

LOS ANGELES MISSION COLLEGE, Spring 2020  
Course: CD 30 Infant Toddler Development Online



11th Edition



New 12<sup>th</sup> Edition

Instructor: Edilma Serna

**Class Time:** Modules open on Sundays at 12:00 am

**Section:** 16625

**Office time:** Saturdays

**Phone:** (626) 298-0688 (available text only)

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**REQUIRED TEXTS AND RESOURCES:**

Required: Gonzalez-Mena and Dianne Widmeyer Eyer, *Infants, Toddlers, and Caregivers*. ISBN 978-1-259-95567-9 11<sup>th</sup> Edition and 12<sup>th</sup> ISBN- 978-1-260-83441-3 Editions are acceptable.

**Welcome to CD 30: Infant Toddler Development** bilingual support in **English and Spanish**. We have a busy, intense and reflective course ahead of us!

**Course description (3 Units):** This course is designed to provide the students with an in-depth study of cognitive, language, social-emotional and perceptual motor development domains and milestones of infant from birth-36 months. An overview of major theories will be covered including attachment, brain development, the value of play, early intervention and relationship-based care in the context of family systems, culture, home language and traditions. Class instructions include objective observations of infants and toddlers in diverse settings.

**COURSE OBJECTIVES:**

Upon completion of this course, student will be able to:

1. Examine the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
2. Apply current research to evaluate the impact of various birth practices on the newborn and family.
3. Analyze the primary role of the family in the development of the child.
4. Relate neurobiological processes to infant and toddler development.
5. Compare developmental theory to infant and toddler development, interactions and relationships.
6. Compare and contrast caregiving practices and environments that support optimal development.

Student learning outcomes	Institutional Learning Outcomes (ILO)	Assessment method
1. Students will demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.  2. Students will compare observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.  3. Students will analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.	Problem solving  Written and Oral Communication  Written and Oral Communication Problem solving	1. Observations and Presentations  2. Observations/Exam Questions  3. Exam Questions/Observations

**CANVAS: Learning Management System**

To keep students informed CANVAS will be used. Check “ Announcements ” regularly for updates & vital

information. Syllabus, assignments, calendar with due dates, course resources, grades will be posted on CANVAS.

To log in to Canvas, go to Student Portal: [www.mycollege.laccd.edu](http://www.mycollege.laccd.edu) then click on Log in to Canvas.

For assistance with logging in to CANVAS, go to [www.lamission.edu/online/](http://www.lamission.edu/online/) If further help is needed call CANVAS HOTLINE 1.844.303.5593, this service is available 24/7.

**ONLINE RESPECTFUL COMMUNICATION POLICY:**

- This class will take **a minimum of 8 hours** during the length of the **16 weeks course**. Your time commitment will vary based upon your own level of experience with web technologies.
- I will respond to your inquiries within 24 hours, Monday-Saturday via **Canvas Inbox**. Sundays responses are not guaranteed. Weekly online participation is very important and critical to support discussions, readings and assignments.
- Only for individual communication, my e-mail [sernae@laccd.edu](mailto:sernae@laccd.edu) If I did not respond within the 24 hours, time frame Monday-Saturday, please resend your e-mail, (sometimes e-mails get filtered directly to the spam).
- Please post general questions in the Q&A forum that is located and the top of our course homepage. I will reply posts within 24 hours, Mon-Sat, and my replies will be visible to the entire class.
- All assignments are due on the dates stated in the syllabus and Canvas Pages.
- Late and missed online assignments will lower your grade.
- Students with no online participation will be dropped from Online Course.

If you stop attending class or wish to drop class, YOU MUST DROP THE CLASS YOURSELF OFFICIALLY

STUDENTS SERVICES and DSP &S:

If you are a student with a disability and require special accommodations, please contact me to discuss arrangements. If you have not yet contacted Disabled Student Program & Services (DSP&S) do so in a timely manner. DSP&S is located in Instructional Building. Students with special learning needs are expected to confer with the Instructor to arrange for possible adaptations of assignments or accommodations. Arrangements must be agreed upon by student and Instructor prior to the due date of first assignment. It is recommended for all students to access Disable Students Programs and Services for further assistance.

Visit DSP&S at [www.lamission.edu/dsps](http://www.lamission.edu/dsps) or 818.833.3313 for contact information.

Counseling Department: ph. 818.364.7655 or <http://lamission.edu/counseling>

#### **Additional Services:**

**Management of Stress and Mental Health:** The staff and faculty of LAMC are here to provide support that will help you to be successful in your academic pursuits. If you need assistance, please contact services offered on campus:

Student Mental Health Center (SHC)- 818.362.6182 or visit webpage at

<https://www.lamission.edu/healthcenter>.

- LAMC Bookstore: ph. 818.364.7798 or 818.364.7768
- Counseling Department: ph. 818.364.7655 or <http://lamission.edu/counseling>
- Financial Aid: ph. 818.364.7648 or <http://www.lamission.edu/financialaid>
- Disabled Student Programs and Services: ph. 818. 364.7732 or <http://www.lamission.edu/dsps>
- Library: ph. 818.364.7105 or <http://www.lamission.edu/library>

#### **District Academic Dishonesty Policy:**

9803.28 Academic Dishonesty. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the Instructor has specifically stated students should not do so, submitting the same term paper to more than one Instructor, or allowing another individual to assume one ' s identity for enhancing one ' s grade. Any dishonest behavior will be subject to disciplinary action.

**Plagiarism:** Webster ' s Third International Dictionary defines plagiarism as follows; " Plagiarism to steal and pass off, as one ' s own the ideas or words of another; to use without crediting the source, to present as new and original an idea or product derived from an existing source; to commit literary theft. "

- A student ' s dictation and phraseology should always be his or her own except where he or she clearly indicates otherwise. Obviously, is not dishonest to copy an author ' s words in quotation marks and give credit to the source by footnoting or by acknowledging the source in the text of your paper.

### Policy on Assignments and Class Activities:

Active and small participation is important to support your learning process. If an assignment is NOT submitted at all, the grade for that assignment will be (ZERO-0). No late assignments will be accepted. If you will not be able to submit your assignments on time, it needs to be discussed in advance with your Instructor and it should include an exceptional circumstance for approval.

#### THREE ATTEMPTS LIMIT:

A new state policy in effect as of 2012 limits students to 3 (three) attempts per course. Receiving a grade or a “ W ” for a course counts as an attempt, regardless of when the course was taken. Withdrawal by the deadline to avoid a “ W ” will not count as an attempt.

- Last day to enroll with a permission number: **February 23, 2020**
- **Last day to drop this class without “ W ” : February 23, 2020**
- Lat day to drop with a “ W ” : **May 10, 2020**

#### Recommended Skills and Time commitment:

This is designed for entry and intermediate level users you should have the following:

- Basic computer skills (word processing, e-mail, file management).
- Basic Internet skills (use of browser, searches, uploading/downloading files).
- Familiarity with discussions boards
- Open mind and willingness to think outside the box.
- If you required special accommodations for this class, please contact me as soon as possible to ensure your educational needs are met.

#### Technical Requirements:

- Mac and PC (not more than three years old) with a current operating system.
- Current Browser (Firefox or Chrome are preferable).
- Internet connection for viewing online videos.

**TEACHING STYLE:**

The teaching style of the online class is based on humanistic philosophy, which in turn is based on the assumption, that human nature is essentially positive, and that each person possesses virtually unlimited potential. This philosophy emphasizes personal growth and self-direction in the learning process (White & Brockett, 1987).

**METHODOLOGY:**

**Experiential learning: Value the process not the product.**

- Weekly Discussions
- Self-directed learning
- Discovery method
- Reflections and journals prompts
- Self-critical thinking exams

**Assignments List:**

The commitment of this course requires that you complete all assignments by the due date. Accept one-week assignment late assignment reducing half points. As professional student, you are responsible for turning in the following assignments before the deadline:

- 10 Weekly Discussions 20 points each (10X 20) = 200
- Anecdotal Records = 2 X 25 = 50
- 1 Child Observation Perceptual and Motor on Site = 25
- 1 Child Observation Self-Image Cultural Identity on Site = 25
- Infant Toddler IT Competency Communication Skills, Peer Review and Newsletter including COVID-19 CDC Guidelines = 75
- Research Infant Toddler Websites= 25
- In the Womb Documentary Final Exam = 50

**Guidelines Online Writing**

- Professional Writing is required in our online course.
- Be aware of student ' s netiquette.
- Avoid texting writing.
- Be respectful on your comments.
- Enter educated comments, use glossary terms to enhance your discussions.

Discussions:

Each week you will have the opportunity to interact with your peers about trendy topics, issues or sharing reflections about your book chapters or special issues. Check in on class discussions regularly, if not daily. Posts will open on early Sunday at 12:00 am, initiate responses by Monday and respond to two replies by Thursday, will be grade at the end of the week. Participation is mandatory and sharing your learning process is crucial during discussions. If you don ' t respond to peers or your interactions are sporadically points won ' t be granted. Active participation through discussion boards are important and will influence your grade. 10 Discussions (10 x 20=200 points)

Infant Toddler Program Website Activity: 25 points

Visit an infant-toddler program website (either center-based or family child care program)

Find the following resources: brochure, philosophy parent handbook, registration materials.

- Compare and contrast what you read in chapter 1, review if any of the Principles of Respect are found in their philosophy or parent handbook. Include the Link URL in previous pages for the Program's Website.
- Insert additional link to URL link and a brief description of your findings (text box- two paragraphs).

Anecdotal Record and Running Records 25 points:

**Practice Activity: These video clips anecdotal will enhance your observation skills.**

After you watched the Ella's video clip on Object Permanence, 12 months, duration 50 seconds:

1. Read carefully **Anecdotal Samples** posted above and watch video several times. These strategies will enhance your observation skills. This will help you to develop your own anecdotal with details.
2. Focused on the child's actions (not the parent).
3. Enter a brief anecdote in the text box.
4. Use action verbs (child moves, turns, shake hands, etc.)

Case studies 25 points:

**Scenarios:** We will be exploring child ' s developmental stages and developmental theory by using the approach of reflection responding to

reflective questions.

Child's Observation on Site: Perceptual and Motor Skills 25 points

**Develop the skills of Observation:** With the support of technology, you will be exposed to watch children ' s different ages and stages using videoclips. Developed a brief anecdote and brief developmental analysis.

**Domain:**

Perceptual, Fine and Gross Motor Development

IT Teacher Communication Competencies, Peer Review, COVID-19 Newsletter 75 points:

Assignment was changed due to mandatory shelter in place guidelines due to COVID-19

1. Conduct video analysis matching IT Teacher Communication Competencies
2. Peer review 40 points students will be assigned to review each other competencies and strategies
3. Create a Newsletter 35 points informing parents about new COVID-19 guidelines practicing healthy hygiene, drop off and pick up and program environment setting.

**Final Exam:**

Video In The Womb Final Exam 50 points

**Assignment Instructions:** Create an outline in sequential order, week one up to week 40 of the pregnancy term. The document will be uploaded in CANVAS.

- Watch the video clip in “ The Womb, ” duration 1 hour 33 minutes.
- Create a documentary summary- the documentary returns to the interior of the womb a few weeks later to show the changes that have occurred and, thus, we will see the first development of the brain, spine and attend the moment of formation of the human heart, a mass muscular that starts to beat spontaneously.

After a busy semester of learning the fascinating development of Infants and Toddlers, we are ready to apply respond a survey that would help me to support my practice.

**NOTE**

Assignments and exams are mandatory. No substitutions will be accepted. Points will be deducted for incomplete assignments, plagiarism, and when not submitted on the specified due date.

**No assignments will be accepted after June 8, 2020.**

Video clips via YouTube:

### In the womb- English

<https://search.yahoo.com/yhs/search?p=in+the+womb+national+geographic&ei=UTF-8&hspart=mozilla&hsimp=yhs-001>

### En el vientre materno- Spanish

<https://search.yahoo.com/yhs/search?p=en+el+vientre+materno+national+geographic&ei=UTF-8&hspart=mozilla&hsimp=yhs-001>

### Video clips- Brain Development:

In brief Center on the Developing Child at Harvard University:

English - time 5:57 <https://www.youtube.com/watch?v=bF3j5UVCSCA>

Spanish- Sinapsis Tiempo 16:35 <https://www.youtube.com/watch?v=vwk5OutMq80>

Links. Webpages

Department of Education of California:

<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

<http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>

[https://www.childdevelopment.org/cs/cd/cd/print/htdocs/services\\_pgadv.htm](https://www.childdevelopment.org/cs/cd/cd/print/htdocs/services_pgadv.htm)

### Additional webpages:

California Commission on Teacher Credentialing [www.ctc.ca.gov](http://www.ctc.ca.gov)

Child Development Training Consortium [www.childdevelopment.org](http://www.childdevelopment.org)

Child Protective Services (CPS) [www.dss.cahwnet.gov/cdssweb](http://www.dss.cahwnet.gov/cdssweb)

National/California Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org)

CAAIEYC [www.caaieyc.org](http://www.caaieyc.org)

Pitc.org [www.pitc.org](http://www.pitc.org)

Zero to Three.org [www.zerotothree.org](http://www.zerotothree.org)

GRADING and TOTAL POINTS:

Grading Guidelines	Points
A	450-400
B	399-350
C	349-300
D	299-240
F	239

KEEP TRACK OF YOUR GRADES:

Assignments	Total Possible Points	Total Earned Points
10 Discussions x20 points	200	200
Research IT Websites	25	225
2 x 25 Case Studies =50	50	275
1 Child Obs. Perceptual and Motor on Site	25	300
1 Child Obs. Self-Image/Cultural Identity	25	325
IT Teacher Communication, Peer Review, COVID-19 Newsletter for parents returning to Child Care	75	400
Final Babies to be born Documentary	50	450
TOTAL	450	

## Summary of Assignments

### College Writing

Preferable font type Times New Roman. Proofread and spellcheck for typos, grammar and punctuation. Reread and Review for organization, clarity and flow of your documents. ALWAYS cite your work and use Glossary terms learned in class.

Date	Topic	Assignments Readings
		Weekly discussions will be introduced early in the week in Canvas
Feb 10	Principles, Practice, and Curriculum	Welcome, Getting to know you, Canvas First Steps, Syllabus Discussion 1
Feb 17	Infant Toddler Education	President's Day Holiday!
Feb 24	Caregiving as Curriculum	Discussion 2
Mar 2	Play and Exploration as Curriculum	Discussion 3 Video Observation: Attention Span
Mar 9	Attachment	Discussion 4
Mar 16	Shelter in Place due to COVID19	Discussion 5
Mar 23	Spring Break	Spring Break
Mar 30	Perception & Motor Skills	Discussion 6
Apr 6	Cognition	Discussion 7
Apr 13	Non-Instruction Day	
Apr 20	Language	Discussion 8
Apr 27	Emotions and Social Skills	Discussion 9
May 4	The Physical Environment	Discussion 10
May 11	The Social Environment	IT Teacher Competencies, Peer Review Project
May 18	Adult Relations in Infant-Toddler Care and Education Programs	Last chance to turn in major assignments
May 25	Review	Memorial Day
Jun 1	Finals	Babies Documentary

“Self-knowledge is the beginning of self-improvement.”