

# MIDDLESEX COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATION PROGRAM

## ECE 141 –Infants & Toddlers Growth & Development

Professor: Norma Rosado-Javier  
Online  
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CRN# 1130  
Credits: 3  
Semester: Spring 2015

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(Use only if Blackboard is down)

### **COURSE TEXT:**

Low Deiner, Penny. *Infants & Toddlers Development and Curriculum Planning* (2nd edition). Wadsworth Cengage Learning. (2009).

### **COURSE DESCRIPTION:**

This course is an introduction to the care and teaching of infants and toddlers in family care and group settings. It emphasizes the interrelationship between social, emotional, cognitive, physical, and language development. Age appropriate curriculum strategies will be discussed and designed based on developmental theories. Components of a high quality program will be explored. This course is foundational to a student's educational experience in the early childhood education field.

**Students are required to visit and complete a field observation in an infant/toddler program.**

### **Course Objectives:**

The objectives of this course are for the student to demonstrate an understanding of:

- The importance of the period of infancy and toddlerhood to child development.
- The science behind early childhood development.
- The importance of using evidence-based practices to become better practitioners.
- The holistic view of young infants, mobile infants, toddlers, and their families.
- The integration of various fields: early childhood, special education, psychology, sociology, medicine, nutrition, and physical education to infants, toddlers, and their families.
- Planning developmentally appropriate programs and curriculum for infants and toddlers.
- The joys and concerns that families encounter in raising their infants and toddlers.
- Supporting and communicating with diverse families and recognizing their cultural differences and rearing practices with infants and toddlers.

- The principles of Piaget's, and Vygotsky's theory on cognitive and intellectual development.
- Designing, providing, and evaluating developmentally appropriate materials, activities and environments for infants and toddlers.
- The importance of partnering with parents and families of infants/toddlers.
- The importance of newborn development and assessment as well as behavioral states.
- Information about brain development on infants and toddlers with a theoretical base.
- The importance of promoting social, emotional, cognitive, and physical development for infants and toddlers.
- NAEYC's standards and guiding principles for high quality care and education for infants and toddlers.

**Course Requirements/Grading Description:**

A.	Discussion Boards (15x10 points each)	150 points
B.	Magda Gerber Assignment	150 points
C	Mid-Term Exam	250 points
D.	Field Observation Report	200 points
E	Curriculum Activities Project	250 points
	<b>Total</b>	<b>1000 Points</b>

**Total # of Points/Letter Grade:**

<b>A =1000-950</b>	<b>B+ =899-850</b>	<b>C+ =749-700</b>	<b>D+= 599-550</b>	<b>F 450-0</b>
<b>A- =949-900</b>	<b>B = 849-800</b>	<b>C= 699-650</b>	<b>D = 549-500</b>	
	<b>B- =799-750</b>	<b>C- =649-600</b>	<b>D- =499-450</b>	

## **COURSE REQUIREMENTS/GRADING DESCRIPTION:**

### **A) Discussion Boards (150 points):**

Every week, you are responsible for posting an initial response thread in the discussion link located in the course menu. You will also need to respond to someone else's thread. (You may respond to more than one if you wish). The initial thread must respond directly to the discussion question posted. (More information about discussion boards will be found in the discussion board link).

### **B) Magda Gerber Assignment: (150 points)**

We will be discussing Madga Gerber and her practices and philosophy on infants and toddlers. You will be required to write a paper on her philosophy and how it compares to the current practices with infants and toddlers (Additional instructions will be provided by instructor regarding this assignment).

### **C) MID-TERM EXAM: (250 points).**

The mid-term exam will be the only test grade you will receive for this class. It will cover chapters 1-6 in your text as well as any other material discussed.

A study guide will be supplied prior to the exam date.

### **D) Field Observation and Report: (200 points)**

- You are required to do an observation in an infant/toddler classroom/setting.
- You are free to observe any program but must indicate if the program is a NAEYC accredited program.
- Observe **two** children (**one infant and one toddler**) and record their specific developmental stages, care schedule, health status and behaviors/activities.
- Provide a description of the setting (outline of space including centers if any) and include number of children and teachers in each setting (infant and toddler).
- Include a schedule of the site along with your report.
- Include any lesson plan/goals for the infant/ toddlers in the setting at the time of your observations.
- Plan your time so that you are able to observe a drop-off or a pick-up time.
- Discuss what you observed during your time there. Example: the interaction of infant/toddlers and parents, caregivers, other adults in the room. Do the children interact with each other?
- Discuss activities that you observed that enhances the social, emotional, cognitive, and physical development of the children in the group.
- Make connections about the program and any of the philosophies studied.
- Add personal conclusions based on all of the above.

- Make sure you write journal entries detailing observations including the date and time you observed. This will help you to write your final paper/report on the entire observation period.
- Reflective part of this assignment paper summarizing your observations should be a minimum of 3-5 pages typed.

**E) Curriculum Activities Project: (250 points)**

Students will create an age appropriate learning unit for a toddler classroom. This organized unit (lesson plan) will consist of ten (10) activities suitable for toddler's growth and development. They should include: physical, cognitive, socio-emotional, dramatic play, sensory/art exploration, literacy, math, music, movement, and outdoor play. Students may choose age appropriate educational toys, songs, finger plays, books etc...to include in the unit. Students will list and describe how each activity will promote toddlers' growth and development in each of the above mentioned areas using goals and objectives for the activities.

**WRITTEN COMMUNICATION STANDARDS:**

Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

**NOTE FOR ALL ASSIGNMENTS:**

Assignments must be typed with 12-size font and double-spaced and must be submitted on due dates.

**All biographic notations of other sources reviewed to complete assignments, or cited in the report must be acknowledged in the reference list. Use APA or MLA format in writing your references. See websites below.**

**APA** [http://www.mxcc.commnet.edu/images/customer-files/L\\_PDF/APA.pdf](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/APA.pdf)

**MLA** [http://www.mxcc.commnet.edu/images/customer-files/L\\_PDF/MLA.pdf](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf)

**Instructor's Expectations of Students:**

1. Students are responsible for all reading assignments and all materials covered in class.
2. **All assignments are due on the dates indicated.** Assignments will not be accepted after the due date unless the instructor has been consulted prior to the due date.
3. Students are expected to spend outside of class time observing selected children in their class setting. Students are responsible for setting up this time on their own and for submitting the appropriate report for this assignment.

### **Instructor's Expectations of Students During On-site Observations:**

1. Present a professional appearance and demonstrate a professional manner while in the center/classroom including in the presence of children and in communicating with center/classroom staff and parents.
2. Respect all applicable policies and procedures of center/classroom including protecting student, staff and family confidentiality.
3. Become acquainted with center administrative and classroom staff, children and parents (to the extent necessary to complete course requirements); and acquainted with all procedures for entering the facility, the classroom and being with children.
4. No student should be left alone with a children or children for any period of time.

### **IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!**

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).



### **NON-DISCRIMINATION STATEMENT**

*Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.*

*The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:*

- Primary Title IX Coordinator  
*Dr. Adrienne Maslin, Dean of Students/Title IX and Section 504/ADA Coordinator  
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|*
- Secondary Title IX Coordinator  
*Ms. Mary Lou Phillips, Director of Human Resources, Middlesex Community College  
mphillips@mxcc.edu; 860-343-5751; Founders Hall Room 115*
- Secondary Title IX Coordinator  
*Ms. Queen Fordham, Coordinator of the Meriden Center Welcome Desk  
qfordham@mxcc.edu; 203-608-3011*

**Course Outline:**

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>
Week 1 1/21/15- 1/25/15	Welcome/Introductions/ Getting Started	
Week 2 1/26/15- 2/1/15	Review syllabus Chapter 1: Infants, Toddlers, and Caregiving	<b>First Discussion post due by 2/1/15 by 11:59pm</b>
Week 3 2/2/15- 2/8/15	Chapter 2: Development before Birth	
Week 4 2/9/15- 2/15/15	Chapter 3: Birthing and Newborns	
Week 5 2/16/15- 2/22/15	Chapter 4: Physical, Motor, and Sensory Development	
Week 6 2/23/15- 3/1/15	Magda Gerber/Chapter 5: Cognitive and Intellectual Development	<b><i>Magda Gerber Assignment Due 3/1/15</i></b>
Week 7 3/2/15-3/8/16	Chapter 6: Communication, Language and Literacy	
<b>Week 8 3/9/15-3/15/15</b>	<b><u>Mid-Term Exam</u></b>	
<b>Week 9 3/16/15-3/22/15</b>	<b><u>Spring Break</u></b>	
Week10 3/23/15- 3/29/15	Chapter 7: Social Development	
Week 11 3/30/15- 4/5/15	Chapter 8: Emotional Development	

Week 12 4/6/15- 4/12/15	Chapter 9: Early Care and Education for Infants and Toddlers	
Week 13 4/13/15- 4/19/15	Chapter 10: Partnering with Families of Infants and Toddlers	
Week 14 4/20/15- 4/26/15	Chapter 11: Inclusive Curriculum Planning for Infants and Toddlers	<b>Field Observation Due by 4/26/15</b>
Week 15 4/27/15- 5/3/15	Chapter 12: Curriculum and Planning for Young Infants: Birth to Nine Months	
Week 16 5/4/15- 5/10/15	Chapter 13: Curriculum and Planning for Mobile Infants: 8 to 18 Months	
Week 17 5/11/15- 5/17/15	Chapter 14: Curriculum and Planning for Toddlers: 16 to 36 Months	<b>Last Discussion Post/ Curriculum Activities Project due by 5/17/15 by 11:59pm</b>

**Websites:**

<http://eclkc.ohs.acf.hhs.gov>

[www.zerotothree.org](http://www.zerotothree.org)

[www.earlychilded.delmar.com](http://www.earlychilded.delmar.com)

[www.education.com](http://www.education.com)

[www.nccic.org.itcc/index.htm](http://www.nccic.org.itcc/index.htm)

[www.ehsnrc.org/index.htm](http://www.ehsnrc.org/index.htm)

<http://naeyc.org>

## **Bibliography**

Albrecht, K. (1997). Conferencing with parents of infants and toddlers. *Child Care Information Exchange*, 116, 51-53.

Albrecht, K. (1997). *Welcome to Learning: More babies and toddlers*. KinderCare Learning Centers.

Alien, K.E., & L.R. Marotz. (1999). *Developmental profiles: Pre-birth through eight*. New York: Delmar.

Aronson, S.S. (1998). Breastfed babies in child care. *Child Care Information Exchange*, 120, 22-23.

Cataldo, C. (1983). *Infant and toddler programs*. Menlo Park, CA: Addison-Wesley.

Leach, P. (1997). *Your baby and child: From birth to five*. New York: Knopf.

McMullen, M.B. (1999). Achieving best practices in infant and toddler care and education. *Young Children*, 54(4), 69-75.

Miller, K. (2000). *Ages and stages*. West Palm Beach, FL: TelShare.

Silberg, J. (2000). *125 Brain Games for Toddlers and Twos*. Beltsville, MD: Gryphon House.