



**El Camino College/Compton Center**  
**Childhood Education Department**  
<http://www.elcamino.edu/academics/tep/EarlyChildhood.asp>



*Preparing Childhood Education Professionals and Life-long Learners*

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

**Child Development 107 Infant Toddler Development**

(formerly CDEV-7)

Section Number 2136

Units and Term: 3 Units (Fall 2009)

Day of Week and Time of Class 6:30-9:40pm W

Class Location ARTB 311

**Instructor:** Jennifer Montgomery  
**Office:** ARTB 326  
**Phone:** (310) 660-3593 X3570  
**Email:** [jmontgomery@elcamino.edu](mailto:jmontgomery@elcamino.edu)  
**Office Hours:**

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**Course Description:**

This course focuses on factors affecting the physical, cognitive, and psychosocial development of a child from birth to age two-and-a-half. Topics include the effect of the adult-child relationship on an infant's development, practical application of developmental theories in relation to infant/toddler group care, dealing sensitively and effectively with cultural issues in the child care setting, developmentally appropriate environments, curriculum, and state mandated licensing regulations.

**Course Objectives:** Upon successful completion of this course, the students will be able to:

- ❖ 1. Identify characteristics of physical, cognitive, and psychosocial development in the first two-and-a-half years of life.
- ❖ 2. Analyze environmental and cultural influences on the development of the child.
- ❖ 3. Identify and analyze cultural issues in care giving practices.
- ❖ 4. Design strategies for developing reciprocal relations between families and caregivers.
- ❖ 5. Compare current research in infant/toddler development with major theories.

- ❖ 6. Interpret data gathered from the observation of infants and toddlers to determine developmental stages based on Piaget's theory of cognitive development and Erikson's theory of psychosocial development.
- ❖ 7. Evaluate infant/toddler programs to determine their developmental appropriateness in regard to curriculum, adult-child interaction, and environment.
- ❖ 8. Identify the characteristics and competencies of an effective caregiver.
- ❖ 9. Design an environment for the optimal physical, cognitive and psychosocial development of infants and toddlers.
- ❖ 10. Identify Title 22 California State regulations governing infant/toddler care facilities.

**Student Learning Outcomes** (Overarching learning goals for this course.)

- 1 Analyze environmental and cultural influences on the development of the child.
2. Gather and Interpret data from the observation of infants and toddlers based on child development theories.

**Prerequisite or Recommended Preparation:**

CDEV 103 with minimum grade of C

**Required Text/s and Materials:**

1. Mena-Gonzalez, J. (2009). *Infants, Toddlers, and Caregivers* New York: NY. McGraw Hill. ISBN 978-0-07-337854-1.
2. Additional handouts will be given in class.
3. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.

**Attendance Policy:**

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three absences, you may be excluded from the class. Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities. Also, *PLEASE, keep your cell phones on silent mode during class.*

**Drop Policy:**

It is the student's responsibility to process and official withdrawal from class.

**Withdrawal and/or Incomplete Policies:** College policy on withdrawals applies. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**Students with Special Needs:** Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

**Academic Honesty:** Each student is responsible for their own work, including test answers, written assignments, and oral presentations. In college students are expected to cite and reference their material. When you are quoting another author, either directly or indirectly, always reference them by using a citation. Plagiarism is not acceptable. If a student plagiarizes, the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. A guideline for APA style cite and references will be provided to avoid issues of plagiarism and to develop ones skill for proper writing technique. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. We will discuss these standards in class. The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

**Classroom Rules of Conduct:**

It is the responsibility of each student to conduct him/herself in a manner which encourages learning and promotes honesty; and to act with fairness toward other student in the classroom.

<h2 style="margin: 0;">Course Projects and Assessment Policies</h2>
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**Assignment Guidelines**

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typological errors.

**Methods of Evaluation and Grading**

Exams, written papers, written homework, in-class discussions, exams and supplemental reading

**Late Assignments**

Late work is not accepted.

**Emailed Assignments**

Assignments may be e-mailed to the instructor on or before the due date. Please e-mail assignments to [jmontgomery@elcamino.edu](mailto:jmontgomery@elcamino.edu) and [cmthread@pacbell.net](mailto:cmthread@pacbell.net)

**Extra Credit**

The instructor will determine if an extra credit assignment is offered to the class.

**Exams:** All exams will be given on the dates indicated. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. All exams will be given on the dates indicated. Questions may be true/false, multiple choice, matching, and short answer. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. A 10% deduction will be assessed on all tests not taken on the assigned test day. Make-up exams must be taken within 2 business days of the missed exam. Students are responsible for contacting the instructor immediately and scheduling time for make-up exams.

**Course grades will be based on the number of points you have earned out of 360 possible points in the course. Points will be available as follows:**

Assignment	Possible Points	Points Earned
Reading Reflection Assignments	130	
Child Observation	50	
Child Care Center Visit Assignment	50	
Curriculum Presentation	30	
Midterm Exam	50	
Final Exam	50	
<b>TOTAL POINTS</b>	<b>360</b>	
<b>TOTAL POINTS</b>		

The following grading scale will be used in determining your grade:

A	90-100% of the possible points	(324 - 360)
B	80-89% of the possible points	(288 - 323)
C	70-79% of the possible points	( 252- 287)
D	60-69% of the possible points	(217- 251)
F	59% or fewer of the possible points	(215 or less)

### College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self assessment.

. \*Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

<b>Support Services:</b>		
Childhood Education Department Office	ARTB 326	X6022
Writing Center	Humanities 122	X3873
Learning Resources Center	Library	X3525
Health Center		X3643
EOPS	SSB 203	X3466
Careers in Child Care Program	ARTB 320	X3755
Tutoring Center	Library	X3511
Teacher Education Program	ARTB 320	X3573

**Communication is Key**

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

<b>Course Assignments</b>
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1. Reflection Assignments: Articles will be given out in class for reflections. Students must be present to receive credit for the reflection.
2. Child (Infant/Toddler) Observation: Students will be asked to bring an infant or toddler to the class on an assigned date (ages 6 months to 2 1/2 years only). We will observe the children interact. An outline for the observation will be distributed in class. You will be asked to observe a specific set of domains. A written summary of the observation is required. Attendance is mandatory to receive credit.
3. Child Care Center Visit: Each student is responsible for visiting an infant and/or toddler program. The ages of the children must be clarified prior to the visit. (Infant Toddler care program ages 1-2 years, toddler programs must have the toddler option license) Please see instructor if you need assistance in finding a provider or program to visit. A list of providers will be given out in class. Students will complete a check list (to be distributed in class) as well as compose a 3-4 page paper which includes their reflections regarding the visit.
4. Curriculum Presentation: Each individual student will create a material that is age appropriate for infants and toddlers. A detailed description will be given in class.

## Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

<b>Week</b>	<b>Date</b>	<b>Major Topics and Class Activities</b>	<b>Assignment Due Dates and Reading Assignments</b> Read Chapters Prior to Class Meeting
1	Sept. 2	Review course content and syllabus	Buy textbook
2	Sept. 9	RIE philosophy Principles of Caregiving Online Toy Search	<b>ITC:</b> <b>Chapter 1</b> <b>Principles, Practice, and Curriculum</b>
3	Sept. 16	Caregiving as Curriculum <u>Video:</u> <u>Changing the World One Diaper at a Time</u> Relationships with Infants and Toddlers	<b>ITC:</b> <b>Chapter 2</b> <b>Infant Toddler Education</b>
4	Sept. 23	Play as curriculum <u>Video:</u> <u>Space to Grow-Creating a Child Care Environments for Infants and Toddlers</u>	<b>Chapter 3</b> <b>Caregiving as Curriculum</b>
5	Sept. 30	Attachment Brain Development Policies and Procedures Community Care Licensing-Title 22	<b>ITC:</b> <b>Chapter 4</b> <b>Play as Curriculum</b>
6	Oct. 7	Sensory and Perception Motor Skills Physical Development	<b>ITC:</b> <b>Chapter 5</b> <b>Attachment</b>
7	Oct. 14	Cognitive development Piaget Sensory-motor sub-stages <u>Video:</u> <u>Discoveries of Infancy-Cognitive Development and Learning</u> Review for Midterm	<b>ITC:</b> <b>Chapter 6</b> <b>Perception</b>  <b>Chapter 7</b> <b>Motor Skills</b>  <b>Chapter 8</b> <b>Cognition</b>
8	Oct. 21	Midterm	<b>Child Observation</b>

9	Oct. 28	Language and Early Literacy Video: StoryQuest  In-class Materials make-and-take	<b>ITC: Chapter 9 Language</b>
10	Nov. 4	Emotions Temperament styles  Social Emotional Development	<b>ITC: Chapter 10 Emotions  Chapter 11 Social Skills</b>
11	Nov. 11	Physical Environments  <a href="#">In-class Materials make-and -take</a>	<b>ITC: Chapter 12 The Physical Environment  Due: Child Observation Day Paper</b>
12	Nov. 18	Social Environment Facilitating children's social development  <u>Video:</u> <u>Discipline: Teaching Limits with Love</u>	<b>ITC: Chapter 13 The Social Environment</b>
13	Nov. 25	Class Cancelled	Infant/Toddler Journal Reviews and Submission
14	Dec. 2	Adult relations: Parent and Staff  Review for final exam <u>Video:</u> <u>My Parents</u>	<b>ITC: Chapter 14 Adult Relations in Infant- Toddler Care and Education  Due: Child Care Center Visit Paper</b>
15	Dec. 9	<b>Final Exam Part 1</b>	
16	Dec. 16	<b>Final Exam Part 2 Reflection Grades Child Care Center Visit Paper Grades</b>	

### Childhood Education Department

#### Program Learning Outcomes

- ❖ Integrate an understanding of the needs, the characteristics and multiple influences on development of children ranging from birth to adolescence as related to high quality care and education.
- ❖ Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.
- ❖ Apply effective guidance and interaction strategies that support all children's social and emotional development
- ❖ Develop strategies that promote partnerships between programs, teachers, families and their communities.
- ❖ Demonstrate and evaluate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the early childhood/child development field.

