Syllabus: PSYC BC 3466y, Spring 2020
Field Work and Research Seminar: Barnard Center for Toddler Development
Tue 12:50pm - 2:50pm, 214 Milbank Hall
Dr. Tovah P. Klein (854-5274, tklein@barnard.edu); Office hours (Tue 3pm – 4pm, Milbank 412D)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>Note</th>
<th>Assign/Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>Revisiting Attachment</td>
<td>Meet w/co-leaders</td>
<td></td>
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<tr>
<td>2</td>
<td>1/28</td>
<td>Research</td>
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<td></td>
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<tr>
<td>3</td>
<td>2/4</td>
<td>Cultural Issues in Toddler Development</td>
<td>Co-leaders</td>
<td>weekly comment* (2 for the term)</td>
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<tr>
<td>4</td>
<td>2/11</td>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/18</td>
<td>Work &amp; Child Care</td>
<td>Co-leaders</td>
<td>weekly comment*</td>
</tr>
<tr>
<td>6</td>
<td>2/25</td>
<td>Poverty &amp; the Brain</td>
<td>Speaker: Dr. Kim Noble</td>
<td>weekly comment*</td>
</tr>
<tr>
<td>7</td>
<td>3/3</td>
<td>Research</td>
<td></td>
<td>Coding &amp; Reliability</td>
</tr>
<tr>
<td>8</td>
<td>3/10</td>
<td>Hands-on Play</td>
<td>In TC</td>
<td>Draft Outline for research due</td>
</tr>
<tr>
<td>9</td>
<td>3/17</td>
<td><del>Spring Break</del></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/24</td>
<td>Neurodevelopment</td>
<td>Speaker: Prof. Nim Tottenham</td>
<td>Final Research Outline with codes defined due by 3/25</td>
</tr>
<tr>
<td>11</td>
<td>3/31</td>
<td>Early Trauma &amp; Risk</td>
<td>Speaker?</td>
<td>weekly comment* Coding Complete</td>
</tr>
<tr>
<td>12</td>
<td>4/7</td>
<td>Children in Orphanages</td>
<td>Speaker: Dr. Jane Aronson</td>
<td>Poster Draft due by 4/10</td>
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<tr>
<td>13</td>
<td>4/14</td>
<td>Toddlers in a digital age/Final Research Week</td>
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<td>Final Poster due by 4/15</td>
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<tr>
<td>14</td>
<td>4/21</td>
<td>Interventions: Looking Toward the Future</td>
<td>Speaker: Jill Roche, HPAC</td>
<td>Term Papers due/Research Symposium 4:30</td>
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<tr>
<td>15</td>
<td>4/28</td>
<td>Student Presentations/Wrap Up</td>
<td>Lunch in TC</td>
<td>Final Reflection Essay due by Fri 5/1</td>
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</tbody>
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weekly comment* (2 for the term- NOTE possible weeks)
Observations turned in with final developmental paper
During the first semester of this seminar, our focus was on the major developmental tasks of toddlerhood. The continuation of the seminar widens the scope of knowledge on this age. We will look at broader topics in toddler development and parenting, wrapping up with a look at the whole toddler. At the same time, students will be involved in qualitative research on how mothers navigate the work and family domains. We will be interviewing mothers about their parenting experiences and how they think about and manage work and family as their children grow up. By the end of this course, students will:

**Learning Outcomes**

1. Demonstrate an understanding of the attachment relationship and its significance for toddler development as a foundation for ongoing development.
2. Demonstrate an understanding of the key emotional and social tasks of toddlerhood.
3. Develop and pilot codes to analyze and interpret qualitative data on how mothers view the work-family balance.
4. Recognize the complexity of parenting in the early years and discuss its importance for ongoing child development.
5. Demonstrate and apply observation skills developed through weekly observation and recordings of the behavior and interactions of toddlers.

You need to apply yourself in both the classroom and the seminar to get the most out of this course. Your grade will reflect the quality and progress in your assignments, participation in seminar, and your effort and progress in the toddler classroom. To do well in this course, you must do the readings, think about them, and ACTIVELY participate in seminar. My goal for each of you is to have you learn in-depth, in a combined academic and hands-on way, about early development.

**GRADING POLICY**

There is one grade at the end of the year that covers both semesters (8 credits). The final grade reflects work in the toddler classroom and seminar, and growth over the year:

Grades are based on the following:

1. **Work in the classroom** – includes your effort, increased understanding of toddler development over the year, working as a team member, ability to reflect on your work with the toddlers, taking initiative, and understanding and application of developmental theory. [40% of final grade]
2. **Seminar** – participation and contribution to seminar and critical thinking about readings (1/3 of seminar grade). Read assignments thoroughly and contribute to the discussion each week. Written assignments, individual and group projects. Do not turn in papers late (1/2 grade off per day) (written work accounts for approximately 2/3 of seminar grade).
   Seminar Grades based on (1/3) participation and understanding of material + (2/3) written work (including observations, papers, weekly assignments, end of term essays). [60% of final grade]
3. **Final Grade** = 40% (Toddler Center classroom) + 60% (Seminar)
   I urge you to put grades aside and focus on learning about toddler development and enjoying the combined experience of theory and application.
4. **Assignment extensions** – If you will need an extension (not for research, those deadlines cannot change) request one AT LEAST 10 days in advance of due date in writing. Include how long an extension you are requesting.
Seminar Readings

Readings on Courseworks (C)

**Week 1 - 1/21**  Revisiting Attachment

**Week 2 - 1/28**  Research Introduction: Work & Family

**Week 3 - 2/4**  Cultural Issues in Toddler Development *(Co-Leaders) *Weekly comment

**Week 4 - 2/11**  Research

**Week 5 - 2/18**  Work and Child Care *(Co-Leaders) *Weekly comment

Optional (but worthwhile):
**Week 6- 2/25**  **Poverty and the Brain** *(Speaker: Dr. Kimberly Noble, Teachers’ College)*

*Weekly comment*


**Week 7- 3/3**  **Research – Coding & Reliability**

*Draft Outline for research due*

**Week 8- 3/10**  **Hands-on Play** *(In Toddler Center)*


**Week 9- 3/17**  **~SPRING BREAK~**

*Work on coding!*

**Week 10- 3/24**  **Neurodevelopment** *(Speaker: Prof. Nim Tottenham, Columbia)*


*Final Research Outline with codes defined due by 3/25*

**Week 11- 3/31**  **Early Trauma & Risk**  *

*Weekly comment*

- Adverse Childhood Experiences and Adult Outcomes (ACES). C
  - More information on ACES: [ACES Website- CDC](https://www.cdc.gov/aces)

*Coding Complete!*
Week 12- 4/7  

**Children in Orphanages** *(Speaker: Dr. Jane Aaronson, World Wide Orphans, wwo.org)*


*Poster Draft due by 4/10*

Week 13- 4/14  

**Toddlers in the digital age/Final Research week**

To be assigned

*Final Poster due by 4/15*

Week 14- 4/21  

**Prevention & Interventions: Looking Toward the Future** *(Speaker: Jill Roche, HPAC)*


*Term Papers due*

Week 15- 4/28  

**Summing it up** *Research Symposium at 4:30*


*Final Reflection Essay due by Fri 5/1*
Course Requirements – Spring Term

1. **Class attendance, completion of readings** prior to class time, and **active participation** in the seminar is required. If you are ill or have an emergency and cannot attend seminar, contact Professor Klein before class. **Absences & lateness are considered in your grade.**

2. **Continued work** one morning a week at the Toddler Center as an assistant teacher.

3. **Research:** Research project will involve developing and piloting codes for a qualitative study of mothers and careers/work. Students work in teams, including out of class time, to learn coding techniques for data analysis, develop their own codes, and establish reliability. Each student will conduct one research interview. A research poster is due at the end of the term as a write up of the students’ project (1 poster per team). Barnard Psychology Research Symposium (optional) is April 21st; groups will have the opportunity to present their posters.

4. **Observation assignment & Paper:** Continue to write weekly observations, at least 1 page in length with details conveying the nuance of the child. You are responsible for weekly observations, as well as one in-home observation and meeting with the child’s parent. Developmental paper (that will incorporate observations) is due in April. 10-12 pages.

5. **Toddler classroom activity:** Based on developmental theory, develop toddler activity with partner (supervised by Alison Davis, meet at least 2 weeks before); short paper.

6. **Weekly comment**- two to be handed in for class for this term. You are expected to **read in depth** all weeks, and actively participate in discussions.

7. **Co-Lead:** Co-lead one of the discussions- responsible for introducing topic and facilitating discussion. Two teams remain.

**Staff & Contact Information:**

- **Tovah Klein, Ph.D., Director/Course Professor**
  - 212-854-5274 , tklein@barnard.edu
- **Alison Davis, Associate Director**
  - 212-854-8271, aldavis@barnard.edu
- **Andrea Carmosino, Center Administrator**
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- **Jenna Bloom, Teacher, AM Head Teacher**
  - 212-854-9083, jbloom@barnard.edu
- **Serena Baroudi, T/F AM Teacher**
  - 212-854-9083, http://sbaroudi@barnard.edu
- **Kristen O’Reilly, M/Th AM Assistant Teacher**
  - 212-854-9083, koreilly@barnard.edu
- **Amaesha Durazi, Research Coordinator**
  - 212-854-8275, adurazi@barnard.edu
Center for Accessibility Resources and Disability Services Statement
If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours (preferred) or via email.

From Fall Syllabus:

**GRADING**

**POINTS POSSIBLE:**

**First Term:**

- **Non Graded Items:**
  - Credit for completing/turning in on time, includes:
    - First observation journal 30
    - End of term reflection essay
    - Attendance/punctuality

- **Observation Journal** - 45

- **Reading Responses** - (3) 45 (15 each)

- **End of Term Sharing Essay** - 45

- **Participation** - 90
  - Active contributor, critical thinking & understanding

 *(Note that actively participating in constructive ways is a large part of your grade both terms)*

**Second Term (subject to change):**

- **Research Project** - 85
  - Includes quality of work, teamwork, poster

- **Developmental Paper** – 75

- **Observations (with paper)** - 20

- **Reading Responses** - (2) 30 (15 each)

- **Toddler Activity** - 25

- **Participation (includes co-leading)** - 110

**TOTAL POSSIBLE for Seminar:** 600 (2/3 of final grade)

**Toddler Classroom:** 300 (1/3 of final grade)