EDEC 340
The Young Child: Development, Care and Education (Birth to 3 Years)

I. Descriptive Information

A. Course number and title: EDEC 340: The Young Child: Development, Care and Education (Birth to 3 Years)
B. Course Description: Infants’ and toddlers’ development and care from an ecological perspective. Assessment of children in various settings is emphasized.
D. Prerequisite: None
E. Co-requisite: EDEC 340-P
F. Instructor: Early Childhood Faculty with expertise in infant/toddler learning, growth and development.

II. Learning Outcomes

General Goal: This course is designed to teach students to apply theory and research related to infants and toddlers (prenatal – 3 years) utilizing an ecological systems approach.

Objectives: As emerging collaborative educational leaders, candidates will:
1. begin to identify themselves with the early childhood profession and will exhibit the attributes of a collaborative educational leader including the acquisition of appropriate knowledge, skills, and dispositions.
2. employ an ecological systems approach to knowing and understanding infants’ and toddlers’ characteristics and needs in the context of family, child care, social service agencies, etc.
3. demonstrate knowledge of current research on the physical, social, emotional, and intellectual development of infants and toddlers with varied cultural backgrounds.
4. compare the major theories of child development as they relate to infants and toddlers through age three.
5. know and understand the multiple hereditary, cultural and environmental influences that impact the development and learning of infants and toddlers.
6. observe and document infants’ and toddlers’ growth and development when they are participating in a group setting.
7. consider the implications of child development and learning theory and research as they relate to respectful, responsive caregiving and developmentally effective and culturally appropriate programming.
8. consider the implications of child development and learning theory and research as they relate to effective approaches, strategies and tools for enhancing infants’ and toddlers’ cognitive development and learning, language development and communication competencies, and social and emotional development.
9. consider the implications of child development and learning theory and research as they relate to discipline and child guidance of infants and toddlers.
10. become familiar with and begin to develop competence using developmentally appropriate techniques and tools for assessing infants’ and toddlers’ development and learning and the programs that serve them.
11. compare and contrast what is considered "typical" and "atypical" in development among infants and toddlers.
12. continue to build their competence using technology for teaching and learning.
13. participate in appropriate professional development activities.
14. continue to develop their professional portfolio to document their professional knowledge and competencies including their attainment of NAEYC Standards and the Dispositions identified in USC’s Professional Education Unit Conceptual Framework as being vital to the Collaborative Educational Leader.
III. Required Texts, Resources, and Readings:


3. NAEYC (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.* Washington, DC; NAEYC. This Position Statement is linked from Blackboard. is available from Universal Copies, or you can download and print from [http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf](http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf)


   These Guidelines are linked from Blackboard, are available from Universal Copies or download and print from [http://www.occra.org/files/infant_toddler/InfantToddlerGuides.pdf](http://www.occra.org/files/infant_toddler/InfantToddlerGuides.pdf)  *No need to print in color*

5. Other readings specified by your instructor.

IV. Academic Course Requirements and Assessments:

A. Illustrating Infant/Toddler Environment Rating Scale (ITERS) Project (15 points)

   This group project is based on your participation in EDEC 340P during which you observe and interact with infants or toddlers and their caregivers. See attached guidelines and evaluation criteria. Group Projects will be presented in class on **Thursday October 1**.

B. Field Notes (4 sets of notes, each worth 5 points)

   In the 2\textsuperscript{nd} half of the semester you will submit 4 sets of Field Notes based on your work in the classroom. These Field Notes will provide much of the data upon which your Child Study Project will be based. See attached guidelines and evaluation criteria.

C. Child Study Project (25 points)

   This in-depth Child Study project is based on your participation in EDEC 340P during which you will complete observations of, and interact with, a 2 to 3-year-old to learn about the developmental milestones this child has achieved. See attached guidelines and evaluation criteria for the required report and class presentation scheduled for **Thursday Dec. 3\textsuperscript{rd}**. Safe Assignment is due by midnight **Dec. 3\textsuperscript{rd}**.

D. Midterm and final exams (10 points each)

E. Unannounced quizzes (1 point each)

F. Full participation in class on Blackboard Discussion Group (5 points)

   Use the EDEC 340 Blackboard website to join discussions; respond to and interact with the professor and peers; and to continue, elaborate on, question, and reflect on class discussions and assigned readings.

C. To receive full credit you must 1) post an INTRODUCTION by **August 27\textsuperscript{th}** and turn in 4 copies of your introduction with a picture (black & white is fine) on 8 ½ X 11 paper. Include your name, email address, phone number, 340 and 340P instructor and classroom assignments (Infant A, B, or Toddler A, B AND 2’s A, 2’s B, or 2’s C). 2) initiate at least one NEW IDEA during 6 different weeks of the semester, AND 3) post at least one RESPONSE during 6 different weeks of the semester. *A new week begins on Tuesday after class.* Submit your Blackboard Discussion Board Log posted under the **Syllabi, ASQ, Etc.** tab on **Tuesday Oct. 6\textsuperscript{th} & Thurs Dec. 3\textsuperscript{rd}**.
G. **Establish a working portfolio (5 points).** You will use your portfolio to document your professional growth in terms of NAECY’s Standards and attainment of the USC’s Professional Education Unit Dispositions of Integrity, Stewardship, Intellectual Spirit, and Social Justice.

H. **Participate in 2 appropriate professional development activities (5 points)** Joining/maintaining membership in an early childhood professional organization and attending one professional meeting are suggested.

V. **Administrative Course Requirements**

A. Students are expected to attend each scheduled class meeting, to be on time, and to be prepared. The University attendance policy specifies that students may miss up to 3 class meetings (10% of class time) without penalty. The 4th absence will result in a grade penalty of one letter grade. The 5th absence will result in a deduction of 2 letter grades. Quizzes cannot be made up except in the case of extreme illness or loss.

B. Late assignments will be accepted only in the case of an emergency.

C. All cell phones and pagers are to be turned off during class (not on vibrate). All cell phones are to be put away out of view; there is no text messaging, web browsing, etc, during class. Laptop computers will only be permitted for taking course related notes. If you wish to use a computer in class, please make arrangements with your instructor. Failure to adhere to these classroom rules may result in your being dismissed from class and/or an academic penalty.

D. Any disrespectful or disruptive behavior may result in your being asked to leave the class, and may result in your dismissal with a “WF” (Withdraw Failing), and/or a referral to the Office of Student Judicial Programs.

VI. **Evaluation and Grading**

A. **Illustrating ITERS Group Project** 15 points

B. **Child Study Project & Safe Assignment** 25 points

C. 4 Sets of Field Notes (5 points each) 20 points

D. Midterm and Final Exam (10 points each) 20 points

E. Unannounced quizzes on readings 5 points (1 pt each)

F. Full participation in class and thoughtful contributions to the class BlackBoard Discussion Board 5 points

G. Progress developing Professional Portfolio 5 points

H. Professional development activities (2 ½ points for each activity) 100 points

Letter grades of A, B, C, D, and F will be issued to reflect the quality of the performance in this course.

92-100 A 72-78 C

89-91 B+ 69-71 D+

82-88 B 65-68 D

79-81 C+ 64 & below F

**University policies as to Academic Honesty and Plagiarism will be strictly enforced.** They are described in full at [http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility](http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility). **Note this section, in particular**

**Rule of Academic Responsibility**

It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.

This Rule is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Rule, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Rule.

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
- Unauthorized use of another person’s work without proper acknowledgment of source.
• Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
• Conduct intended to interfere with an instructor’s ability to evaluate accurately a student’s competency or performance in an academic program.

Success in EDEC 340 and EDEC 340P (as demonstrated by a grade of C or better) is one requirement for admission to the Early Childhood Professional Program and eligibility to enroll in Internship I. Another requirement is that students demonstrate that they have either exempted Praxis I (by scoring 1650 on the SAT or 24 on the ACT) or submitted an acceptable score on the Praxis I. This requirement keeps the program in compliance with South Carolina Code of Laws Title 59, Chapter 26, Section 20 part (e) and Title 59, Chapter 26, Section 30, part (A)(1) : The Praxis I minimum passing score set by the SC Board can be found at www.ets.org/praxis

Students completing observations/service learning at the Children’s Center are asked to purchase a lanyard to hold their student ID. They will need these lanyards for future school placements.
• Download weekly Directed Observations from the EDEC 340 BlackBoard site under the Syllabi, ASQ, etc tab and also on the 340P BlackBoard website.
• Attend each of the three seminar meetings scheduled for your section. Seminar meets in CDRC 210.
  o Monday – Friday Nov. 30, December 1-4
  o There will be a make-up 340P orientation on Thursday Aug. 27 at 8:00 – YOU MUST ATTEND A 340P ORIENTATION before you are qualified to begin observations of children.
• Spend 1 hour + 40 minutes each week observing and interacting with infants/toddlers at the Children’s Center at USC. You are to participate at the center at the time scheduled for your section:
  #1 Monday (MJ) 8:10-9:50
  #2 Monday (MJ) 10:10-11:50
  #3 Monday (KW) 3:10-4:50
  #4 Tuesday (MJ) 9:15-10:55
  #5 Tues. (KW) 3:30-5:10
  #6 Wed. (MJ) 8:10-9:50
  #7 Wed. (MJ) 10:10-11:50
  #8 Wed. (KW) 3:10-4:50
  #9 Thursday (MJ) 9:15-10:55
  #10 Thursday (KW) 3:30-5:10
  #11 Friday (KW) 8:10-9:50
  #12 Friday (KW) 10:00-11:50
  #13 Friday (KW) 3:10-4:50

VII. Major Topics of the Course
• Major theories of child development
• Characteristics of quality infant/toddler programming and its assessment (ITERS)
• Behaviorists (Skinner, Waston)
• Social Learning (Bandura)
• Psychosocial theories (Freud, Erikson)
• Cognitive development (esp. Piaget & Vygotsky)
• Ecological Systems (Bronfenbrenner)
• Pregnancy, prenatal development, and birth
• Characteristics and capabilities of neonates
• Brain Growth and Development
• Development of Perception
• Physical Growth
• Large and Fine Motor Development
• Language Development including cultural variations in language patterns
• Emotional Development: Separation Anxiety, Attachment Theories, Temperament (Maslow, Harlow, Ainsworth, Thomas & Chess, etc.) including culturally determined practices
• Social Development
• Respectful and Developmentally Appropriate Caregiving including cultural congruence
• Physical and Emotional Environments that Support Development
  • How Play Supports Development
  • Blackboard participation including Discussion Board and uploading and downloading files
• Standards of professional practice including NAEYC Initial Certification and the USC Professional Education Unit Dispositions
• SC’s Infant/Toddler Guidelines
VIII. Modes of instruction
- Lecture
- Demonstrations
- DVD, web-based recordings
- Class discussion
- Small group activities
- Classroom presentations to large and small groups
- Blackboard discussions

IX. Bibliography


NAEYC (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. Washington, DC; NAEYC.

Ohio’s Infant & Toddler Guidelines: *Early Experiences Last a Lifetime* (2006). Ohio Child Care Resource and Referral Agency (OCCRRRA): Columbus, OH. (soon to be adopted by South Carolina)
In the first half of the semester you will prepare an *Illustrating ITERS* Group Project based on your participation in EDEC 340P. Each group (4-5 students) and make a 10-12 minute presentation based on their practicum experiences and application of course materials. **This group project accounts for 15% of your grade.**

Your presentation will give your classmates a “snapshot of best practices” with specific examples of excellence as described in the *Infant/Toddler Environment Rating Scale (Revised)* (2003), Harms, T., Cryer, D., & Clifford, R. M. The Environment Rating Scales are widely used assessments of program quality. Reliable and valid versions specifically applicable to programs serving Infants/Toddlers (ITERS); Early Childhood (ages 3-5) (ECERS); School Age Care (SACERS); and Family Child Care (FCCERS) are widely used to evaluate program quality.

Your group will select one of these ITERS-R items to be the focus of group members’ data collection and presentation. (only one group per topic):

<table>
<thead>
<tr>
<th>SUBSCALE</th>
<th>ITEM</th>
</tr>
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<tbody>
<tr>
<td>Space and Furnishings</td>
<td>#4 Room Arrangement</td>
</tr>
<tr>
<td>Personal Care Routines</td>
<td>#10 Health Practices</td>
</tr>
<tr>
<td>Listening and Talking</td>
<td>#12 Helping Children Understand Language</td>
</tr>
<tr>
<td>Activities</td>
<td>#15 Fine Motor</td>
</tr>
<tr>
<td>Interactions</td>
<td>#25 Supervision of Play and Learning</td>
</tr>
<tr>
<td>Program Structure</td>
<td>#30 Free Play</td>
</tr>
</tbody>
</table>

1. Become very familiar with your item’s quality indicators
2. Document interactions/environments/materials that illustrate best practices as described in ITERS-R. Documentation is to include video clips, photos, and/or detailed anecdotes.
3. Develop a short (10-12 minute), carefully-crafted Powerpoint presentation designed to teach class members about your item’s accepted indicators of quality. Your presentation must be *data-driven*, that means you must use video clips, photos, and/or detailed anecdotes to describe best practices. You may also use illustrations from school supply websites (i.e. Environments, Kaplan School Supply), may reference professional resources, or present a dramatization to illustrate key information.
4. All group members must participate in the presentation and its preparation. Team members will have the opportunity to confidentially assess the quality of their own and their peers’ contribution to the project. All team members will be awarded the same credit for the project unless there are indications that everyone did NOT contribute equally to its success.
5. Each group will submit to their instructor a **printout of their Powerpoint** including presentation notes and references.

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**EDEC 340 Illustrating ITERS Group Project Evaluation**

<table>
<thead>
<tr>
<th>Group Members: ____________________</th>
<th>Topic: ____________________</th>
<th>out of 15 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
<td>out of 8 pts</td>
</tr>
<tr>
<td>• Demonstrates familiarity with identified ITERS item</td>
<td></td>
<td></td>
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<tr>
<td>• Appropriate use of data &amp; professional authorities to illustrate key information</td>
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</tbody>
</table>

**2. Effectiveness of presentation** | out of 4 points

- 8-10 slide Powerpoint presentation
- Powerpoint is accurate, artfully crafted, easy to read

**3. Oral presentation** | out of 3 points

- Presentation is practiced, polished and professional.
- Voice quality, volume, and careful articulation are evidenced
- Evidence of ALL team members’ participation
Accurate and rich field notes with insightful interpretations will provide the documentation of your classroom observations and child interactions that will be the basis of your Child Study Project.

You will submit 4 sets of Field Notes. Notes MUST be submitted on identified due dates.

Include these Field Notes AND those you take on other visits to your 2-year-old classroom with your Child Study project.

A. Use the two-column format described in class to record your observations of this child’s activities, behaviors and reactions as well as your interpretation of their meaning.
B. Date EVERY observation and identify its location.
C. We strongly recommend you NOT take your notebook into the classroom. Take field notes in a format small enough to be portable BUT large enough for substantive notes.
D. Notes need to be legible and organized but neatness is not essential. Abbreviate, sketch, and use other strategies to be efficient.
E. DO NOT copy field notes over – submit your handwritten notes. You may photocopy them.

1. The first column describes ONLY OBSERVABLE BEHAVIORS. Consider these examples:
   - J. worked on getting the ball out from under the loft’s slide for 10 minutes. First he tried to reach it with his left hand, then he put his head under the slide. He put one hand on either side of the ball and yanked hard! It came out. He laughed when the ball came free and then he rolled it to S. by pushing it hard with both hands.
   - A. cried loudly when she woke from her nap. She calmed some and watched me carefully when I went into the nap room. When I picked her up her body relaxed and she smiled when I stroked her back. I took her to the changing table. She lifted her bottom off the mat and held her legs out straight when I asked her to help me change her diaper.

2. The second column applies theories and makes connections. Consider these examples:
   - Link observations to readings or class discussions: T’s strong reaction and his vigorous crying when his mother leaves makes me think he is securely attached as Gonzalez-Mena & Eyer describe Ainsworth.
   - Trends you are noticing: S. seems to really enjoy tummy time – she always becomes more active and seems to enjoy the freedom of being on the floor.
   - Personal reflections: I never thought I’d be able to help J transition happily into the Center but he calmed right down when I sat next to him and helped him with play dough.

Each set of Field Notes is to include apply at least 5 applications of theories, application of Infant/Toddler Guidelines or documentation of Ages and Stages (ASQ) Child Assessment items. Highlight these applications. Take care to apply a variety of theories/ resources. Repeated documentation of the same behaviors will not enhance your understanding.

Field Notes Evaluation Criteria

Name ____________________  Field Notes Submission    # 1  #2  #3  #4   _______ out of 5 pts
(Circle which)

Substantial collection of data _ of 1 point
   - 2 column data collection system
   - Includes date and location of observation
   - Clearly organized with effective use of abbreviations, sketches, etc.

1st column describes children’s observable behaviors _ of 2 points

2nd column includes at least 5 HIGHLIGHTED applications _ of 2 points
Applying a variety of theories and/or includes documentation of I/T Guidelines, Ages and Stages (ASQ) Child Assessment items.
In the second half of the semester you will complete an in-depth Child Study Project based on observations of, and interactions with, a child 24-36 months old. This individual project accounts for 25% of your grade.

Your Child Study Project will be based on your participation in EDEC 340P. You are to use the data collection strategies and Ages and Stages Questionnaire described in class. You are to analyze the data to identify the developmental milestones this child has achieved. You will learn about the child’s physical development; small and large motor skills; cognitive, language, social and emotional development; and the characteristics of appropriate discipline and guidance that are based on knowledge of child development. You will synthesize your findings, present your most significant insights in class, and turn in your project at the last class meeting. The final project is NOT to be shared with families. You are a “professional in the making” and are learning to apply theories of child development. If you misinterpret observations or theories they may cause concern for parents.

Your project needs to demonstrate:
1. Knowledge of theory as reflected by a familiarity with assigned readings, lectures, and class activities and discussions.
2. Evidence of your developing skills documenting observations through reliance on anecdotal notes, photographs, and other appropriate artifacts with interpretations applying child development theory.
3. Thoughtful organization and writing that demonstrates attention to clarity of expression, neatness, form, grammar, spelling, and punctuation as appropriate for accomplished college-level students.

Child Study Project Outline

Refer frequently to texts and other scholarly resources. Be certain to use professional language and justify all conclusions. For example, if you believe this child is in Piaget’s preoperational stage of cognitive development what specific observations led you to apply this label at this time? Refer to fieldnotes and ASQ to justify conclusions.

1. Physical Development and Caregiving Practices

Give the child who is the focus of your study a pseudonym or use his/her initial. Do NOT use his/her real name. Describe the child. Write a description that includes:
- Gender, ethnicity, age in months, birth order
- The child's current length and weight. Into what percentiles does s/he fall? Consult the Centers for Disease Control website [http://www.cdc.gov/growthcharts/](http://www.cdc.gov/growthcharts/). Follow links to individual growth charts. Print out these charts, plot your child's growth and include them with your report. Report the weight-for-age and length-for-age percentiles in your report. Gather this information yourself. Do not ask the teacher or parent.
- What do you know about this child's birth? What was his/her birthweight? Was he/she full term?
- Learn about feeding routines. Is this child feeding him/herself? Is it OK if s/he gets messy? Consider culturally determined attitudes related to self feeding, getting messy, independence and autonomy.
- What helps this child fall asleep at home? What going-to-sleep routines are practiced at the Center? Consider culturally determined beliefs about children's sleep arrangements.
- Learn about elimination habits and expectations for toilet learning. Consider culturally determined expectations.

2. Small and Large Motor Skills

- Describe gross and fine motor development by referring to Santrock p. 157-163, Table 7.2 and Figure 7.1 in GM&E and the ASQ questionnaire.

3. Cognitive Development

- Apply Piaget's theory of cognitive development. What stage is this child in now? Refer to Santrock p. 182-199 and p. 212-216 and GM&E Ch. 8. Describe specific behaviors that are the basis for your opinion of this child's current level of cognitive development.
- Report your findings after doing at least one of Piaget's conservation tasks. Describe your administration of this Piagetian task. Be very careful to replicate the administration described in the textbook. (Remember you don't TEACH these tasks - they are assessment tools.) Interpret your findings using professional language.
• Describe an incident illustrating assisted learning that is an example of scaffolding within a child's ZPD as described by Vygotsky. Refer to GM&E Ch. 8 and Santrock p.200-206.

4. Language and Literacy Development
• Describe the child's current proficiency with language and other ways s/he communicates. Be alert to describe this child’s articulation skills accurately – transcribe what you hear him/her say?
• Describe fast-mapping errors and other characteristics of young children's emerging language skills. Refer to GM&E Ch. 9, DAP p. 70-71, Santrock pp.278-284.
• Use professional language to describe the early writing, scribbling, drawing, and knowledge of books have you seen. Use professional language to interpret writing/drawing artifacts by relying on materials posted on BlackBoard. Drawing & writing artifacts with interpretations are recommended.

5. Social and Emotional Development - GM&E Ch. 10 & Santrock Chapters 10,11, & 14
• Temperament: Thomas and Chess describe 9 traits of temperament that they cluster into 3 temperament types. Apply Thomas & Chess and others to describe this child’s temperament. Provide specifics that justify your conclusions. Refer to Santrock pp. 316-321 and GM&E Ch. 10. Address “goodness of fit” issues as they relate to how the Center’s program responds to this child’s temperament.
• Apply Erikson's theory of psychosocial development: Into what psychosocial stage would Erikson put this child? What characteristics of this developmental level have you observed to substantiate your conclusion? Apply Santrock pp. 21, 324, 350-351, 355 and GM&E pp. 238-242.
• This child is developing his/her self-esteem and self-image: How does s/he describe him/her self? How does s/he respond when faced with a problem that needs to be solved? Does s/he need frequent praise (vs. encouragement)? Santrock Chapter 11. Describe his/her genderized identity and influences that have shaped this identity. Santrock Chapter 12, GM&E pp. 294-297.
• Attachment & Separation: How does the child react to separation from parent(s)? Does s/he use a transitional object? What routines or behaviors help make the transition successful? What do you know about this child's attachment to his/her caregiver? GM&E Ch. 5. Apply Santrock p. 324-330. Apply Ainsworth’s theory (p.325-326 in Santrock) to his/her behaviors showing attachment to parent(s) AND primary caregiver.
• Describe Guidance &Discipline Practices: Parenting styles (Santrock, p. 424-427) also apply to childcare settings. Rely on professional authorities to summarize “best practices” for guidance and discipline of infants/toddlers. How is this child learning the “house rules”? How are limits set? How are they enforced? How are pro-social behaviors such as empathy and altruism encouraged? Do the guidance techniques you’ve seen reflect best practices? How? GM&E pp. 240-245 and DAP p. 70-71

6. Synthesize your findings and apply what you have learned about the characteristics of quality programming for Infants and Toddlers with specific examples from your observations
• Rely on professional resources such GM&E, ITERS, SC Child Care Licensing Standards*, NAEYC Program Accreditation Standards* and Ohio’s Infant & Toddler Guidelines: Early Experiences Last a Lifetime* (2006) to answer these questions.
* These resources are found on Blackboard under the External Links tab.

1. PROFESSIONAL PRESENTATION
This project needs to be a substantive demonstration of your professional knowledge and skills. Both oral and written reports are to:
• Be thoughtfully organized. Express your ideas clearly and demonstrate your professional knowledge and expertise.
• Rely on authoritative scholarly resources (both print and on-line) beyond assigned texts to interpret growth, development and learning.
• Demonstrate attention to clarity of expression, neatness, form, grammar, spelling, and punctuation.
Include artifacts to illustrate this child’s growth, development and learning. Artifacts must be clearly labeled, describing what they illustrate about this child’s accomplishments.

**Do not say** “Here is M drawing with markers”

**Do say** “M held the marker in her right hand when working on this paper. She gripped the marker firmly between her thumb and fingers. She worked on this paper for 20 minutes. Notice the directional scribble and human figures with limbs. She narrated her work almost constantly, saying “mommy will be home soon, we’ll cook some dinner.”

- Integrate artifacts into your report. That is, include a discussion of writing and drawing samples in the section describing language and literacy development. You may also include artifacts of a general nature in an “artifacts” section of your report.
- The final report must be word processed, put in a binder, divided into the 6 sections identified above

The final report must be submitted to Safe Assignment no later than midnight December 3rd. Grades will not be recorded if your paper has not been submitted. Late submissions will be penalized.
### EDEC 340 Child Study Project Evaluation

Include this sheet with your final project - it is a shortened version of the Child Study Project Assignment. Be sure to refer to the project outline when writing your report.

| NAME: ___________________________ | Out of 25 ______ |
|______________________________|____________________ |

**DATA** __ OUT OF 3 POINTS

- Includes *Ages and Stages Questionnaire* with dated annotations
- Includes artifacts with appropriate interpretations (work samples, photographs)
- Includes Field Notes from ALL observations (including those previously evaluated)

**CHILD STUDY REPORT (submitted to Safe Assignment)** __ OUT OF 18 POINTS (3 points each)

__ 1. Physical Descriptive & Caregiving Practices
   - Use an initial or pseudonym
   - Gender, age, ethnicity, birth information, the child’s length and weight *and percentiles* are described
   - Includes descriptions of feeding, sleep, toileting and other routines that have cultural ties

__ 2. Small and Large Motor Skills
   - Describe gross and fine motor development with specific examples (refer to ASQ & anecdotal notes)

__ 3. Cognitive Development
   - Apply age & developmentally appropriate Piagetian concepts to identify child’s current stage of cognitive development. Substantiate why you believe the child is in this Piagetian stage.
   - Describe your administration of at least one Piagetian task and the child’s responses
   - Describe an example of assisted learning and scaffolding that applies Vygotsky’s theories

__ 4. Language Development
   - Describe the child’s unique way of communicating and her/his emerging language skills. Include accurate transcriptions of language and describe any fast mapping errors observed.
   - Interpret samples of writing/drawing

__ 5. Social and Emotional Development – Apply theories/interpret observations related to:
   - Apply theories of temperament. Substantiate your conclusions with specific examples. Address goodness of fit
   - Apply Erikson’s theory of psychosocial development
   - Describe characteristics of Attachment & Separation. Consider attachments to parents as well as to primary caregivers.
   - What do you know about this child’s developing self image including gender development?
   - Have you seen evidence of or heard of fears. Are they age-typical?
   - What self-calming strategies does he/she demonstrate?
   - Describe “best practices” for Guidance and Discipline of toddlers. What did you observe?

__ 6. Synthesis applies findings to what you have learned about quality programming
   - Reflects knowledge of generally accepted characteristics of quality childcare
   - Applies knowledge of characteristics of quality childcare to practicum experiences

**PROFESSIONAL PRESENTATION** __ OUT OF 4 POINTS

__ 7. Quality of presentation:
   - Report is organized (binder w/ dividers) and professionally presented in class and in print
   - Reference list goes shows reliance on resources including and beyond assigned texts. Accurately applies APA style.
   - Is word processed and demonstrates attention to neatness, grammar, spelling, punctuation, clarity as appropriate for accomplished college-level students