

MIDDLESEX COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATION PROGRAM

ECE 141 –Infants & Toddlers Growth & Development

Professor: Norma Rosado-Javier
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CRN# 2116
Credits: 3
Semester: Summer 2016

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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 in infants and toddlers. 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/Assignments (10x20 points each) | 200 points |
| B. | Magda Gerber Assignment | 150 points |
| C. | Mid-Term Exam | 200 points |
| D. | Field Observation Report | 200 points |
| E. | Curriculum Activities Project | 250 points |
| | Total | 1000 Points |

Total # of Points/Letter Grade:

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

COURSE REQUIREMENTS/GRADING DESCRIPTION:

A) 1. Discussion Boards (200 points):

Every week, you will be 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).

2. Weekly Assignments

Every week, you will be responsible for submitting a weekly assignment that pertains to the Chapters discussed in the Learning Modules. These assignments will be explained in detailed in the **Assignment** link.

B) Magda Gerber Assignment: (150 points)

We will be discussing Maga 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) EXAM: (200 points).

This exam will be the only test grade you will receive for this class. It will cover Chapters 4 through 8 in your text as well as any other material discussed.

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)

This assignment should be completed after your field observation visit.

Students are required to create an age appropriate learning unit for a toddler classroom. This organized unit (lesson plan) will consist of ten (10) activities suitable for a 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 must include age appropriate educational toys, songs, finger plays, books etc...to incorporate into the unit. Students will need to 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

MLA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf

Instructor's Expectations of Students:

1. Students are responsible for completing all reading assignments and any 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 child or children for any period of time during their field observation visit.**

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/ 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/.



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. Queen Fordham, Coordinator of the Meriden Center Welcome Desk
qfordham@mxcc.edu; 203-608-3011

Course Outline:

| Date | Topics | Assignments |
|----------------------------|---|--|
| Week 1 5/23/16- 5/29/16 | Welcome/Introductions/ Getting Started/Review Syllabus Chapter 1: Infants, Toddlers, and Caregiving Chapter 3: Birthing and Newborns | First Discussion post due by 5/29/16 by 11:59pm |
| Week 2 5/30/16- 6/5/16 | Chapter 4: Physical, Motor, and Sensory Development <u>Magda Gerber/</u> Chapter 5: Cognitive and Intellectual Development | <i>Magda Gerber Assignment Due 6/5/16</i> |
| Week 3 6/6/16- 6/12/16 | Chapter 6: Communication, Language, and Literacy Chapter 7: Social Development Chapter 8: Emotional Development | <u>Exam: Chapters 4-8.</u> |
| Week 4 6/13/16- 6/19/16 | Chapter 9: Early Care and Education for Infants and Toddlers Chapter 10: Partnering with Families of Infants and Toddlers | Field Observation Due by 6/19/16 |
| Week 5 6/20/16- 6/28/16 | Chapter 11: Inclusive Curriculum Planning for Infants and Toddlers. Chapters: 14 Curriculum and Planning for Toddlers: 16 to 36 months. | Last Discussion Post/ Curriculum Activities Project due by 6/28/16 by 11:59pm |

Websites:

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

www.zerotothree.org

www.earlychilded.delmar.com

www.education.com

www.nccic.org.itcc/index.htm

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.