

<b>Department</b> :Child Development
Course Title:Infants and Toddlers
Section Name:CDEC 1421
Semester:Spring
Time:TBA
Classroom:On-line
Instructor:M ary Hanson Email:mhanson@odessa.edu Office:Sedate Hall 120
<b>Phone:</b> 432-335-6483
Office Hours:M onday 9-12
Tuesday 9-11
Wednesday 9-12
Thursday 9-11

### **Course Description:**

A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality care giving routines, appropriate environments, materials and activities, and teaching/guidance techniques. Emphasizes development processes and environmental factors that can affect physical growth, shape personality and achievement from conception to 3 years of age. Presents skills for group or individual care of infants or toddlers such as individual daily schedules, record keeping, food preparation, age appropriate discipline techniques and activities. Also, includes interpreting the Texas licensing standards for infants and toddlers. Lab fee required. (ICOs 1, 2, 4, 5, 6)

### **Required Texts:**

Infants and Toddlers: Curriculum and Teaching by Terri Jo Swim and Linda Watson,

## **Description of Institutional Core Objectives (ICO's)**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: Odessa College Catalog of Courses 2012-2013, page 73)

# Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Learning Outcomes for** \_\_\_\_\_ (Source: Odessa College Catalog of Courses)

Outcome	ICO
1. To access and infant and/or toddler and meet his physical needs accordingly.	Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. To write a lesson plan on an age appropriate activity.	2) Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3.	3) Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4.	To communicate effectively to parents details about their child's day in a positive manner.	4)	Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5.	To be professional with all parties and confidential when necessary.	5)	Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision- making
6.	To work with young children of various ethnic backgrounds.	6)	Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Odessa College Policies**

#### **Academic Policies**

Note that the OC Student Handbook states (page 32) that "[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104)."

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities http://www.odessa.edu/dept/studenthandbook/handbook.pdf* 

#### **Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

# "Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.

- Bribing another person to obtain an unadministered test or information about anunadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

# Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehab ilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA), unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: Odessa College Catalog of Courses 2012-2013, page 52)

#### Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please

contact the Office of the Registrar. No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F." (Source: Odessa College Catalog of Courses 2012-2013, page 36)

## Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

# Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit

www.odessa.edu/dept/ssc/(Source:Odessa College Catalog of Courses 2012-2013, page 54)

#### Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.

#### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at <a href="https://www.odessa.edu/dept/ssc/helpdesk\_form.htm">https://www.odessa.edu/dept/ssc/helpdesk\_form.htm</a>.

ExpectationsforEngagement-OnlineLearning

Tohelpmaketheweb-basedlearningexperiencefulfillingandrewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

 $Reasonable {\tt Expectations of Engagement for Instructors}$ 

- 1. Asaninstructor, lunderstandtheimportanceofclear, timely communication with mystudents. In order to maintain sufficient communication, lwill
  - providedmycontactinformationatthebeginningofthesyllabus;
  - respondtoallmessageswithin24hoursifreceivedMondaythroughThursdayandwithin 48hoursifreceivedFridaythroughSunday; and,
    - $notify students of any extended times that I will be unavailable and provide them with alternative contact information (forme or formy supervisor) in case of emergencies during the time {\it I'} munavailable.$
  - 2

As an instructor, lunderstand that mystudents will work to the best of their abilities to fulfill the course requirements. In order to help the minth is area, lwill a support of their abilities to fulfill the course requirements. In order to help the minth is area, lwill a support of the course requirements and the course requirements are also as a support of their abilities to fulfill the course requirements. In order to help the minth is a real and the course requirements are also as a support of their abilities to fulfill the course requirements. The course requirements are also as a support of the course requirements and the course requirements are also as a support of the course requirements. The course requirements are also as a support of the course requirements are also as a support of the course requirements. The course requirements are also as a support of the course requirements are also as a support of the course requirements. The course requirements are also as a support of the course requirements are also as a support of the course requirements. The course requirements are also as a support of the course requirements are also as a support of the course requirements. The course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements. The course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as a support of the course requirements are also as

provideclear information about grading policies and assignment requirements in the courses yllabus, and

communicate any change sto as signments and/or to the course calendar to students as quickly as possible.

3.

As an instructor, lunderstand that In eed to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, lwill a support of the course of

- postgradesfordiscussionpostingswithinoneweekofthediscussionthreadclosing.
  - providegradesformajorassignmentswithin2weeksoftheduedateoratleast3daysbeforethene xtmajorassignmentisdue,whichevercomesfirst.

ReasonableExpectationsofEngagementforStudents

- 1. Asastudent, lunderstandthat lamresponsible forkeepingup with the course. To help with this, I will
  - lineupalternativecomputerandinternetaccessincasemyprimarycomputercrashesor myinternetservicesisunavailable;
    - recognizethatthecollegeprovidesfreewi-

fiandcomputerlabsduringregularcampushourstohelpmewithaccessingmycourse; and,

• understandthatmyinstructordoesnothavetoacceptmytechnicalissuesasa legitimatereasonforlateormissingworkifmyequipmentorserviceisunreliable.

2

As a student, lunderstand that it is myresponsibility to communicate quickly with the instructor any issue or mergency that will impact my involvement with or performance in the class. This includes, but is not limited to the class of th

- aettina"kickedoff"ofthesystemdurinatestsorauizzes:
- havingtroublesubmittingassignments; and
- · dealingwithatraumaticpersonalevent.
- $3. \ As a student, lunderstand that it is myresponsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, lwill a support of the course of the course$

- seekouthelpfrommyinstructorand/orfromtutors;askquestionsifldon'tunderstand; and,
- - access my courses ever altimes during the week to keep up with assignments and announce

# Institutional Calendar Fall 2012 (8/27-12/14)

# http://www.odessa.edu/college-calendar12-13.pdf

Registration:	
On the Web (5 am to Midnight, 7 days a week)	Apr 16-
Aug 26	
In Person (See Business Hours Above)	Apr
16-26	
***REGISTRATION PAYMENT DEADLINE	
* For students registered who register prior to Aug 6	
* For students who register on or after Aug 6	
Classes Begin	Aug
27(Mon)	
Late Registration & Schedule Changes (Add/Drop):	
On the Web (5 am to Midnight, 7 days a week)	Aug
27-29	
In Person (See Business Hours Above)	Aug
27-29	
** Late Registration & Add/Drop Payment Deadline	Due on Day of
Registration	
Holiday (Labor Day - Office Closed - No Classes)	Sept 3
(Mon)	0 40
Census Day	Sept 12
(Wed)	
Deadline for Fall Degree	G (T.)
Application	
Last Day to Drop or Withdraw with a "W"	Nov 14
(Wen)	N. 04.04
Thanksgiving Holiday (begins 5:30 pm Tues, Nov 20)	Nov 21-24
(Wed-Sun)	<b>D</b>
Last Class Day	Dec
8 (Sat)	D = 10.12 (M = 1
Final Exams	Dec 10-13 (Mon-
Thurs)	D
Fall Graduation	Dec
14 (Fri)	D
End of Semester	Dec
14 (Fri) College Offices Closed	Dog 24 Ion 6
College Offices Closed	Dec 24-jan 6
(Mon-Sun)	

# Course Policies

#### Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

## **Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

## **Description of students**

Students enrolled in this course are typically seeking employment in a teaching position. They can teach in a head start facility, a child care, or in a private or public school.

## Course prerequisites

None

#### **AVID**

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

### **Grading Policy**

Please understand that this is a required course for the child development program in order to prepare you for teaching and/or directing. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

#### **Grade Inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

#### **Communication Plan**

The best way to communicate with the course instructor is via email through Blackboard. Also, check in

Blackboard regularly for announcements, including any changes in the course's chedule due to instructor

illness or conference attendance. Appointments with the instructor may also be scheduled.

## **General Course Requirements**

- 1. Check your blackboard at least five days a week.
- 2. Contribute and cooperate with civility.
- 3. Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.

# **Grading Scale:**

"A" = 900-1000

"B" = 800-899

"C" = 700-799

"D" = 600-699

"F" = 0-599

### **Incomplete Policy**

An 'Incomplete' grade may be given only if:

- 1. The student has passed all completed work
- 2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will

only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

#### Student Information Sheet

o DStudent Information Sheet. tif (57.094 KB)

I realize the start of the semester can/is stressful. Filling out more paperwork can't be fun. However, it would prove helpful if you'd fill out the attached sheet. Please complete it and preferably send it back to me electronically. Or, you can fax it to me at 432-335-6703. This sheet will help me get to know you better. Please complete the form by February 1st. I am looking forward to a wonderful semester!! Thanks for loving children, M. Hanson



Enabled: Statistics Tracking

http://www.youtube.com/watch?v=fjK6utuV-yU

This video will hopefully assist when turning in assignments:).

**Lab Hours** 

o Lesson Plan 1311. doc (36 KB)

It is also mandated by the state that you complete lab hours. Lab hours are when you volunteer or get paid to actually work with young children. The ages of the yound child can range from 6 weeks old to 8 years old. You need to complete 30 hours at a minimum to get the credit to pass this class. This assignment is worth 200 points. You must start on your hours now as most child cares require a back ground check which can take up to two weeks to get back. You also must have a current TB shot. If you can complete your hours at the day care at OC called the Children's Center, then take your social security number and your driver's license to the Children's Center's office. The staff in the office will help you with the background check. It will cost you about \$40 but will be good for anywhere you go. Ask them about the TB shot as well as they have information for you as to where you can go to get the

shot. Remember to go back after three days to see the results of the shot or it will not count.



### Observation



Enabled: Statistics Tracking

Attached Files: o Lesson Plan Activity for lab classes. docx (14.308 KB)

Attached is the lesson plan format to follow when I observe you teaching. The state mandates that I observe you at least once in the semester or you cannot pass. Therefore, this assignment is a must!!! You are already practicing writing lesson plans in a different assignment. You will write this lesson plan up as well AND teach children. Set up an observation time. It is your responsibility to do so. Do so within the first two weeks of class please. If you are from out-of-town. Or, if you and I cannot match a time for me to come watch you teach, then video tape you teaching. My preference is to see the video still in your camera with you there. We've had so much trouble viewing the observations from copied DVD's. Even a thumb drive would be better than a DVD.

Please feel free to watch a short youtube video. Once into youtube, search for captmara. Then scroll down to the video that reads lesson plans. This video explans what I'm looking for from you.lease do not wait on this important and necessary assignment!!!

See if this link doesn't help with lesson plans:

http://www.youtube.com/watch?v=xBJm1IuJd8E&feature=colik

Thank you.

This assignment is due no later than 4/3. This assignment is worth 100 points. Thank you.

# Discussion Questions

Discussion Questions is just that, an opportunity for you to discuss ideas on infants and toddlers with one another. Because the discussion questions act as your participation grade, it is especially important to answer the questions on a timely basis. The questions are to be completed by the following dates:

DQ 1-4 is due Feb 12th and is worth 50 points. DQ 5-8 is due Mar 5th and is worth 50 points. DQ 9-12 is due Mar 26th and is worth 50 points. DQ 13-16 is due Apr 16th and is worth 50 points.

To answer a discussion question, go to the tools bar at the top left hand side of the screen. Click on the word Discussions. Once inside, copy the question if you like so that you don't have to try and remember it. Then, click on the button that reads 'Create Thread'. In the title section, write whichever DQ you are completing: DQ 1 for example. Next, answer your question in the large box in the middle of the screen. Be ready for this next important step: you MUST click on the word SUBMIT in order for everyone, including myself, to read your response. Please respond to at least one other person with every DQ. Thank you.

# ‡Test #1

Test #1 is due by 3/6. You are to hand deliver or email me the completed review questions and vocabulary answered for chapters 1-8.

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# **1** Age-Appropriate Activities



Come up with 50 age-appropriate and educational activities for young childen, 25 for infants and 25 for toddlers. You may collect your ideas from follow educators, books, the internet and other resources. Be specific please on how to create or make the game, activity or idea. You may display them however you like and turn them into my office, room 120 SH (inside the day care) by 3/20. This assignment is worth 100 points. Thank you.



**‡** Paper



On the first night of class, each of you chose a topic for a paper. You are to stay with that topic (contact me if you don't remember yours). You are to write a paper about that topic being at least four pages long. Typically a page is represented by one topic. Therefore, have at least four resources. You may use your text book but only as an additional resource and not one of the four required. Attached is the APA style format wished for you to use. You are to offer a works cited page. An example of a works cited page has also been attached. Please have your papers turned in by 4/10. Thank you.

‡Test #2

Test #2 is due by 4/24. You are to hand deliver or email me the completed review questions and vocabulary answered for chapters 9-16.

‡ Final

**>** =

For 25 points, write-up or draw an appropriate and ideal room arrangement for infants. For 25 more points, write-up or draw an appropriate and ideal room arrangement for toddlers.

For the second portion of the final,write three test questions that you come up with from each chapter. Your question can be true/false, matching, multiple choice, fill-in-the blank and/or short answer. Write the original test question, provide the answer, and add the page number. Come up with three questions, answers, and page numbers for each chapter. This will include 48 questions. Please number your questions as well as reveal from which chapter it comes from. Email me your final no later than May 1st. Thank you.

The final is worth 100 points

Schedule (Tentative and Subject to Change)

Date	Topic	Assignment	Assignment Submission
2/1		Student Information Sheet	You may email or hand- deliver this assignment.
2/12		Discussion Questions 1-4	Please submit your responses through blackboard.
3/5		Discussion Questions 5-8	Please submit your responses through blackboard.
3/6			Please email me this

		Test #1	nontraditional test.
3/20		Age-Appropriate Activities	You may email or hand- deliver this assignment.
3/26		Discussion Questions 9-12	Please submit your responses through blackboard.
4/3	The observation needs to be set up two weeks in advance. It is best to set up a time in early February	Observation	I will either come watch you in person; or you can video the lesson and bring it to me in person; or you may create a you tube video of you teaching the class.
4/10		Paper	Please email me the paper. Remember to include a workscited page.
4/16		Discussion Questions 13-16	Please submit your responses through blackboard.
4/24		Test #2	Please email me this nontraditional test
4/30		Lab Hours	You may scan and email me your hours signed off by a supervisor. Or, you may hand-deliver the form.
5/1		Final	Email me the final please.