CD-7
Infant Toddler Development
Section # 2114
El Camino Community College, Torrance, CA
3 Units (Spring 2009)

Instructor: Jennifer Montgomery
Phone: 310-660-3593 x3570
e-mail: jmontgomery@elcamino.edu

Course Schedule:
Location: ARTB 311

Office Hours:

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.

Student Learning Outcomes

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.

Course Objectives

Upon successful completion of this course:

1. Students will identify characteristics of physical, cognitive, and psychosocial development in the first two-and-a-half years of life.

2. Students will analyze environmental and cultural influences on the development of the child.
3. Students will identify and analyze cultural issues in care giving practices.
4. Students will design strategies for developing reciprocal relations between families and caregivers.
5. Students will compare current research in infant/toddler development with major theories.
6. Students will 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. Students will evaluate the infant/toddler programs to determine their developmental appropriateness in regards to curriculum, adult-child interaction, and environment.
8. Students will identify the characteristics and competencies of an effective caregiver.
9. Students will observe an environment for the optimal physical, cognitive, and psychosocial development of infants and toddlers.
10. Students will identify Title 22 California State regulations governing infant/toddler care facilities.

**Required Texts**


**Course Policies**

1. **Attendance Requirements.** 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.

2. Examinations. 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.

3. Withdrawal and/or Incomplete Policies. Refer to El Camino’s Spring 2009 Schedule of Classes.

4. 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.

5. Academic Honesty. Each student is responsible for their own work, including test answers, written assignments, and oral presentations. 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. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. We will discuss these standards in class.

Course Projects and Assessment Policies:

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.
Points will be available as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Reading Reflection Assignments</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Child Observation</td>
<td>50</td>
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<tr>
<td>Child Care Center Visit Assignment</td>
<td>50</td>
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<tr>
<td>Curriculum Presentation</td>
<td>30</td>
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<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>360</strong></td>
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At the end of the semester, I will add your scores on the projects and exams and assign grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% of the possible points</td>
<td>(324 - 360)</td>
</tr>
<tr>
<td>B</td>
<td>80-89% of the possible points</td>
<td>(288 - 323)</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of the possible points</td>
<td>(252 - 287)</td>
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<tr>
<td>D</td>
<td>60-69% of the possible points</td>
<td>(217 - 251)</td>
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<tr>
<td>F</td>
<td>59% or fewer of the possible points</td>
<td>(215 or less)</td>
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This course does **NOT** use +/- grading. Also, there will be no extra credit offered in this course.

1. **Reflection Assignments:** Each time you have a reading in the Caregiver’s Companion, you must respond to the reflection questions at the end of the reading.

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 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. The material will be presented to the class. A detailed description will be given in class.

It is the student’s responsibility to obtain any information presented in the class in the event of an absence. Handouts may not be available from the instructor after the date of presentation. Due to the structure of the class, it is highly recommended that students attend all class sessions and keep up with the reading assignments. Make a copy of assignments submitted to avoid the potential loss of assignments.

6. **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.

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
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<tbody>
<tr>
<td>February 19</td>
<td>Review course content and syllabus</td>
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<td>February 26</td>
<td>RIE philosophy Principles of Caregiving</td>
<td>ITC: Chapter 1 Principles, Practice, and Curriculum</td>
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<td>Explanations of Curriculum Presentations</td>
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<td>Online Toy Search</td>
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<td>March 5</td>
<td>Caregiving as Curriculum</td>
<td>ITC: Chapter 2 Infant Toddler Education</td>
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<td>Video:</td>
<td>Chapter 3</td>
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<td>Date</td>
<td>Topic</td>
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<td>March 12</td>
<td>Play as curriculum</td>
<td>ITC: Chapter 4 Play as Curriculum</td>
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<td>Video: Space to Grow-Creating a Child Care Environments for Infants and Toddlers</td>
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<td>March 19</td>
<td>Attachment Brain Development Policies and Procedures Community Care Licensing-Title 22</td>
<td>ITC: Chapter 5 Attachment</td>
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<td>March 26</td>
<td>Sensory and Perception Motor Skills Physical Development</td>
<td>ITC: Chapter 6 Perception</td>
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<td>ITC: Chapter 7 Motor Skills</td>
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<td>April 2</td>
<td>Cognitive development Piaget Sensori-motor sub-stages</td>
<td>ITC: Chapter 8 Cognition</td>
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<td>Video: Discoveries of Infancy-Cognitive Development and Learning</td>
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<td>Review for Midterm</td>
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<td>April 9</td>
<td>Midterm</td>
<td>Conduct Child Observation or Parent Interview</td>
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<td>April 16</td>
<td>Spring Break</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>April 23</td>
<td>Language and Early Literacy</td>
<td>ITC: Chapter 9 Language</td>
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<td></td>
<td>Explanation of CCC Observation</td>
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<td>Video: StoryQuest</td>
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<td>April 30</td>
<td>Emotions</td>
<td>ITC: Chapter 10 Emotions</td>
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<td>Temperament styles</td>
<td>ITC: Chapter 11 Social Skills</td>
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<td></td>
<td>Social Emotional development</td>
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<td>May 7</td>
<td>Physical Environments</td>
<td>ITC: Chapter 12 The Physical Environment</td>
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<td></td>
<td>Video: First Moves-</td>
<td>Due: Child Observation Day Paper</td>
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<td>Welcome a child to a New Caregiving Setting</td>
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<td>May 14</td>
<td>Social Environment Facilitating children’s social development</td>
<td>ITC: Chapter 13 The Social Environment</td>
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<td>Video: Discipline:</td>
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<td>Teaching Limits with Love</td>
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<td>May 21</td>
<td>Adult relations: Parent and Staff</td>
<td>ITC: Chapter 14 Adult Relations in Infant-Toddler Care and Education</td>
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<td>Review for final exam</td>
<td>Due: Child Care Center Visit Paper</td>
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<td>Video: My Parents</td>
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<td>May 28</td>
<td>Infant/Toddler Journal Reviews and</td>
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<td>Submission</td>
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<td>June 4</td>
<td>Final Exam Part 1</td>
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<td>Final Exam Part 2</td>
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<td>Reflection Grades</td>
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<td>Child Care Center</td>
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<td>Visit Paper Grades</td>
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