

**EDPR 250: School and Community Experiences  
Section EC: Early Field Experiences with Infants and Toddlers  
FALL 2008**

**Instructor:** Cheryll Douglas

Office: 260A Education; e-mail: [cldougla@illinois.edu](mailto:cldougla@illinois.edu)

**TA/Discussion Session Leader:** Raúl A. Mora

Office: 382 Education; Phone: 333-3643; e-mail: [raulmora@illinois.edu](mailto:raulmora@illinois.edu)

**Class Meetings:** Wednesdays, 4:00 – 4:50, Room 37 Education

**Raúl A. Mora's Office Hours:** Wednesdays, 1:00 to 3:00 – or by appointment.

**Course Description**

EDPR 250 is a clinical practicum that provides students the opportunity to interact with infants and toddlers at a day care setting. The course also allows the students to start reflecting on their developing practice. Opportunities for such reflection are provided through the class discussion and the written assignments, which encourage students to question their practice in light of the course readings. Students also have the chance to learn about how to organize a classroom setting and how to plan lessons and resources to work with infants and toddlers. As one of the first courses in the Early Childhood Education program, EDPR 250 also prepares the prospective teachers to organize their assessment portfolio (one of the requirements for certification in the state of Illinois) and start profiling their statement on their philosophy of teaching.

**Course Objectives**

The objectives of this course are to enable you to:

- Develop an understanding of child development and learning behaviors
- Learn how children differ in their approaches to learning
- To develop an understanding for the need to use various approaches to learning
- Become reflective teachers who are able to communicate your ideas and understandings to others.
- Analyze issues related to the education of children from diverse backgrounds.
- Provide an introduction to the development of your portfolio for CAPS.

**Course Policies**

This course is scheduled to meet, with a few exceptions as indicated on the schedule, every other Wednesday, from 4:00 to 4:50, in Room 37. Attendance is mandatory to each and all sessions. If you foresee that you are unable to attend, you must call or e-mail the TA PRIOR to the class meeting and be ready to make up for the absence if necessary. The LAST class session will be on *December 10, 2008*.

**TB Test:** In order to work in your day care or preschool site, you will need a TB test before you begin working with children. The TB tests are available at McKinley Health Center (333-2701) at no charge through your student insurance. Make sure you call before you go to McKinley. If you have had a TB test within the last year and can provide official documentation (card, letter, etc. with health care provider signature), you will not need to have another TB test at this time. Present your TB test documentation to your cooperating teacher.

**Bloodborne Pathogens Online Training:** You are required to complete and pass the online BBP training by **TBA**. When trying to login to Bloodborne Pathogens training, it requires using your Active Directory password, which is described on the following web page:

[http://www.ed.uiuc.edu/cte/forms/documents/logon\\_instructions.html](http://www.ed.uiuc.edu/cte/forms/documents/logon_instructions.html) Follow the instructions at:  
<http://www.ed.uiuc.edu/cte/clinical/LoginInstructionsforBloodbornePathogensTraining.html>

**Participation:** A minimum of 24 hours during the semester is required at your daycare site. The day and time of your classroom participation will be determined by your schedule and the cooperating teacher's schedule. The hours required for your practicum should be distributed over the entire semester to maximize your understanding of child development. There may be another university student assigned to work at your site. Your scheduled participation times should be different so each of you has optimal experiences with children.

In addition to your practicum participation, you should be prepared to discuss the assigned readings in your class meetings.

**Time Card:** You must keep a time card to document a minimum of 24 hours at your site. The information at the top of your time card must be legible. Record your time in hours, half hours, and quarter hours only.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Division of Rehabilitation-Education Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St, Champaign, call 222-4603, or email a message to [disability@uiuc.edu](mailto:disability@uiuc.edu).

### **Relationship of this course to UIUC Teacher Education Conceptual Framework:**

EdPr 250 EC provides prospective early childhood teachers a field experience to observe and to interact with infants and toddlers. In EdPr 250 EC, the prospective teachers are given the opportunities to learn about child development in relationship to developmental skills and children's learning behaviors. This course will encourage the prospective teachers to look at ways to develop and maintain positive and healthy interaction in a classroom and to develop a community of learners. A commitment to inquiry is developed through journal assignments where candidates will examine child developmental steps and reflect on the various stages they observe.

### **Readings and General Topics**

All readings will be handed out in class. Readings have been split in three sections, which will provide you with conceptual and practical tools to better make sense of the placements and your observations:

**Part I: Introducing the placement**

<b>Reading/Topic</b>	<b>Response Paper Due Date</b>
1. Developmentally Appropriate Practices	September 5
2. Infant-Toddler Curriculum	September 12

**Part II: Some practical tools to support your placement**

<b>Reading</b>	<b>Response Paper Due Date</b>
3A. Teaching to Temperaments	September 19
3B. Learning Through Discovery	September 19
4. Twenty Tips for Growing a Baby's Brain	October 3
5. Gross and Fine Motor Development	October 10

**Part III: Some larger issues in Early Childhood Education**

<b>Reading</b>	<b>Response Paper Due Date</b>
6. Infant and Toddler Resilience	October 17
7. Assessment	November 7
8. Relation of Affect to Attention	November 14

**Assignments and Evaluation**

1. Readings and Response Papers: After each reading, you are to prepare a **one-page** response paper. E-mail the papers to the Teaching Assistant by **Friday at midnight**. A paper will not be accepted more than 2 days late and a U will be given for the assignment.

Grading – To be considered for full credit, your response paper must include the following:

- Name, course number, topic title, and date on the first page
- Proper formatting – single spaced, 1" margins, size 10-12 font
- Proper writing mechanics, including correct grammatical usage and spelling
- Demonstration of exploration and understanding of the assigned topic

Notes:

1. Please read the "Guidelines to writing response papers" at the end of the syllabus for more information.
2. When e-mailing the assignments, please include EDPR 250 on the subject.

2. Structured Observations: Please turn in each observation on the appropriate due date to the Teaching Assistant's mailbox. You may also e-mail the assignments.

Space Arrangements for Infant and Toddler Care November 1

Planning for Infant and Toddler Care

December 10

Grading – To earn full credit for these assignments, the following criteria must be met:

## EDPR 250 EC – Douglas/Mora – Fall 2008 Syllabus

- Each item is clearly and adequately addressed.
  - Answers are mechanically and structurally correct.
  - Answers demonstrate reflection, as well as observation.
  - Answers reflect collaboration with cooperating teacher.
3. Portfolio Assignment: One of the requirements for certification is an assessment portfolio. During this course, we will begin the development of your portfolio. Two sessions have been earmarked to discuss the portfolio:
- **September 17**: On this session, we will explain what the portfolio is about and what you are supposed to do for EdPr 250.
  - **December 3**: Students will meet with the TA at designated hours to go over the portfolio prior to the final submission on December 5.
4. Philosophy Statement: The first part of the assessment portfolio is your philosophy statement. This semester you will draft an early version of the philosophy statement, with your TA's help and guidance. Students will turn in two preliminary drafts throughout the course, on **September 27**, **October 25** and a final version on November 21. Students will attach a clean version of the final version after revisions to the portfolio before submission.

Course Evaluation: To earn a satisfactory grade (S) in ED PR 250 you must have: (a) received a satisfactory report from your cooperating teacher; (b) satisfactory completed of your response papers and structured observations; (c) attended all scheduled seminars;( d) demonstrated appropriate professional behaviors; (e) verified your bloodborne pathogen training and TB test; (f) completed 24 hours at your day care site; and (g) submitted the portfolio (including the philosophy statement) with all requirements for the course.

The following standards are addressed in each of the following areas:

Clinical Observation and Participation:

Early Childhood Content Standards: 1, 2, 7, 8, 9, 10, 11, 12, 13, 16, 17

Illinois Professional Teacher Standards: 2, 3, 4, 5, 7, 9, 10, 11

Core Language Arts Standards: 2

Core Technology Standards:

Response Papers and Readings:

Early Childhood Content Standards: 1, 2, 7, 8, 9, 12, 13, 16, 17

Illinois Professional Teacher Standards: 2, 3, 5, 7, 9, 10

Core Language Arts Standards: 2

Core Technology Standards: 2, 6, 7, 8

Structured Observations

Early Childhood Content Standards: 1, 2, 10, 11, 12, 13, 16,

Illinois Professional Teacher Standards: 4, 5, 7

Core Language Arts Standards: 2

Core Technology Standards: 2

### Class Schedule and Due Dates

EDPR 250 EC – Douglas/Mora – Fall 2008 Syllabus

Date	Time	Topic
August 27 (Wed)	Class 4:00-4:50	First class: <ul style="list-style-type: none"> <li>• Discussion of syllabus and assignments</li> <li>• Distribution of readings</li> </ul>
September 5 (Fri)	By midnight	DUE: Response paper for Reading 1
September 10 (Wed)	Class 4:00-4:50	<ul style="list-style-type: none"> <li>• Discussion of reading 1</li> <li>• Placement distribution</li> </ul>
September 12 (Fri)	By midnight	DUE: Response paper for Reading 2
September 17 (Wed)	Class 4:00-4:50	PORTFOLIO: Introduction
September 19 (Fri)	By midnight	DUE: Response paper for Readings 3A/3B
September 24 (Wed)	Class 4:00-4:50	Discussion of readings 2 & 3A/3B
September 27 (Sat)	By 6:00 PM	DUE: First draft of Philosophy Statement
October 3 (Fri)	By midnight	DUE: Response paper for Reading 4
October 8 (Wed)	Class 4:00-4:50	<ul style="list-style-type: none"> <li>• Discussion of reading 4</li> <li>• Feedback on first draft of statement</li> </ul>
October 10 (Fri)	By midnight	DUE: Response paper for Reading 5
October 17 (Fri)	By midnight	DUE: Response paper for Reading 6
October 22 (Wed)	Class 4:00-4:50	Discussion of readings 5 & 6
October 24 (Fri)	By midnight	DUE: Second draft of Philosophy Statement
November 1 (Sat)	By 6:00 PM	DUE: SPACE ARRANGEMENTS PAPER
November 5 (Wed)	Class 4:00-4:50	<ul style="list-style-type: none"> <li>• Discussion of Space Arrangements Paper</li> <li>• Feedback on second draft of statement</li> </ul>
November 7 (Fri)	By midnight	DUE: Response paper for Reading 7
November 14 (Fri)	By midnight	DUE: Response paper for Reading 8
November 19 (Fri)	Class 4:00-4:50	<ul style="list-style-type: none"> <li>• Discussion of readings 7 &amp; 8</li> <li>• Planning paper</li> </ul>
November 21 (Fri)	By midnight	DUE: Final draft of Philosophy Statement
November 26 (Wed)		THANKSGIVING: NO CLASS!
December 3 (Wed)	Throughout the day	Portfolio check session (details TBA)
December 10 (Wed)	Class 4:00-4:50	Final Session: <ul style="list-style-type: none"> <li>• Course Feedback</li> <li>• ICES Forms</li> <li>• Placement forms due</li> </ul>
December 10 (Wed)	By midnight	DUE: PLANNING PAPER

Appendix A:

**Handling the Load: Pearls of Wisdom from your fellow classmates!**

One landmark feature of the last session is asking the students to provide feedback to the incoming students about how to handle the assignments and the placement experience in EdPr 250. These are their suggestions:

**On writing the response papers:**

- Do the response papers early [in the week] because you will be busy with other courses. Watch your grammar. Don't be afraid to express yourself.
- Incorporate children and your personal experience into papers.
- Focus on reflections, not summary.
- Raúl was a grammar teacher. Be sure to proofread everything.
- When you start your practicum, it is easy to incorporate your experiences into the paper.
- Read the articles before observing for the week so you can apply what you observe in your response.
- Don't worry when Raúl gives you an Unsatisfactory. You will get better.
- Go through and highlight good points.
- Make sure you read Raúl's feedback because it influences what you do on your next paper.

**On the larger assignments (i.e. Portfolio, Space Arrangements Paper, Planning Paper)**

- The portfolio is only an outline! It is not as overwhelming as it seems.
- Ask the people who took EdPr 250 already for ideas and examples.
- Make sure to read the larger assignment sheets ahead of time so you can discuss them with your cooperating teacher.

**On carrying out your observations:**

- Make sure it's clear you *want* to be there.
- Time management: Seriously manage your time and start hours early in the semester. Get stuff done in advance.
- Try to observe earlier in the week so you can write about your experience for each Friday paper.
- Have a routine schedule to go and stick with it. 3 hours a week works perfectly. However, don't be afraid to go at different times occasionally to see what else is going on.
- Make "to do" lists. They will keep you sane.
- Start right away and talk to the other student who is in your same placement about the classroom, teachers, children, etc.
- Be humble when working with teachers. Keep a professional attitude. Don't be afraid to ask a lot of questions.
- If you like the way a teacher does something, ask extra questions about it so you can use it later.
- Teachers are glad to have a lot of help. Show enthusiasm in the classroom. Don't just observe, interact!
- Don't talk about other teachers; professionalism is very important.
- Interact with the children, really try to get involved. Play, get dirty, sit on the floor, etc.
- Talk to your cooperating teacher about what you're supposed to do while in your placement. [Raúl's note: However, make sure to run any ideas you're not sure about through Cheryl or myself – We want you to get involved, but not to get involved beyond necessary]

## EDPR 250 EC – Douglas/Mora – Fall 2008 Syllabus

- Get to know your cooperating teacher. It's more enjoyable to go to your practicum each week if you get along with your coop.
- Map out your time schedules, make sure you have enough time.
- Ask if there is a dress code before you go.
- Don't wear your best clothes because when you're working around kids, anything is likely to happen and your clothes are more prone to get messed up.
- Be careful with your interactions with kids. Make sure your behavior is appropriate for your daycare (e.g. kissing, hugging, and the like).
- Don't freak out about the placement; you will be great.

### **On the discussion sessions:**

- Review readings before class. Participate!
- Be open to discussing your placement.
- Bring questions about assignments.
- Share and bring stories from [the] observations, it makes [the] class a lot more fun.
- Get to know the people in your class. It will make everything easier and you'll come out with friends in the end.