Social Context. <https://onlinelearning.rutgers.edu/canvas-login>

Required Books:

Hyson, M. & Tomlinson, H.B. (2014). Early Years Matter: Education, care and the well being of children, birth to 8. Washington, D.C. National Association for the Education of Young Children. (paperback) ISBN: 978-0-8077-5558-7.

Weiss, Lopez, Kreider & Chatman-Nelson (2014). Preparing educators to engage families: Case studies using an ecological systems framework, 3rd ed. Thousand Oaks, CA: Sage Publications. (paperback) ISBN 978-1-4522-4107-4.

These books are available at the Barnes & Noble, Rutgers University Bookstore in New Brunswick.

Additional readings are required for most weeks. Information about these will be available within the Weekly Module. (See the navigation panel to the left and the link to Modules.

Grading Policy:

- All assignments are due on the date posted in the syllabus unless special arrangements have been made ahead of time. Late assignments are subject to a grade reduction.
- Assignments should be written in APA 7 Style and submitted electronically on the class website.
- Feedback and grades will be provided by the 11:59PM on the Tuesday following the Sunday deadline unless submitted late.
 - You are welcomed to submit work via Google Doc link if you feel more comfortable; comments will be provided on the Google Doc as long as permission is granted.
- Please ensure that Discussion posts made on the appropriate forums are saved and posted; you are welcomed to take screenshots of your posts in the event one does not load. I will follow up via email if there are any issues viewing discussion posts.
- It is not acceptable to submit a paper that you wrote for another class. This would be self-plagiarism and would be considered an incidence of plagiarism.

Assignments:

All assignments will be given a due date. You are expected to complete the assignment by midnight of the due date. Late papers are subject to a reduction in the assignment score. Papers should be turned in on the corresponding Assignment Page and submission box unless otherwise posted.

Assignments & Grading Breakdown:

- Reading Reflections (15%):
 - Each week focus questions for a brief reaction to the reading assignment will be posted. The reading reaction should be about 250 -300 words. The weekly reaction is made available by midnight Monday, and is due by Sunday of the following week. Each week's reaction paper will be scored from 1 to 10, and should answer the prompt questions in each assignment submission box.
- Two Research Critiques (20%):
 - Students will choose two research papers and write a critique of each; the first research critique will be from a provided list of articles; the second will be student-selected. Guidance and scoring for these assignments can be found under the **Paper Critiques: Guidance, Rubric and Submission** module on Canvas
 - **Research Critique 1**
 - Your first short paper is a **research critique**. The paper is a critical analysis of an empirical article. All three articles are from peer reviewed, refereed journals similar to the type of work you will be reading for your final research paper. You will find additional information about points to consider in the analysis of the study you chose under in the first module; read it carefully. Please note that the paper is due by **11:59PM on Sunday, October 10.**
 - **Research Critique 2**
 - A critique of a study relevant to your Final Project or Final Research Paper and should follow the same format as **Research Critique 1**. The **empirical** article you critique for the assignment must be approved prior to submitting your paper. **Approval must be given in writing prior to completing/uploading Paper Critique #2;** articles are due for review/approval no later than **Monday, November 1st**. Ideally, it is the article you included with your approved project or paper statement. **Paper Critique #2 is due by 11:59PM on Sunday, 11/21.** *Critique Papers submitted without article approval will be given a grade of zero*
 - Articles are due for review/approval no later than **11:59PM on Monday, November 1st.**
- Case Studies (30%)
 - Utilizing the *Weiss et al.* text, students will read case studies surrounding different facets of student development and real-world scenarios. Students will find each of the 15 case studies in the weekly modules. Guiding questions are posted within the modules themselves. Students will be required to complete their post (worth 15pts) and complete one response to a classmate's post (5pts) by Sunday of that Week. Responses to classmate's posts should highlight an agreement, disagreement, or push your peer's thinking further. Responses should be respectful and promote professional discourse. **Please note that**

there are two weeks that contain two Case Studies; students are expected to complete both of the Case Studies for that week as indicated.

- Research Paper (35%)
 - Students can find Guidance and a Rubric in the **Research Paper: Guidance, Rubric and Submission** module on Canvas. Students will choose their topic and **must** have it approved, in writing, prior to beginning and submitting the paper. Topics for the Final Research Paper need to be submitted in the *Approval for Final Paper Topic* submission box in the aforementioned module by **11:59PM on Wednesday, December 1**. The Final Research Paper is due in the *Final Research Paper* submission box by **11:59PM on Sunday, December 12**.

Academic Integrity Policy for Everyone:

Please refer to the Policy on Academic Integrity for Undergraduate and Graduate Students at <http://academicintegrity.rutgers.edu>. I will follow the policy strictly.

- The work you submit is assumed to be your work prepared for this class. Plagiarism is a serious breach of academic integrity and will be treated accordingly.
- Self plagiarism is plagiarism. Using a paper you wrote for another course is self plagiarism.
- Accidental plagiarism is *not* an excuse.

All outside sources should be referenced appropriately in APA 7 Style. (This includes readings we cover in class). Please use language that is professional and appropriate in all your discussions. Please do your own work and cite your sources. For more details, go to:

<http://academicintegrity.rutgers.edu/integrity.shtml#I>.

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will

provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Summary of Course Schedule:

In each weekly module, there will be a **Week ___ To-Do** that highlights all of the items that need to be completed by the end (Sunday) of the week, in addition to **Upcoming** due dates and deadlines. While reading ahead is encouraged, it is not mandatory. Below is a grid view of the reading relevant to the Reflection Paper for that week, the Case Study (and relevant reading), as

well as any due dates for semester-long assignments. For Week 1, students are asked to complete an Introduction post and acknowledge that they have read the syllabus and/or ask any questions that they may have. More detailed information can be found in each Week's To-Do tab.

Week 1 (9/1-9/5)	Week 2 (9/6-9/12)	Week 3 (9/13-9/19)
<p>Review Course Syllabus and post any questions or clarifications.</p> <p>Acquire the course texts (listed above)</p> <p>Introduce yourself (video or text post) and respond to at least three classmates</p> <p><i>Upcoming Reading</i> Read for Case Study #1 & #2 (Weiss et al, Preface through Page 11)</p> <p>Begin Reading Chapters 1-7 of <i>Early Years Matter</i> for Week 2 Reflection Paper</p>	<p>Read Chapters 1-7 of <i>Early Years Matter</i></p> <p>Read Odgers (2018)</p> <p>Week 2 Reflection Paper by 11:59PM on Sunday, 9/12</p> <p>Case Study #1 by 11:59PM on Sunday, 9/12</p> <p>Case Study #2 by 11:59PM on Sunday, 9/12</p>	<p>Read Chapters 1-7 of <i>Early Years Matter</i></p> <p>Read Weigel, Martin & Bennett</p> <p>Week 3 Reflection Paper by 11:59PM on Sunday, 9/19</p> <p>Case Study #3 by 11:59PM on Sunday, 9/19</p>
Week 4 (9/20-9/26)	Week 5 (9/27-10/3)	Week 6 (10/4-10/10)
<p>Read Han & Thomas (2010), Heng (2014), & Halgunseth & Peterson (2014)</p> <p>Week 4 Reflection Paper by 11:59PM on Sunday, Sept. 26</p> <p>Read Weiss et al 31-42</p> <p>Case Study #4 by 11:59PM on Sunday, Sept. 26</p>	<p>Read Howes, Guerra & Zucker (2008) and Trionfi & Reese (2009)</p> <p>Week 5 Reflection Paper by 11:59PM on Sunday, Oct. 3</p> <p>Case Study #5 by 11:59PM on Sunday, Oct. 3</p> <p><i>Remember that Critique Paper 1 is due on October 10</i></p>	<p>Case Study #6 by 11:59PM on Sunday, Oct. 10</p> <p>Critique Paper 1 Due 11:59PM on 10/10</p>
Week 7 (10/11-10/17)	Week 8 (10/18-10/24)	Week 9 (10/25-10/31)
<p>Read pages 66-76 in Weiss et. al</p>	<p>Week 8 Reflection Paper by 11:59PM on Sunday, Oct. 24</p>	<p>Week 9 Reflection Paper by 11:59PM on Sunday, Oct.</p>

<p>Week 7 Reflection Paper by 11:59PM on Sunday, Oct. 17</p> <p>Case Study #7 by 11:59PM on Sunday, Oct. 17.</p>	<p>Case Study #8 by 11:59PM on Sunday, Oct. 24</p>	<p>31</p> <p>Complete Case Study #9 by 11:59PM on Sunday, Oct. 31</p> <p>Article for Approval for Critique Paper #2 by 11:59PM on Monday, Nov. 1</p>
<p>Week 10 (11/1-11/7)</p>	<p>Week 11 (11/8-11/14)</p>	<p>Week 12 (11/15-11/21)</p>
<p>Read pages 100-108 in Weiss et. al</p> <p>Week 10 Reflection Paper by 11:59PM on Sunday, Nov. 7</p> <p>Case Study #10 by 11:59PM on Sunday, Nov. 7</p>	<p>Write Week 11 Reflection Paper by 11:59PM on Sunday, Nov. 14</p> <p>Case Study #11 by 11:59PM on Sunday, Nov. 14</p> <p><i>Remember that Critique Paper 2 is due by 11:59PM on Sunday, Nov. 21 and cannot be submitted without article approval. Critique Papers submitted without article approval will be given a grade of zero</i></p>	<p>Critique Paper 2 by 11:59PM on Sunday, Nov. 21. Submit this in the Research Critique 2 assignment tab.</p> <p><i>Remember that Critique Paper 2 cannot be submitted without article approval. Critique Papers submitted without article approval will be given a grade of zero</i></p> <p>Case Study #12 by 11:59PM on Sunday, Nov. 21</p> <p>Case Study #13 by 11:59PM on Sunday, Nov. 21</p>
<p>Week 13 (11/22-11/28)</p>	<p>Week 14 (11/29-12/5)</p>	<p>Week 15 (12/6-12/12)</p>
<p>NO WORK DUE THIS WEEK - HAPPY THANKSGIVING!</p>	<p>Submit your topic for the Final Research Paper in the Approval for Final Paper Topic submission box in the module by 11:59PM on Wednesday, December 1.</p> <p>Week 14 Reflection Paper by 11:59PM on Sunday, Dec. 5</p> <p>Case Study #14 by 11:59PM</p>	<p>Case Study #15 by 11:59PM on Sunday, Dec. 12</p> <p>Final Research Paper in the corresponding assignment tab by 11:59PM on Sunday, Dec. 12</p>

	on Sunday, Dec. 5	
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