**SYLLABUS**

Field Work and Research Seminar: Barnard Center for Toddler Development
Tuesday 12:50-2:50; MLC LL001
Dr. Tovah P. Klein (854-5274; tklein@barnard.edu); Office Hours: **Tue 3:00-4:00, 412D Milbank**

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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>Note</th>
<th>Assign/Due</th>
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<td>2019 9/3</td>
<td>Introduction to Course Early Experience</td>
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<td>2</td>
<td>9/10</td>
<td>Attachment/Relationship Perspective-Foundations for class</td>
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<td>3</td>
<td>9/17</td>
<td>Attachment/Relationship Perspective</td>
<td>*RR (3 hand-in over term)</td>
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<td>4</td>
<td>9/24</td>
<td>Toddler Adaptations</td>
<td>Child obs start this week</td>
<td>*RR Co-lead sign up</td>
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<td>5</td>
<td>10/1</td>
<td>Attachment and Beyond NO SEMINAR – Rosh Hashanah Readings are still required</td>
<td>Write 1-2 pages with 3 take-aways from readings</td>
<td>Email to Prof. Klein by 4:00 on Tue. 10/1</td>
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<td>Qualitative Research &amp; Observation of Children</td>
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<td>Symbolic Capacity and Play</td>
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<td>10</td>
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<td>NO CLASS- Vote!</td>
<td>ELECTION DAY</td>
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<td>Qualitative Research - Intro to Work &amp; Family Study</td>
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<td>Play Workshop</td>
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<td>Pulling It Together</td>
<td>Lunch in TC</td>
<td>Sharing Essay due</td>
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**Note:**
- **RR = Reading Response. 3 Required to be handed in during term.**
- Write each week for class discussion, pick 3 to hand in at seminar.
- **12/11 & 12/16 Observations due; 12/16 (or earlier) Reflection Essay due**
The weekly academic seminar provides a theoretical foundation to frame your classroom experience of working with and learning about toddlers. The combination of theoretical and research readings in developmental and clinical psychology with observing and experiencing the growth and development of children provides a unique way to learn about a critical developmental period. Developing skills as an astute and objective observer of children is a centerpiece of the course. Readings primarily focus on socio-emotional aspects of development as toddlers move from the primary relationship with their parents, into new relationships, including with peers. Toddlerhood represents a time of incredible change and exploration in the world – it is a vibrant and exciting developmental period. Changes occur in all domains – physical, language, cognitive, social and emotional. This is a dynamic period of development that allows us to study attachment and separation and how children establish a foundation for future relationships and emerging sense of self. The foundation provides a base for all aspects of development.

Course Requirements – Fall term:

1. **STUDENT TEACHER:** Participation as student teacher one morning per week at Toddler Center, 9:00-12:30. Teaching responsibilities involve working with children, briefing and debriefing, set-up, clean-up, and participating in a classroom clean-up outside of AM time. **Arrive ON TIME (or early),** no later than 9:00. LATE ARRIVALS will count against your grade.

2. **SEMINAR:** Completion of readings **prior** to the week’s meeting, **attendance and active participation** in seminar. Seminar participation includes presenting to the class most weeks in small groups and active participation in discussions. Brief, weekly assignments may be assigned. Attendance is required. **ABSENCES:** If you are ill, let Professor Klein know **before** seminar. More than one absence will be considered in your grade.

   A) **Child Observations:** weekly written observations; observation outside of class; include in developmental paper (2nd term). Hand in two times during 1st term.

   B) **Research Project intro in seminar** (Research project second term).

   C) **Co-lead:** co-leading (groups of 3-4) a seminar either first or second term

   D) **Reading Responses**- 2-3 pages. 3 required to be handed in 1st term (possible weeks, *RR)

   E) **End of term essays** (2 essays- one on sharing; one a wrap-up of term).

**GRADING POLICY**

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

1. **Seminar breakdown of grade— 2/3 of Full Final Grade:**
   participation and contribution to seminar discussions (small and full group) and critical thinking about readings and concepts (**1/3 of seminar grade**). Read assignments carefully and contribute to the discussion each week.

   **Written assignments, individual and group projects. Do not turn in papers late (1/2 grade off/day) (written work accounts for 2/3 of seminar grade; 1/3 for participation in seminar discussions).**

2. **Toddler classroom – 1/3 of Full Final Grade** includes effort, increased understanding of toddler development over the year, work as a team member, taking initiative, and understanding and application of developmental theory (see grading on final syllabus page).

3. **Effort and improvement over the year are taken into account for final grade.**

   **IMPORTANT NOTE:** I understand that students worry about grades. I wish I could rid you of that-- in my experience over 25 years of teaching, grade focus will hold you back from true learning in this
course. I urge you to put grades aside and instead focus on learning about toddler development and 

enjoying the combined experience! It is a unique experience and if you do this, you will be fine in 

the course. You will also learn a tremendous amount about toddlers - first hand, research, theory, 

and the complexity of this critical age. Plus, you’ll enjoy it more!

To get the most learning out of this course apply yourself in both the seminar and the toddler 

classroom. You are not expected to know what you are doing from the start (no one does). Final grades 

reflect the quality as well as progress in your assignments, participation in seminar, and effort, 

understanding and progress in the toddler classroom.

Want to do well? Here is what it takes: complete the readings, THINK about them, WRITE about 

them and ACTIVELY participate in seminar. Our goal is to have each of you learn in-depth about toddler 

development, in a combined academic and hands-on way, to use your head and your heart together.

A note about ATTIRE IN TODDLER CENTER: You are in the role of student teacher in 

the room. Dress should be appropriately casual. No torn clothes (top or bottom), 

appropriate length shorts or skirts, full covering on tops - no halter tops, tank tops or 

spaghetti straps. No see-through clothing or large writing/logos. Please be aware paints can 

stain and you will get dirty. Jeans (not torn) are fine. You will move around A LOT, so wear 

comfortable clothing.

Feedback: There are daily debriefings, teacher feedback regularly, and Prof. Klein meets with each 

student individually in December to discuss your work in the seminar. Alison Davis and a teacher meet 

with you in January to go over your work in the classroom. There will be informal meetings with each 

student earlier in the term. If you want to meet at any time during the course for feedback, we are 

happy to do so. We are looking for you to learn and grow as the year goes on. Our goal is to help you 

understand the children’s development and integrate the experience in the classroom with the 

developmental concepts learned in seminar. Written assignments and projects both terms give you the 

opportunity to combine the classroom and seminar work. Sleep well the night before your Toddler 

Center morning, wear comfortable clothing and enjoy yourself and the children! Stay on top of the 

readings and assignments and you will become experts in toddler development.

Learning Outcomes

1) Demonstrate an understanding of the key emotional and social tasks of 

toddlerhood.
2) Demonstrate an understanding of the attachment relationship and its significance 

for toddler development as a foundation for ongoing lifetime development.
3) Develop and apply coding themes to analyze and interpret narrative research data.
4) Recognize the complexity of parenting in the early years and discuss its importance 

for child development.
5) Demonstrate and apply observation skills developed through weekly observation 

and recordings of the behavior and interactions of toddlers.
Seminar Readings

Books available at Book Culture, 113th Street between Bdway & Amsterdam
Other readings on Courseworks (C)


Week 2-9/10 Attachment/Relationship Perspective - foundations for the class

- Lieberman, Chapter 1: The emotional importance of relationships.
- Cohen, et al., Chapters 1 & 12: Getting started & Observing and Recording the behavior of infants and toddlers.

Week 3-9/17 Attachment/Relationship Perspective (RR)

**Reading Response handed in 3 of the 5 possible weeks.**
Write a response each week for discussion; turn in 3.

- Cassidy, J. (2016). The nature of the child’s ties (pp. 3-24)
Week 4- 9/24  **Toddler Adaptations (RR)**

  
  Chapter 6: Adaptation in the toddler period: Guided self-regulation. (pp. 106-120).
- Lieberman, Chapter 4: A question of temperament.

Week 5- 10/1  **Attachment and Beyond - NO SEMINAR (Rosh Hashanah)**

(email professor 3 take-aways of week by 4:00 on 10/1)

- Cohen, Chapter 4: Recording children’s behavior with one another

Week 6- 10/8  **Observation of Children**

- Lieberman, Chapters 2, 3 & 7: Who is the toddler?; The challenges of being a toddler; & Early anxieties.
- Cohen, et al., Chapters 2 & 3: Recording a child’s behavior during routines; & Recording a child’s use of materials.
Week 7- 10/15

Roots of Peer Relations/Social Play

- Cohen, Chapter 9: Observing children develop the power to think.

Week 8- 10/22

Qualitative Research/Observation of Children

*Observations Due- see assignment (Tue students submit by 10/23, 4pm)

- Lieberman, Chapters 5 & 6: The active toddler & The shy toddler.
- Cohen, chapter 6: Recording the child’s relationships with adults and in adult-directed activities

Week 9- 10/29

Symbolic Capacity and Play *(Co-Leaders) (RR)

- Cohen, Chapter 10: Recording children’s developing language and emerging literacy.

Week 10- 11/5

Election Day- Exercise your right to VOTE!
Week 11- 11/12  Emotional Development *(Co-Leaders) (RR)


Week 12- 11/19  Qualitative Research- Intro to Work & Family Study

- ADDITIONAL READINGS ON WORK & FAMILY TO BE ASSIGNED

Week 13- 11/26  Play Workshop *(in Toddler Center)*


Week 14- 12/3  Pulling it Together-  Lunch & Wrap Up in Toddler Center

*Sharing Essay due*
TODDLER CENTER 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
  - 212-854-8275, toddlercenter@barnard.edu
- Jenna Bloom, Teacher, AM Head Teacher
  - 212-854-9083, jblloom@barnard.edu
- Serena Baroudi, T/F AM Teacher
  - 212-854-9083, http://sbaroudi@barnard.edu
- Amaesha Durazi, Research Coordinator
  - 212-854-8275, adurazi@barnard.edu
- Kristen O’Reilly, M/Th AM Assistant Teacher
  - 212-854-9083, koreilly@barnard.edu

We are available outside of class to meet or answer questions. Let us know if you want to set up a time. Professor Klein has weekly office hours. Keep in mind that most of us do not respond to emails after work hours. We will respond the following day.

All seminar students work in the morning (AM) classes. There are two toddler groups:
Mon and Thurs morning; or Tue and Fri morning for the full year.

PM Classes: The Toddler Center also offers afternoon toddler classes, staffed by 2 teachers and assistant teachers (assistant teachers include toddler seminar graduates if you are interested for next year).

I encourage you to visit and observe these other classes during the year.
PM Classes, 1:30-3:45
Wed afternoon (1 day) same age toddlers as AM toddlers.
M/Th afternoon, 2-1/2 year olds turning 3, 6-12 months older than AM toddlers

Observation Room: You are welcome and encouraged to observe your group of toddlers on the opposite day. You can also observe the other classes. Please do not bring friends or others to visit without permission of Professor Klein or Alison Davis. The observation room is used by parents, caregivers, students and professional visitors throughout the year. We ask that you not engage in discussion while in the room and respect confidentiality while observing.
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.
  Please note that actively participating in constructive ways is a large part of your grade.
  Full participation of all of you is what makes a great learning environment. Shy? Come speak to me!

Second Term (subject to change):

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

▪ Developmental Paper - 65

▪ Observations (with paper) - 20

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

▪ Toddler Activity - 25

▪ Participation (includes co-leading) - 120

TOTAL POSSIBLE for Seminar: 600 (2/3 of final grade)
Toddler Classroom: 300  (1/3 of final grade)

Your grade in the classroom is based on consistent effort in the classroom; incorporating teacher feedback; growth: increased understanding of toddler development over the year and ability to respond to toddler needs; being a reliable and active team member; ability to reflect on your work with the toddlers; taking initiative; and understanding and application of center’s developmental philosophy. More information will be provided as the year progresses.

Welcome to the toddler world! Between now and next May you will be seeing the world through toddler eyes. We look forward to a good year with all of you.