

Revised 5-Core
1-6-2012

FORMAT 7

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR

SUBMITTED BY:

Department

Early Childhood

College/School

1

CRCD

Prepared

Phone

455 2030

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept

ECE

Course #

304 W

No. of Credits

3

specialists.

Current research in this area stresses the importance of a solid social and emotional foundation. Social and emotional development includes an infant and toddler's growing ability to: regulate and express emotions; explore new environments; and form close relationships with family and caregivers. With the current national concerns for children's academic success, it is beneficial to be mindful of the role that social/emotional development plays in this area. Research shows that children who have healthy social and emotional lives

2
Billie

FORMAT 7 ECE 304W

The attached syllabus must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter. (See WRITING INTENSIVE)

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development

Child Development and Family Studies (CDFS)

Revised
1-6-2012
5-Core and
56-UNC

Course Syllabus

Course Title: Attachment and Social Development

Course No: ECE 304W

Credits: 3 (3 + 0)

Prerequisites: Engl 111X, Engl 211X or 213X

Recommended 1 of the following: ECE 104 OR ECE 220 OR ECE 245 OR ED 245, Or other early development course

Instructor: Veronica Plumb
604 Barnette Street Suite 220

Phone: 455-2038

E-mail: vmnlumb@alaska.edu

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College of Rural and Community Development

CHIEF, UNIVERSITY OF ALASKA (CRCD)

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College of Rural and Community Development Child Development and Family Studies (CDFS)

Writing Center also provides a FAX tutoring service for students enrolled in the College of Rural and Community Development distance courses. Students can FAX their papers to them at (1-800-478-5246), the writing center will review your paper, and provide a telephone tutorial with a tutor at a designated time. They offer fax tutorials Monday through Thursday evenings and Sunday afternoons. Please assure that written assignments submitted reflect your understanding of course material and demonstrate good writing skills.

Written assignments and projects are to be formatted using APA and typed. Font size should be 10 – 12, depending on the type of font. Spacing between lines should be 2.0. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

Students outside the Fairbanks area should locate computer facilities in their local area. If you are having trouble

locating suitable computer access, contact your regional center or instructor.

All assignments to be turned in should have a header or cover page with your name, the class and the assignment

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Student Action	Due Date	Points
Turn in topic of interest	Date to be determined	5
1 st draft	Date to be determined	5
2 nd draft	One eve prior to scheduled	5

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Draft Class Calendar

When the class is to be offered, appropriate dates for the semester will be used.

Date	Topic and Assignment
Meeting 1	In class today <ul style="list-style-type: none">• Review course expectations; introductions;• Diagnostic composition will be written this evening and sent to instructor as an email attachment. Topic will be "Specific interests around attachment and social

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	Preparation for next class: <ul style="list-style-type: none">• Read Chapter 3 of Raikes Text.
Meeting 6	In class today: <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic Continuing on Relationship-based care Preparation for next class: <ul style="list-style-type: none">• Read Chapter 4 of Raikes Text.
Meeting 7	In class today: <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Welcomes and Goodbyes / Children and Families Preparation for next class: <ul style="list-style-type: none">• Read Chapter 5 of Raikes Text. Research paper step: Depide on your research paper topic. Topics will need to be turned in by

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	<ul style="list-style-type: none">• Lecture topic: Relationships with Families <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 8 of Raikes Text.
Meeting 11	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Peer relationship support <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 9 of Raikes Text.
Meeting 12	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Supporting Teachers and Administrators <p>Preparation for next class:</p> <ul style="list-style-type: none">• Read Chapter 10 of Raikes Text.
Meeting 13	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group <p>Research paper step: We will also arrange to have individual meetings developed around the progress of your research paper. Have your First Draft due to me by (Date to be determined). Second draft is due the day before our scheduled meeting. A first draft does not have to be the whole paper. What do you have completed so far, a good start is all we need. The earlier the better so that I can respond to you before our time to talk on the phone. These meetings will be scheduled between (Dates to be determined).</p> <p>Preparation for next class:</p> <ul style="list-style-type: none">• Complete research paper, prepare to share main points of interest. (10 minute max)
Meeting 14	<p>In class today:</p> <ul style="list-style-type: none">• Small group discussions• Share discussion topics with large group• Lecture topic: Regarding emotional importance of early relationships in conjunction with toddlers; who is a toddler? <p>Preparation for next class: Read Chapters 1 and 2 in the Leiferman text</p>

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Meeting 16	Read Chapters 3 and 4 in the Leiberman text Set aside for individual meetings taking place by appointment And
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can sometimes make the course better for others if the challenges are directly related to the class

Attendance and Participation:

In general, it is expected that students will attend and participate in group meetings, field placement, read and reflect on text and other written materials, and complete all assignments.

Quality Issues: Reading reflections and the final research paper are to be typed (computers and word processor okay) unless otherwise stated in class. When working on Black board comments, please write your responses in your work processor and cut and paste into the Blackboard forum. This will allow students to read the discussions easily and comment. It is important to remember that students may have word processing programs that are different from each other that do not necessarily allow all attachments to be opened.