



Course Syllabus

CDEC 1321 – The Infant and Toddler

Revision Date: 8/22/2016

Catalog Description: A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques.

Lecture hours = 3, Lab hours = 0

Prerequisites: None

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

State Approval Code: 19.0709 (Child Care Provider/Assistant)

Instructional Goals and Purposes: The purpose of this course is a) to introduce students to developmentally-appropriate practice (DAP) and responsive caregiving and their application in providing quality care and education for infants and toddlers in early childhood education programs, and b) to provide opportunities for students to engage in practical application of the course concepts through direct interaction with young children in a child-care/educational setting

Learning Outcomes: After studying all materials and resources presented in the course, the student will be able to:

1. Summarize prenatal development and the birth process.
2. Discuss theories of development as they apply to infants and toddlers.
3. Outline growth and development of children from birth to age three.
4. Analyze components of teacher/child interactions and positive guidance techniques.
5. Design learning environments.
6. Select materials and activities for infants and toddlers.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. **Summarize prenatal development and the birth process.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
 - a. Outline stages and major milestones of prenatal development.
 - b. Identify and describe possible environmental factors and their effects on the developing embryo or fetus.
 - c. Describe components of good prenatal care.
 - d. Describe stages of labor.
 - e. Compare methods of delivery.
 - f. Describe possible complications of delivery.
 - g. Discuss effects of medication during the birth process.

2. **Discuss theories of development as they apply to infants and toddlers.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
 - a. Identify environmental factors that influence play in infant/toddler care and education programs.
 - b. Define attachment, describe its importance in child development, and identify factors that influence its development.
 - c. Outline Ainsworth's theory of attachment.
 - d. Discuss attachment as it applies to infants/toddlers with special needs.
 - e. Compare and contrast the cognitive development theories of Jean Piaget and Lev Vygotsky.
 - f. Describe the first three stages of Erikson's theory of psychosocial development.
 - g. Define prosocial behavior and discuss its importance in child development.

3. **Outline growth and development of children from birth to age 3.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
 - a. Describe how brain development is influenced by attachment.
 - b. Define perceptual development and describe how it is influenced by brain development.
 - c. Describe sensory perceptual abilities of newborns.
 - d. Describe the influence of brain development on the growth of motor skills.
 - e. Define reflex behaviors and identify their functions.
 - f. Define cognition and describe cognitive development from birth to age three.
 - g. Describe stages of language development in young children.
 - h. Discuss the influence of brain growth on language development.
 - i. Describe emotional development in young children.
 - j. Define temperament and resiliency and discuss the significance of research related to the two concepts.
 - k. Describe social development in infants and toddlers.
 - l. Identify influences on the development of gender identity.

4. **Analyze components of teacher/child interactions and positive guidance techniques.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
 - a. Describe adult behaviors that foster positive interaction with infants and toddlers.
 - b. Describe positive relationships in infant-toddler care and education.
 - c. Name and explain roles adults take to support problem solving in infants and toddlers.
 - d. Identify ways that caregivers assess long-term and immediate needs of infants and toddlers.
 - e. Describe the role of responsive caregiving in building positive child/caregiver relationships.
 - f. Describe the role of the caregiver in planning and supervising infant/toddler play activities.
 - g. Discuss how caregivers and other adults can foster secure attachment in young children.
 - h. Describe strategies caregivers can utilize to help infants and toddlers deal with strong emotions.
 - i. Identify strategies caregivers that support self-direction and self-regulation in infants and toddlers.
 - j. Discuss how guidance and discipline strategies support the development of social skills.
 - k. Identify strategies that promote healthy brain growth.
 - l. Define self-image and identify factors that contribute to the development of a positive self-image.
 - m. Give examples of positive behaviors for use in child guidance and discipline.

5. **Design learning environments.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
 - a. Discuss the principles of infant/toddler care and education based on the work of Magda Gerber.
 - b. Define curriculum as it applies to infant/toddler care and education.
 - c. Define developmentally-appropriate practice (DAP) and apply its principles to infant/toddler care and education.
 - d. Discuss developmentally-appropriate practice as outlined by the National Association for the Education of Young Children (NAEYC).
 - e. Describe the problem-solving approach to infant/toddler care and education.
 - f. List and describe effective caregiving routines.
 - h. Discuss the importance of play in infant/child development.
 - i. Outline key components in the development of an Individualized Family Service Plan.
 - j. Give examples of support resources for the families of young children with special needs.

- k. Identify key components of a high-quality early childhood inclusion program.
 - l. Define bilingualism and describe its influence on language development.
 - m. Describe challenges faced by early childhood educators in delivering quality early intervention care for children with special needs.
 - n. Identify dimensions of quality infant/toddler environments.
 - o. Describe elements of the social environment in early learning programs.
 - p. Describe the stages of caregiver development in relating to parents and other family members.
 - q. Describe techniques for effective communication among caregivers/staff members and parents and other family members.
 - r. Identify common blocks to effective communication.
 - s. Describe strategies for encouraging parent education and involvement in early learning programs.
- 6. Select materials and activities for infants and toddlers.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
- a. Describe how caregivers can foster perceptual development in young children.
 - b. Identify ways caregivers and teachers can support infant/toddler cognition and cognitive development.
 - c. Identify factors to consider in planning effective play areas and routines for infants and toddlers.
 - d. Describe elements of safe early education environments.
 - e. Describe methods for fostering language development and early literacy development in infants and toddlers.
- 7. Complete field experiences in a child-care/educational setting.** (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-v, 2b-vi, 2c-i, 2c-ii, 2c-iv, 2d-i, 2d-ii, 2d-iii, 2e-i, 2e-iii)
- a. Identify developmentally-appropriate materials, activities, and facilities in the infant/toddler learning environment.
 - b. Describe examples of responsive caregiving in the early childhood setting.
 - c. Describe reporting/communication procedures in early care and education environments.
 - d. Document observations and present information using standard conventions of English in the required class format.

Course Content:

Students in all sections of this course will be required to do the following:

- 1. Read assigned sections in the text.
- 2. Use Canvas to access assignments and course materials.
- 3. Locate information in the library databases or on the Internet when assigned.
- 4. Use Canvas email to communicate with the instructor.
- 5. Interact with other students and the instructor via the Canvas discussion board.
- 6. Complete these assignments and exams showing progress toward mastery of objectives listed in the Syllabus:
 - a. Projects
 - b. Discussions
 - c. Chapter Quizzes
 - d. Exams (3—including comprehensive Final Exam)
- 7. Complete field study requirements.
 - a. Field Experience Documentation (Time Logs, Teacher Evaluations)
 - b. Field Experience Reflective Journal

Methods of Instruction/Course Format/Delivery:

Students in all sections of this class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be **required** to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes
- On-site Field Experience

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Assessment: The grade for this course will be based on the following items assigned during the semester:

- Field Experience Journal and Documentation = 30%
- Assignments: = 20%
 - Projects
 - Discussions
 - Chapter Quizzes
- Exams, including a comprehensive Final Exam = 50%

Field Experience Journal and Documentation: Students will complete four hours of on-site observation in a preschool/day-care center setting. A time log, teacher evaluations, and a reflective journal will document completion of the observations. Failure to complete the entire four-hour assignment will result in a grade of F in the class, regardless of performance on other assignments.

Assignments: Assignments include responses to online discussion threads, chapter and other content quizzes, and a variety of projects related to the topics under study. A service-learning component is included in projects.

Exams: Students will complete three unit exams and a comprehensive final exam.

Course Grade:

The grade for this course will be based on the Grading Scale listed below.

To earn a passing grade, all required documents for the four-hour field study component MUST be submitted ON or BEFORE the DUE DATE. Students who do not complete **all** four hours will not receive credit for the course, regardless of performance on other assignments.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 20%
70-79%	C	Field Experience = 30%
60-69%	D	
Below 60%	F	

Texts, Materials, and Supplies:

- **TEXTBOOK(S):** *Infants, Toddlers, and Caregivers, 10th^h Edition*, by Janet Gonzalez-Mena and Dianne Widmeyer Eyer. (2014). New York, NY: McGraw-Hill. **ISBN: 9780078110344**
- **SOFTWARE:** Web browser such as Google Chrome, Mozilla Firefox—updated as necessary; access to MS WORD.

Required Readings: Textbook

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
 - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
 - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
 - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.