Los Angeles Mission College
One of the nine Los Angeles Community Colleges

Course Syllabus
Part I – Course Outline Child Development

Title and Section #: CD-30 Infant Toddler Studies I - 3088

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Course Dates: August 26th– December 9th, 2013
Course Time: Mon 6:50 -10:00pm--CDC 202
Office Time: Mondays 6:00-6:35 pm

Course Catalog Description (3 units):
This course focuses on group care for infants and toddlers including regulations, the role of the infant care teacher, the environment, positive relationships and appropriate experiences. Infant and toddler growth and development will be reviewed.

Course Objectives:
As a result of completing this course, students will have an understanding of, or be able to apply the following principles and concepts focusing on the caregiver/infant toddler teacher role, the development of young children and infant toddler care programs.

1. Identify the developmental milestones in infancy: physical-motor, social-emotional, language and cognitive, including typical and atypical development.
2. Examine physical-motor, social emotional and cognitive needs of infants/toddlers and relate these needs to quality program development
3. Examine the principles of infant/toddler caregiving, which include nurturing the parent as well as the child
4. Compare and describe the various models of programs for infants and toddlers
5. Identify appropriate health/safety standards and how to maintain them in school, center home or family child care settings
6. Identify California Licensing requirements for the care of infants/toddlers in center or family child care programs
7. Observe and evaluate adult/child interaction
8. Identify culturally responsive practices that support the infant/toddler's identity formation and that also lead to strong family connections
9. Examine developmentally appropriate practices for the care of infants/toddlers in a group setting
10. Collect resources available for infants, toddlers and their families, reflecting their cultural, economic and ethnic diversity

Course Requirements:
This course like your other courses of study requires full commitment and spirited care. In order to fulfill all requirements for this course you are expected to attend class and complete all in class and outside assignments. If you cannot attend class because unforeseen circumstances, please call me in advance or leave a message on my voice mail**.** Our class is built on promoting the concept of community of learners and a peer support. Please get acquainted with your classmates and exchange name, telephone number, or e-mail address.

Methodology:

This class format will include large and small group dialogue, readings, journal writings, collaborative tasks, values clarification, self-reflection activities, in-home assignments, case studies and power point presentations with instructor's guidance.

Student Learning Outcome	College GE SLO	Assessment Method
Students will identify and analyze specific stages of development for infants and toddlers. Students will plan and design an environment which appropriately facilitates and supports cognitive, physical, and social/emotional development of infants and toddlers. Students will design and implement developmentally appropriate caregiving principles and curriculum for infants and toddlers.	1. Information Competency 2. Problem Solving 3. Written and Oral Communication	1. Observations and paper 2. Exam questions or term paper 3. Classroom Project and presentation

Teaching Style:

"All genuine learning is active not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher".- Mortiner J. Adler

Required Readings:

Gonzalez-Mena, Janet & Widmeyer Eyer, Diane**,** Infants, Toddlers, and Caregivers
A curriculum of Respectful, Responsive Care and Education New York: Mc Graw Hill (9th Edition)
*Note: If you had purchased 7th 8th or 9th Edition, it is accepted.

Recommended Readings:

The Infant Toddler Learning & Development Foundations CA Department of Education- Sacramento, 2009

***Note: This book is available in English and Spanish and can be downloaded as PDF file at http://www.cde.ca.gov**

WEB SITES:

www.pitc.org
www.lachildcare.lacounty.gov
www.zerotothree.org
http://www.wested.org/desiredresults/training/form_drdp.htm
http://www.cde.ca.gov/sp/cd/re/itfoundations.asp
https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_pgadv.htm

Classroom policy: Respecting participant's questions and bilingual presentations. The course schedule is subject to change due to depth of class discussions, interest of class members, availability of speakers, as well as other current events impacting class time.

I am available via e-mail or phone prior to class to discuss any questions that you might have regarding class assignments, field and/or class support, resources, and/or class progress. Let me know how I can be a source of support to you. As Adjunct Faculty my office time is scheduled on Monday before class begins, please make sure to make an appointment in advance via e-mail or by phone.

Cell phones:

Please be respectful of everyone in class by turning off your cell phone to a silent mode. No phone conversations or text message in class.

Request for accommodations with special needs:

If you have any health impairments that require medication, or any other disability that might affect your performance in class, and would like your teacher to make special accommodations, please call our campus Special Services Director, at (818) 364-7732 as soon as possible. All information will be kept in strictest confidence.

Assignments turned in late:

Occasionally something occurs that prevents an assignment from being submitted on time. If discuss in advance, there is no penalty. However if work is submitted late without a previous agreement with Instructor, your grade for that assignment will be lowered. If an assignment is not submitted at all, your final grade will be lowered by a full letter grade.

Required Assignments and Grading Policy: (any changes will be announced in class)

1. 50 points: Birth Journal Narrative
2. 50 points: Individual Diagram Floor Plans
3. 50 points: Parent Resource File
4. 25 points: Mid Term
5. 50 points: Journal entries and glossary
6. 50 points: Social-Emotional Development Observation
7. 50 points: Perceptual and Motor Development Observation
8. 150 points: Relationship-Based Approach: Script/Case Study
9. 25 points: Final Exam

600 TOTAL POINTS

Grading Scale:

A	600 – 550	High proficiency and deep understanding
B	549 – 450	Above average proficiency and working understanding
C	449 – 350	Completes assignments with minimum understanding
D	349 – 300	Does not demonstrate competency or understanding
F	299-	Below incomplete assignments or substantial lack of understanding

Attendance and participation:

This course like your other courses of study requires full commitment and spirited care. In order to fulfill all requirements for this course you are expected to attend class and complete all in class and outside assignments. If you cannot attend class because unforeseen circumstances, please call me in advance or leave a message on my voice mail. Keep in mind the following to maintain your attendance and participation points:

- Coming to class late and leaving early will result in a minus of 10 points
- Small or large group participation is equally important and will influence your grade
- Every class miss will result a minus of 20 points
- After three absences or excessive tardiness (three weeks in a row) students will be dropped from this class

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IMPORTANT DEADLINES:

ADD DATES — ADD Dates - Late ADDs are not permitted
Deadline to add full term (semester length) classes ..... September 6
DROP DATES — To drop classes without incurring fees or with a refund...in person September 8*
.....internet.....September 8*

To drop classes with a "W" .....internet.....November 17
Drop classes with a "W" - Letter grade is required after this date and forward - November 17
If you stop attending a class (or wish to drop a class), YOU MUST DROP THE CLASS YOURSELF ONLINE– OFFICIALLY – on or before November 17, 2013.
Failure to do so may result in a grade of "F" in that class.

Registration information
See the Web site of the Los Angeles Community College District, www.laccd.edu (Student Information System)
Website for updated information www.lamission.edu/schedules

Admissions Office regular hours
Monday and Thursday 8:00 AM – 5:00 PM
Tuesday and Wednesday 8:00 AM – 7:00 PM
Friday 8:00 AM – 12:00 NOON

IMPORTANT NOTE:
Academic dishonesty – Board Rule 9803.28 - Suggested Statement for Plagiarism and Student Conduct – Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered or cheating on assignments (e.g., copying or giving answers, using "crib" sheets, etc.) will (I) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For further information on plagiarism go to the Writing Center website and refer to the STANDARDS OF STUDENT CONDUCT AND DISCIPLINARY ACTION in the Current Schedule of Classes and the Catalog.

PLEASE NOTE: The District required earlier and revised deadlines starting Summer 2012. A "W" will appear on your transcript record after this date. REMINDER: There is a new LACCD enrollment limit. The limit now three times to take a class and includes both substandard grades and withdrawals.

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Part II- Course Syllabus
Class Agenda CD-30 Infant Toddler Studies I

READ Chapter 1: Principles, Practice and Curriculum
Course Overview and Introduction
Date: August 26, 2013
September 2nd- Holiday/No class

Topic: Getting to know you and Introduction to Relationship-Based Approach

Assignment: Birth Narrative Journal **due September16th, 2013. NEXT CLASS, PLEASE BRING A JOURNAL NOTEBOOK. Quick weekly journals required in class.**

Assessment: All documents and assignments must reflect professionalism and college level writing standards. Keep in mind APA Style (American Psychological Association) when citing references. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of the sentence and change some the words), you will need to credit the source in the text. In addition, *quotations* mark should be used to indicate the exact words of another.
All required readings are completed a week in advance.

Glossary:
Continue your learning process by starting your own glossary with words that seem unfamiliar or new terms to you and find definitions. Index cards are a good resource to accumulate terms and easy access.

READ Chapter 12: Physical Environment and Appendix A and B
Date: September 9, 2013

Topic: Infant Toddler Settings - Physical and Social Environment
Quality in Infant-Toddler Programs Checklist

Individual Work: Create a Floor Plan Design serving infants and toddlers (See details in course assignments). **Following Title 22 Guidelines; more details in class**.

In class assignment: Include and label in your design all activities areas and routine areas. Bring a copy of Title 22, scissors, glue, magazines, graph paper, ruler, crayons, etc.
Be ready to design your own floor plan in class meeting **infant toddler ratios** for center based or family child care programs. The diagram/floor plan needs to include pictures of toys, and support

free exploration. Avoid restrictive devices (swings, tea saucers, play pen, etc.) Be inclusive of children with special needs, children with diverse backgrounds.

Turn in: Birth Narrative Journal **due September 16, 2013**

READ Chapter 3: Caregiving as Curriculum and Play
Date: **September 16, 2013**

Topic: Infant Toddler Curriculum and Physical Environments
Pistoia Environment Experience/Creating Favorite Spaces for Children

In Class Assignments: Create infant toddler classroom floor plan/diagram (see designs in textbook pages 270, 271, 272, and 278). Students will be creating a classroom floor plan to meet requirements of Center Based or Family Child Care Programs.

Logistics: Think about--Who will you serve, how many children, square footage per child outdoor and indoor. All designs need to reflect a multicultural environment. Review your individual diagram/floor plan, make sure you met **title 22** expectations; **physical- perceptual and motor, language, cognitive, social and emotional areas of the environment are included**. The diagram/floor plan meets infant toddler developmentally appropriate practices.

READ Chapter 4: Exploration as Curriculum
Date: **September 23, 2013**

Appendix A, B and C: Developmentally Appropriate Practices

Topic: Infant Toddler Settings/Outdoor Floor Plan

In Class Assignment: Draw a diagram of outdoor space. Please note accessibility to indoors, placement of equipment and availability of materials/toys.

Topic: Introduce Running Records and Piaget and Vygoztky's Approach/ Infant Toddler
Introduction to Observation— Why observation is important in the infant/toddler field?

READ Chapter 6 and 7: Perception and Motor Skills
Date: **September 30, 2013**

Topic: Observation Perceptual and Motor Skills (Fine and Gross Motor Abilities) (Reflexes). Turn in on October 7th, 2013.

In Class Presentation: Due Individual Infant Toddler Indoor/Outdoor Diagram/Floor Plan Presentations meeting Title 22 regulations.

READ Chapter 8: Cognition
Date: October 7th, 2013

Foundations- Cognitive Development Video clips
Due: In Class Assignments: In small groups create a list of current trends and issues for infant toddler parents.

Homework research and collect **three articles** of current trends and issues. Provide a summary for each article. See reader for details.

READ Chapter 9: Language
Chapter 14: Adult Relationships in Infant-Toddler Care and Education Programs
Date: October 14, 2013

Topic: Mid-Term Quiz will include Chapters 1, 2, 3, 4, 12, 6, and 7 plus appendix A and B
Fostering Language Development/ Video clips

Topic: Autonomy, Self-esteem and Cultural Identity
In Class Assignment: In small groups students will be reflecting on the following questions: How much Ponijao, Bayarjargal, Mari and Hattie have in common, despite being born to different parents and raised in different cultures? (BABIES Documentary).
In Class Assignment: Continue working on reviewing articles of current issues for infant and toddlers. Create a summary of each article.

READ Chapter 10: Emotions
Date: October 21, 2013
Due: Midterm October 21th , 2013 (Quiz in class)

Topic: Social Emotional Infant Toddler Foundations – (Interactions)
In Class Assignments: **Students will present one article/summary** of the current issues infants and toddlers. Be ready to present to the large group.

Share your Glossary List:
Be ready to share **in small groups your own glossary list** with new terms or concepts that you are mastering these new definitions. Index cards are a good resource to accumulate terms and easy access, also, see Instructor's Vocabulary List.

READ Chapter 10: Emotions
Date: October 28, 2013
Due today: Perceptual and Motor Development Observation (October 28th , 2013)

Topic: Temperament and attachment
Logistics: Review Social-Emotional Development Observation

In Class Assignments: **Form Small Groups** – Discuss how you will design and create your own Script/Case Study Relationship-Based Approach.
In Class Assignment: Discuss 10 Principles of Respect and choose **three** that you may identify.

READ Chapter 10: Emotions
Date: November 4, 2013
Date: **November 11, 2013** **Veteran's Day – No class**

Topic: Self-regulation
In Class Assignment: In small groups students will be discussing the video clip One Diaper at the time, using the document Principles of Respect.
Principle 1- Teamwork
Principle 2- Quality Time
Principle 3- Communication
Principle 4- Investing time and energy to appreciate the whole person
Principle 5- Warns not to objectify people
Principle 6- Authentic Feelings
Principle 7- About Modeling
Principle 8- Recognize problems as learning opportunities
Principle 9- Trust
Principle 10- Quality of Development
In Small Group: Create your Program Philosophy based on Magda Gerber's Principles of Respect

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READ Chapter 11: Social Skills – Guidance and Discipline
Date: November 18, 2013

In Small Group: Work on your Script/Case Study Relationship-Based Approach/ Scenarios. Be ready to present your projects on May 13 and 20, 2013.
Due today: **Social Emotional Development Observation November 18th , 2013**

READ Chapter 2: Infant Toddler Education (Relationship-Based Approach)
Date: November 25, 2013

In Small Group: Work on your Script/Case Study Relationship-Based Approach/ Scenarios Presentations!!!

READ
Date: December 2nd, 2013

In Class: Script/Case Study Relationship-Based Approach/ Scenarios Presentations!!!

Date Final Exam December 9th, 2013---Infant Toddler Learning Journey Summary and Celebration!!!

GETTING TO KNOW YOU/*Conociéndote*
Fall 2013

NAME/*Nombre*:_____

ADDRESS/*Dirección*:_____

DAY TELEPHONE/Tel de día_____EVENING/*Noche*:_____

E-MAIL/Correo Electrónico:_____MAJOR/*Enfoque de estudios en*:_____

REASON OF TAKING IN CLASS/*Razón por la que toma esta clase*:_____

UNITS ENROLLED/*Unidades inscritas*:_____

NAME THE CLASSES' ENROLLED/*Nombre de las clases*:_____OCCUPATION/*Ocupación*:_____

HOW MANY CHILD DEVELOPMENT CLASSES PREVIOUSLY TAKEN/*Cuántas unidades del desarrollo infantil ha tomado antes:*_____

HOW MANY HOURS DO YOU WORK WEEKLY/*Cuántas horas trabaja a la semana*:_____

WHAT IS YOUR FIRST LANGUAGE/*Idioma natal*:_____

LANGUAGE SPOKEN AT HOME/*Idioma que se habla en casa*:_____

DO YOU HAVE ANY SPECIAL NEEDS/*Tiene alguna necesidad especial:*

TELL ME ABOUT YOUR COURSE EXPECTATIONS AND LEARNING
LO QUE ESPERO DEL CURSO Y LO QUE QUIERO APRENDER

What are your expectations for the course?
¿Qué espera usted del curso?

What is your learning adult style visual, auditory or kinesthetic?
¿Cuál es su estilo de aprendizaje visual, auditivo, kinéstesico/cenestésico?

Do you identify yourself as leader, facilitator, follower, or a combination all three?
¿Cómo identifica su personalidad como líder, facilitador, seguidor o una combinación de los tres?

Please print, complete this form and bring a copy to class the first meeting.