LOS ANGELES MISSION COLLEGE
CHILD DEVELOPMENT 31: Infant and Toddler Studies II

Spring 2013 Joyce Gronewold

Section # 3183 Tuesday 6:50 - 10:00pm CCDS 202

Office Hours: Tuesdays 5:50 to 6:50 pm, and by appointment

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Course Description (3 units)

This course focuses on group care for infants/toddlers, including the role of the caregiver. The role of the environment, building positive relationships and planning and implementing of developmentally appropriate experiences will be highlighted.

Course Objectives

Upon completion of this course students will have an understanding of or be able to apply the following principles and concepts.

After successful completion of the course the student will be able to:

1. Review the developmental milestones in infancy, physical , social, emotional, cognitive, and language including atypical as well as typical development.
2. Develop an infant/toddler curriculum that reflects a style of care that best matches the child's inborn capacities and individual interests and needs.
3. Recognize and apply respectful, responsive practice with diverse population of children/ families (including culturally diverse, family diversity, and diverse individual needs of children)
4. Identify and utilize quality assessment criteria for evaluating program effectiveness in the various programs for group care of infants/toddlers.
5. Apply recent research to develop responsive, supportive and nurturing relationships and enjoyable, developmentally appropriate care giving practice in programs for infants/toddlers.
6. Identify the value of collaborative effort and practice team building skills in planning and implementing activities within the infant/toddler curriculum

Student Learning Outcomes

1. Students will utilizes their knowledge of infant/toddler development to create and implement appropriate curriculum.	a. Written & oral communication b. Problem solving	1. Class presentation
2. Students will explain the role of the teacher as it relates to meeting the needs of the infant/toddler and the diverse needs of the family.	a. Written & oral communication b. Problem solving	1. Term paper
3. Students will identify quality assessment criteria and various tools for evaluating program and teacher effectiveness.	a Problem solving	3. Quality assessment assignments

Text

*Petersen, Sandra H. and Wittmer, Donna S., Endless Opportunities for Infant and Toddler Curriculum, A Relationship-Based Approach

*Gronewold, Joyce A Collection of Handouts

Attendance

Los Angeles Mission College attendance policies will be respected. Students will be expected to attend and participate in each class session. Students are responsible for all material and information presented during class sessions. The student is individually responsible for completing all necessary paper work with the appropriate office should he/she need to drop, withdraw, add or be reinstated to the class. Participation will be included in determining each student's final semester grade.

Assignments

Only assignments of the highest quality will be accepted. Written work must be in ink, and must be turned in on the assigned date. No late assignments will be accepted without prior approval of this instructor.

Students with special learning needs are expected to confer with this 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 the first assignment.

1. ***Observation*** 25 points

a. Observe an child ages birth to 35 months for one hour. You will be given a form to fill out for this assignment

2. ***Book Presentation*** 25 points

This is a 5 minute presentation to the class.

You will choose a book that is appropriate for an infant or toddler. Demonstrate to the class how you would present this book to a child. Share the following information with us

a. What age is this book appropriate for? Why?
b. Why did you choose this book? What do you like about it?
c. Why would you present this book to an infant or toddler? What could the child learn?

(Write a short paper with the above information and turn it in to me before you present to the class)

You can make a book. Do NOT choose an electronic book for your presentation

3. ***Activity Presentation*** 25 points

This is a 5 minute presentation to the class.

You will choose an activity or toy that is appropriate for an infant or toddler. Demonstrate how you would present this activity or toy to a child. Share the following information with us.

a. What age is this activity or toy appropriate for? Why?
b. Why did you choose this activity or toy? What do you like about it?
c. Why would you present this toy or activity to an infant or toddler? What could the child learn?

(Write a short paper with the above information and turn it in to me before you present to the class

4. ***Term Project*** 200 points

The term project includes the following components.

1. You are to create a floor plan of either an infant or a toddler classroom/center on poster board. Make sure that you include all of the appropriate areas. Imagine that you have an unlimited budget, so you can include whatever you feel is appropriate. Use your imagination. Include indoor and outdoor environments
2. Write a paper that includes the following topics

   * Describe each area of your Indoor and Outdoor setting. Include information about the equipment/toys that you would use in each area. Include a description of the general setting (flooring, wall colors, lighting, windows, etc.) Include information about health and safety. Include any other information you feel helps describe your classroom/center.

   * Describe Responsive Care and how this care related to daily Routines and teacher planning.

   * Describe appropriate activities for your classroom/center. Use a separate piece for paper for each activity Use the same format as you used for your activity presentation. If your environment is for infants include one activity in each of the following areas; toys, stories/books, food, music/movement, sensory experiences, outdoor gross motor play. If your environment if for toddlers include one activity in each of the following areas; toys, art, dramatic play, stories/books, food, sensory experiences, music/movement, outdoor gross motor play.

5. ***Assessment Project*** 25 points

This is a group project that will be completed in class. You will be given an assessment protocol and a case study.

You will fill out the assessment protocol and share your information with the class.

6. ***Midterm*** 50 points

The midterm consists of matching, multiple choice, and true and false questions and short answer questions. It will include information for the book, lectures, and handouts.

7. ***Take Home Final*** 75 points

The take home final will be an essay test. All submitted exams must be the student's individual work.

8. ***In Class Final*** 25 points

The in-class final consists of matching, multiple choice, and true and false questions and short answers. It will include information presented after the midterm to the end of the semester.

9. ***In Class Assignments*** 50 points

We will have some in-class assignments. They will include individual and group work.

10. ***Participation*** 25 points

Total Points 525 points

Grading

A = 470 – 525 points
B = 420 – 469 points
C = 367 – 419 points
D = 315 – 366 points
F = Below 315 points

SCHEDULE

Date	Topic	Readings
2/5	Introduction/Core Concepts/Review of Development	
2/12	Relationships as Curriculum	Chapter 1
2/19	Engaging Families	Chapter 2
2/26	Safe and Healthy Caregiving Routines	Chapter 3
3/5	Relationship Based Environment	Chapter 4
3/12	Guidance and Relationship Realignments Planning for Differences and Diversity	Chapter 5
3/19	Observation, Assessment and Responsive Planning **MIDTERM**	Chapter 6
3/26	Attachment & Social/Emotional Development **GROUP ASSESSMENT PROJECT DUE**	Chapter 7,8

(4/2 Spring Break – No Class)

4/9	Learning and Thinking **OBSERVATION DUE**	Chapter 9
4/16	Language, Literacy & Music	Chapter 10
4/23	Movement and Motor Development **BOOK PRESENTATIN DUE**	Chapter 11,12
4/30	Creative, Sensory, Dramatic Play Play Development, Outdoor Play	Chapter 13,14
5/7	**ACTIVITY PRESENTATION DUE**	
5/14	**TERM PROJECT DUE,** Review for final**, Take Home Final Given**	
5/21	**Return Take Home Final, In Class Final**	
5/28	**Last night of class**	