

College Name: Middlesex Community College **Semester:** Spring 2018 **CRN:** 1078
Course Number: ECE 141 **Course Title:** Infant/Toddler Growth & Development
Credit Hours: 3 credits **Department:** Social Science **Course Prerequisites:** None
Course Duration: Wednesday January 17, 2018-Saturday May 12, 2018

Instructor: Dr. Ijego V. Nwachuku **Course Location:** Online – Blackboard Learn

Meeting Time (days/hours): This is a distance learning course and students are required to log on weekly to complete class assignments. *Always check “Announcement” and “Mail” first each time you log on to the course.*

Course Description: This course focuses on the development of the child from birth to 36 months. Areas that will be studied are the development of attachment, emotions and feelings, social skills, perception, motor skills, cognition, and language. In order to complete the course work, students are required to complete observation hours at area NAEYC Accredited Centers.

COURSE TEXT

Deiner, P.L. 2nded. (2009). Infants and Toddlers: Development and Curriculum Planning.
Publisher -Delmar Cengage Learning

Other Required Resources Posted on Course Blackboard:

1. **CTELDS and/or** Connecticut State Department Preschool Guide; Preschool Curriculum Framework; Preschool Assessment Framework, and Flipchart. All available at: <http://www.sde.ct.gov/sde>, (Early Childhood link).
2. NAEYC Standards for Early Childhood Professional Preparation Programs (2009). Available at: <http://www.naeyc.org/positionstatements>

Phone: (860) 343-5814, this is my office phone number, do not use over the summer and it does not receive any “text” messages.

Email: Always use Blackboard internal mail, labeled as “Mails” in Course Menu. Use my official email only when you are unable to access Blackboard site, inwachuku@mxcc.commmnet.edu.

College Email: You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at <http://mxcc.edu/distance/student-technology-resources> (scroll down to College Email section)

Course Objectives:

At the completion of this course students will be able to:-

1. Examine developmental theories and philosophies as they relate to infants, toddlers & two's.
2. Explore how infants and toddlers grow through successive stages (infants, toddlers & two's).
3. Describe how unique each stage is as they go through the different areas of development.
4. Participate, practice and analyze observational skills as they observe and record the behavior of infants and toddlers in a program setting.
5. Explore Developmentally Appropriate curriculum and Planning for Young Infants (Birth to 9 Months), Mobile Infants (8 to 18 Months) and Toddlers (16 to 36 Months).
6. Explore implications of interaction with parents in culturally diverse societies and their importance in infant and toddler development.

Course Learning Outcomes:

NAEYC Standard #1: Promoting Child Development and Learning

1.a. Knowing and understanding young children’s characteristics and needs, from birth through age 8.
1.b. Knowing and understanding the multiple influences on early development and learning.
1.c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

NAEYC Standard #2: Building Family and Community Relationships

2.a. Knowing about and understanding diverse family and community characteristics.
2.b. Supporting and engaging families and communities through respectful, reciprocal relationships.
2.c. Involving families and communities in young children’s development and learning.

NAEYC Standard #3: Observing, Documenting, and Assessing to support young children and Families

3.a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
3.b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3.c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.
3.d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

NAEYC Standard #5: Using Content Knowledge to Build Meaningful Curriculum

5.a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5.b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

NAEYC Standard #6: Becoming a Professional

6.a. Identifying and involving oneself with the early childhood field.
6.b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
6.c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6.d. Integrating knowledgeable, reflective, and critical perspectives on early education.
6.e. Engaging in informed advocacy for young children and the early childhood profession.

Online Class Participation: According to the Course Outline in the syllabus, you are required to log on several times a week and complete assignments, view announcements, or check mails in Blackboard. For chapter discussion questions, *the initial message responding to chapter questions are due 11:59pm, Wednesday of the week. The response to another student is due 11:59pm, Sunday of the week.* Exams and fieldwork Observation analysis and report paper are due 11:59pm, Sunday of the week. Late submission of assignments will be penalized. Under

extraneous circumstances such as illness, family emergency, Blackboard failure, or power outage, late assignment will be accepted within one week after its due date. An assignment submitted *a week after its due date will not be accepted*. A habitual late submission of assignments will not be accepted under any circumstances.

Course Format:

This is an online class and as a result, weekly active discussion, participation, completion of work and exams are all very crucial for success in this class. Each counts as part of students' grades. We will be using course textbook and written materials in the form of Modules. Success in this class requires students' organization of their time and responding appropriately and always making sound and respectful responses to each other's postings. Each week different Module will be posted and opened. Every week begins on Saturday at 12:00am midnight and ends Sunday at 11:59pm the following week.

NOTE: As I stated earlier, in case you are taking other classes with me this semester, do not post concerns or questions from other courses to this Course Discussion Forum. Understand that every online course is different and this course is not an exception. To succeed and be able to complete your work each week, you need between 9-12 hours each week. Please plan appropriately with your time, job and even the type of the technology available for you in completing this course.

Competence/Assessment:

- These will be demonstrated in each chapter by:
- Weekly Assigned Readings
- Chapter Discussions
- Exams
- Field Work Observation/Participation

COURSE REQUIREMENTS/EVALUATIONS TABLES
My 1000 Point Worksheet

Categories	Weight by %	Point Value	Actual Scores
Introduction Discussion	2.25%	22.5	
SmarterMeasure Test	2.25%	22.5	
13 Discussions & Responses (260/13 = 20 pts each)	26%	260	
13 Reflection Activities (195/13 = 15 pts each)	19.5%	195	
Observation Paper #1: An Infant (birth-11 months)	10%	100	
Observation Paper #2: Toddler (12 - 23 months)	10%	100	
Observation Paper #3: The Two's (24 - 36 months)	10%	100	
Exam #1 -----chapters 1-9	10%	100	
Exam #2-----chapters 10-14	10%	100	
TOTAL POINTS:	100%	1000	

Total # of points/Letter Grade

Letter Grade	Point Ranges	Grade Point Value
A	930 - 1000	4.000

A-	880 - 929	3.667
B+	850 - 879	3.333
B	820 - 849	3.000
B-	780 - 819	2.667
C+	750 - 779	2.333
C	720 - 749	2.000
C-	680 - 719	1.667
D+	650-679	1.333
D	620-649	1.000
D-	580-619	0.667
F	579	0.000

Self-Introduction

1. Tell us a about yourself, why you are in school, why you take this course. Share something of interesting about yourself such as hobbies, places traveled, languages spoken, food likes/dislikes, etc. (about a page)
2. Carefully answer the following questions:
 - a. What is your major and academic goals?
 - b. What has been your experience with children?
 - c. What do you expect to learn from this class and how do you plan to achieve your goal from this class?
 - d. Where do you see yourself in the next 3 years or after you graduate from MxCC?

You will post your summary report on the discussion board by **Sunday January 21, 2018. This assignment is worth 22.5 points.**

SmarterMeasure Assessment:

Before you start reading the textbook, you will take the self-assessment test, SmarterMeasure (READI). The test information can be found at <http://mxcc.edu/distance/take-a-smartermeasure-test>. After taking the test, you will analyze your test report and evaluate your readiness in learning online. You will write a summary report, discussing your strengths and challenges/weaknesses (yellow or red on the bar chart). Especially, in the weak/challenge areas, discuss how you plan to improve your skills and ensure a success in this class. You will post your summary report on the discussion board by **Sunday January 21, 2018. This assignment is worth 22.5points.**

Discussions Chapter Summary (260 points)

The purpose of this assignment is to help you better understand basic concepts in Infant and Toddler development. Each has different sub-topics/sections covered. After reading the assigned chapter and content materials, you will select a sub-topic/section covered in the assigned chapter. You will then write a summary for that sub-topic/section you selected. This includes summarizing the areas covered on your selected Sub-topic/Selection in your own words. This also includes what you have learned and how you will apply the information in working with infants and toddlers. Please be aware that you should not directly copy the summary from the course textbook. You will summarize the section in your own words.

You will write and save your summaries in **word .doc or .docx** on your desktop and finally copy and post on the appropriate Discussion Forum on course blackboard. The length of the summary for each chapter is about 400 words. ***This is due every Wednesday of the week at 11:59pm.***

You are also required to write about 200 words comment on at least one student’s summary and ***this is due every Sunday of the week.*** Font should be Time New Roman, 12, double-spaced. [Use APA Style Guide for in-text citation and the list of references](#) you used in writing the papers. Make sure you proof read your summaries as

grammatical errors and typos will result in loss of point. Always refer to the Chapter Summary Rubric below on how this assignment is evaluated. **Each week readings and assignments opens every Saturday at 12:00 am (Mid-night).**

DISCUSSIONS SUMMARY GRADING RUBRIC: The purpose of this rubric is to measure individual student's Discussion responses on discussion Board. Points has been assigned for both original post and one reply. Individual posts and replies to another student work must be substantive and thoughtful. Agree, not agree, like, not like, etc. responses will not be seen as thoughtful and substantive.				
Items	Met Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Initial Posting 10 points due Wednesday at 11:59pm	Provided detailed clear summary and covered 90-100% of the selected Chapter Section so that another student will be able to understand it and write a meaningful response to your summary. 7-10 pts.	Provided detailed clear summary & covered 75-89% of the selected Chapter Section so that another student will be able to understand it and write a meaningful response to your summary. 4-6 pts.	Provided some clear summary & covered $\leq 75\%$ of the selected Chapter Section so that another student will be able to understand it & write a meaningful response to your summary. ≤ 3 pts	
Response 8 pts due Sunday 11:59pm	Provided meaningful response to at least ONE student's initial posted summary with clear explanations. 6-8 pts.	Provided some meaningful response to at least ONE student's initial posted summary with moderate explanations. 4-5 pts.	Did not respond to another student's initial posting. 0 point.	
Overall Posts 2 pts	Effectively presented the summary and response in an organized manner using complete sentences with at least 3 clear & well organized APA references. 0-3 spelling & grammatical errors 2 pts	Moderately presented the summary and response in an organized manner using complete sentences with at least 2 clear & well organized APA references. 4-6 spelling & grammatical errors 1 pt.	Summary presentation not organized, no response to another student's summary and no references. >6 spelling & grammatical errors 0 pt.	

Chapter Reflection (190 points)

Each learning unit has sets of questions relating to the assigned weekly chapters. In each chapter assigned (except chapter 1), choose one "Up Close and Personal with Reflective Practice or Reflective Practice" in the course textbook. Note that some have both "Up Close and Personal with Reflective Practice" while others are stand-alone "Reflective Practice". Please alternate your selection every other week.

In the case of chapter 1, each student should select and complete application activities on page 22.

Whenever you select the "Up Close and Personal" with Reflective Practice, first read and summarize it including chapter and page numbers. Then write/copy the "Reflective Practice" statements and questions (including the page numbers) of your choice in assigned chapter and answer the questions (all under the summarized "Up Close and Personal").

The length should be at least 400 words (Time New Roman, 12, double-spaced). [Use APA Style Guide for in-text citation and the list of references you used for the reflection.](#) Refer to the **discussion rubrics below and** Learning Module in Blackboard on how this assignment is graded. Make sure you proof read your work, grammatical errors and typos will result in losing some points. This assignment is **due 11:59pm Sunday of the week.**

Reflection GRADING RUBRIC: The purpose of this rubric is to measure individual student's Discussion responses on discussion Board. Points has been assigned for original Wednesdays activities. Individual posts must be substantive and thoughtful.				
Items	Exceeded/Met Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Article 5 points.	Provided detailed clear summary of the selected article so that another reader will be able to understand	Provided summary of the selected article so that another reader will be able to understand and get its	Did not provide clear summary of the selected article so that another reader will be able to understand	

	and get its meaning without reading the article itself. 4-5 pts	meaning without reading the article itself. 2-3 pts.	and get its meaning without reading the article itself. 1 pt.	
Activity 8 points.	Provided clear and meaningful reflection & explanations on the questions (What's Your View?). 6-8 pts.	Provided mostly meaningful reflection & explanations on the questions (What's Your View?). 4-5 pts.	Did not provide meaningful reflection & explanations on the questions (What's Your View?). ≤3 pts.	
Overall posting, presentation & References 2 pts	Effectively presented the reflection in an organized manner using complete sentences with at least 3 clear & well organized APA references. 0-3 spelling & grammatical errors 2 pts	Moderately presented the reflection in an organized manner using complete sentences with at least 2 clear & well organized APA references. 4-6 spelling & grammatical errors 1 pt.	Reflection not organized and with no references. >6 spelling & grammatical errors 0 pt.	

10 Hours Field Work Observation/Participation

Observation Papers: These are to be completed based upon field observations and following observations forms provided by the instructor. Each observation paper is as follows: Infant (4 hours), Toddlers (3 hours) and Twos (3 hours) of observation, total of ten (10) observation hours are required for this course. These observations are to be done preferably in an NAEYC accredited sites serving infants, toddlers and two's; and approved by the Professor. See course assignment outline for due dates of each observation papers.

<p>Instructions: Observe 3 children in different days as follows:- Observation #1: An infant (birth - 11 months) -----4 hours Observation #2: Toddler (12 months - 23 months)-----3 hours Observation #3: Two's (a child between the ages of 24 months - 36 months) -----3 hours</p> <ul style="list-style-type: none"> ➤ This should be in a licensed program (preferably NAEYC Accredited childcare facility) and record your findings. ➤ Be specific, objective, and descriptive. Avoid judgmental statements. ➤ Follow the format provided by the Professor and submit three separate observation papers. ➤ Each age group report (after filling the form) should be typed double-spaced, font size 12, and should be no less than 3 full pages and no more than 4 full pages. ➤ Please follow very closely the format - type the section headings on each report page of your paper. ➤ See three Observation Forms under Fieldwork on course menu link. Do not forget to submit Signed Field observation Log.
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Exams:

There will be two exams throughout the course. Each of the exams has 50 multiple choice questions with 2 points each. The schedule of the exams is listed in the Course Outline. All exams are open book and you are given 5 hours to complete after you have started the exam, although in an average, you only need 2 hours. When you take an exam, be sure to **ALWAYS** click on Save Answer button under **EVERY** question you have answered.

Attention for Mobile Users:

You are able to access the course in a mobile device. Search for Blackboard Learn Mobile app. in your device and download it for free. Open the app and search for "Connecticut Community Colleges" log in page. You will log in with your 8-digit ID and password. Some course content

as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

Spring 2018 ECE 141 Course Outline January 1, 2018 – May 14, 2018

Weeks/Dates	Reading Assignments	Assignments
Blackboard opens 1/10-16	Preparation and Orientation	Preparation and Orientation
Week 1 1/17-21	Discussions on - Self-Introduction - SmarterMeasure Test	Discussions - Self-Introduction due 1/21 - SmarterMeasure Test due 1/21
Week 2 1/20-28	Ch1 Infants, Toddlers, and Caregiving Start looking for fieldwork site.	Discussion Chapter Summary Ch1 due W-1/24 Response to one Student work due S-1/28 Reflection on "Reflective Practice" Ch1 due S-1/28
Week 3 1/27-2/4	Ch2 Development Before Birth Ch3 Birthing and Newborns	Discussions Chapter Summary Ch2 & 3 due W-1/31 Response to one Student work due S-2/4 Reflection on "Reflective Practice" Ch2 or 3 due S-2/4
Week 4 2/3-11	Ch4 Physical/Motor/Sensory	Discussions Chapter Summary Ch4 due W-2/7 Response to one Student work due S-2/11 Reflection on "Reflective Practice" Ch4 due S-2/11
Week 5 2/10-2/18	Ch5 Cognitive and Intellectual Dev.	Discussions Chapter Summary Ch5 due W- 2/14 Response to one Student work due S-2/18 Reflection on "Reflective Practice" Ch5 due S-2/18
Week 6 2/17-25	Ch6 Communication, Language, and Literacy	Discussions Chapter Summary Ch6 due W-2/21 Response to one Student work due S-2/25 Reflection on "Reflective Practice" Ch6 due S-2/25
Week 7 2/24-3/4	Ch7 Social Development and Attachment	Discussions Chapter Summary Ch7 due W-2/28 Response to one Student work due S-3/4 Reflection on "Reflective Practice" Ch7 due S-3/4
Week 8 3/3-11	Midterm Exam Available from Thursday 3/8	Work on the Observation site and project Midterm Exam – Chapters 1-8 due S-3/11
Week 9 3/12-18	Spring Break-----No Class	Spring Break-----No Class
Week 10 3/10-25	Ch8 Emotional Development All observation site information due from week 9-12.	Discussions Chapter Summary Ch8 due W-3/21 Response to one Student work due S-3/25 Reflection on "Reflective Practice" Ch8 due S-3/25
Week 11 3/24-4/1	Ch9 Early Care and Education for Infants, Toddlers, and Twos	Discussions Chapter Summary Ch9 due W-3/28 Response to one Student work due S-4/1 Reflection on "Reflective Practice" Ch9 due S-4/1
Week 12 3/31-4/8	Ch10 Partnering with Families of Infants and Toddlers	Discussions Chapter Summary Ch10 Due W-4/4 Response to one Student work due S-4/8 Reflection on "Reflective Practice" Ch10 due S-4/8
Week 13 4/7-15	Ch11 Inclusive Curriculum Planning for Infants and Toddlers	Discussions Chapter Summary Ch11 due W-4/11 Response to one Student work due S-4/15

		Reflection on "Reflective Practice" Ch11 due S-4/15
Week 14 4/14-22	Ch12 Curriculum and Planning for Young Infants: Birth to 9 Months	Discussions Chapter Summary Ch12 due W-4/18 Response to one Student work due S-4/22 Reflection on "Reflective Practice" Ch12 due S-4/18 Observation #1: An infant (birth - 11 months)--4 hrs. due 4/22
Week 15 4/21-29	Ch13 Curriculum and Planning for Mobile Infants: 8 to 18 Months	Discussions Chapter Summary Ch13 due W-4/25 Response to one Student work due S-4/29 Reflection on "Reflective Practice" Ch13 due S-4/29 Observation #2: Toddler (12 months - 23 months)--3 hrs. due 4/29
Week 16 4/28-5/5	Ch14 Curriculum and Planning for Toddlers: 16 to 36 Months	Discussions Chapter Summary Ch14 due W-5/2 Response to one Student work due S-4/26 Reflection on "Reflective Practice" Ch14 due S-5/5 Observation #3: Two's (a child between the ages of 24 months - 36 months)---3 hrs. due 5/5 Make sure that you have Finish and Submit each Field Work Reports before 5/13 (Observations #1, #2 & #3)
Week 17 5/7-13	Final Exam (Chapters 8 -14) Final Grade will be available in Student Self-Service via MyCommNet.	Final Exam opens 5/6 12:00am and ends 5/9 at 11:59pm

NOTE FOR ALL ASSIGNMENTS:

All assignments must be typed with 12-size font double-spaced and must be submitted on due dates. No hand written assignment (**except scanned Fieldwork Time Signed Sheet**) will be accepted.

- **All assignments must creatively have cover page or background page to include the following:**
 - i. Student name:
 - ii. Instructor's name:
 - iii. Course title and number:
 - iv. Course CRN#:
 - v. Assignment topic/heading:
 - vi. Submission date:
- Assignment Schedule and Assignments are subject to Change as a result of some unpreventable situation such as blackboard breakdown. Instructor will inform students of changes in advance. Students are responsible for reading and completing all assignments. Please take note of assignment **DUE Dates**.
- All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list.

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.

MINIMUM STUDY TIME

This class is an online class which means it meets every day of the week at the comfort of your own home. It is very imperative that you study in order to learn the material. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class. This means that you should spend at least six hours each week studying for this course. You must spend time and learn the materials in the textbook, readings, and study PowerPoint notes as well as what is covered in course. Research shows that the more time a college student spends studying, the more the student learns.

ADA Accommodations Statement:

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Use of Computing Resources:

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Academic Honesty Statement:

At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

Withdrawal Policy Statement

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between psychology and everyday life. It will provide the student

with a better understanding of why people behave the way they do, why psychologists conduct research, and be cognizant of the theories that guide research. The student will become acquainted with the breadth of the field of psychology and will obtain the core competencies as stated below, as well as a wealth on knowledge that will excite the student's curiosity and increase their understanding of people's behavior. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

Middlesex Community College
Core Competencies

- 1. Communication Skills:** Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.
- 2. Conceptual Skills / Critical Thinking Skills:** Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.
- 3. Quantitative Reasoning:** Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.
- 4. Technological Literacy:** Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.
- 5. Information Literacy:** Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.
- 6. Aesthetic Perspective:** The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and

formulate opinions about the principles of design behind these formal and expressive structures.

7. Understanding of Diversity: Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. This course is a D course. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8. Values, ethics, and responsible citizenship: Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service. These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

More academic policies and procedures can be found at <http://mxcc.edu/catalog/syllabus-policies>

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 |

Bibliography

For more information on infant and toddler growth and development, the following are suggested additional readings.

A Guide to Cognitive Development and Learning. (1995) Edited by Peter L. Mangione. Developed by the Center for Child and Family Studies Far West Laboratory for Educational Research and Development for the Child Development Division California Department of Education: California.

A Guide to Language Development and Communication. (1992) Edited by J. Ronald Lally, Peter L. Mangione and Carol Lou Young-Holt. Developed by the Center for Child and Family Studies Far West Laboratory for Educational Research and Development for the Child Development Division California Department of Education: California.

A Guide to Social-Emotional Growth and Socialization. (1990) Edited by J. Ronald Lally. Developed by the Center for Child and Family Studies Far West Laboratory for Educational Research and Development for the Child Development Division California Department of Education: California.

Adolph, K.E., & Alvolio, A.M. (2000). Walking infants adapt locomotion to changing body dimensions.

Journal of Experimental Psychology: Human Perception and Performance, 26, 1148-1166.

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