

Course Syllabus

Department : Child Development
Course Title : The Infant and Toddler
Section Name : CDEC_1421_610
Start Date : 01/18/2011
End Date : 05/12/2011
Modality : FACE-TO-FACE
Credits : 4

Instructor Information

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Course Description

A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality caregiving routines, appropriate environments, materials and activities, and teaching/guidance techniques. The class emphasizes developmental processes and environmental factors that can affect a child's physical growth, shape personality and achievement from conception to 3 years of age. Course 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.

Prerequisites/Corequisites

None

[Scans](#)

I, 2, 4, 5, 6, 7, 9, 10, II

Course Objectives

1. Summarize prenatal development. (1, 8)

- a. Outline stages and major milestones of prenatal development. (1, 8)
 - b. Identify and describe possible environmental factors and their effects on the developing embryo or fetus. (1, 8)C.
 - c. Describe components of good prenatal care. (8)

2. Summarize the birth process. (1, 8)
 - a. Describe stages of labor. (1, 8)
 - b. Compare methods of delivery. (1, 8)
 - c. Describe possible complications of delivery. (8)
 - d. Discuss effects of medication during the birth process. (8)

3. Discuss theories of development as they apply to infants and toddlers. (1, 8, 10)
 - a. Compare the impact of nature and nurture on the developing child. (8)
 - b. Practice authentic observations of infants and toddlers in relation to developmental milestones. (8, 10)

4. Outline growth and development of children from birth to age 3. (1, 4, 5, 6, 7, 8, 10)
 - a. Describe principles of development. (10)
 - b. Explain the importance of brain research as it relates to growth and development of infants and toddlers.
 - c. Describe physical, fine and gross motor and perceptual development. (1, 4, 5, 7, 8, 10, ExCET 012)
 - d. Describe cognitive development. (1, 4, 5, 7, 8, 10, ExCET 014)
 - e. Describe social development. (1, 4, 5, 7, 8, 10, ExCET 003)
 - f. Describe emotional development, including self-concept and self-esteem. (1, 4, 5, 7, 8, 10, ExCET 001)
 - g. Describe receptive and expressive language development. (1, 4, 5, 7, 8, 10, ExCET 005, 006)
 - h. Describe literacy development. (1, 4, 5, 7, 8, 10, ExCET 007)
 - i. Define Aat-risk@ as it applies to infants and toddlers. (1)
 - j. Identify community resources available for early intervention. (10)

5. Analyze components of quality infant/toddler caregiving. (1, 2, 4, 5, 6, 10)
 - a. Discuss characteristics of quality programs for infants and toddlers. (1, 4, 10)

- b. Discuss social and cultural influences which impact infant/toddler care. (2, 4, 10)
 - c. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families. (1, 2, 4, 5, 10, ExCET 024)
 - d. Explain principles of quality caregiving. (10)
 - e. Explain appropriate teacher roles and responsibilities for caregivers of children under three. (10)
6. Summarize the birth process. (1, 8)
- a. Describe daily routines used in infant/toddler classrooms and their importance in meeting children's needs. (4, 10)
 - b. Discuss unique health and safety needs of infants and toddlers. (1, 2, 4, 10)
 - c. Develop appropriate schedules for infants and toddlers. (4, 10, ExCET 022)
 - d. Discuss ways to include infants and toddlers with special needs into quality programs.
7. Analyze elements of appropriate indoor and outdoor environments. (1, 2, 4, 6, 8, 10)
- a. Describe developmentally appropriate indoor environment for infants. (1, 2, 4, 8, 10, ExCET 022)
 - b. Identify characteristics of effective room arrangements for infants. (1, 2, 4, 8, 10)
 - c. Describe developmentally appropriate outdoor environments for infants. (1, 2, 4, 8, 10, ExCET 022)
 - d. Describe developmentally appropriate indoor environment for toddlers. (1, 2, 4, 8, 10, ExCET 022)
 - e. Identify characteristics of effective room arrangements for toddlers. (1, 2, 4, 8, 10, ExCET 022)
 - f. Describe developmentally appropriate outdoor environments for toddlers. (1, 2, 4, 8, 10, ExCET 022)
 - g. Explain how indoor and outdoor environments can be adapted for infants/toddlers with special needs.
8. Provide developmentally appropriate materials and activities. (4, 6, 8, 10)
- a. Choose and/or make developmentally appropriate materials for use in infant/toddler classrooms. (4, 10, ExCET 025)

- b. Plan and implement developmentally appropriate learning activities for infants/toddlers, including those with special needs. (4, 8, 10, ExCET 019)
9. Use developmentally appropriate teaching/guidance techniques. (1, 2, 4, 6, 8, 10)
- a. Apply principles of caregiving in a classroom with children under three. (4, 10)
 - b. Use appropriate transitions with infants and toddlers. (4, 10)
 - c. Use appropriate direct and indirect guidance techniques with infants and toddlers. (2, 4, 8, 10, ExCET 023)
 - d. Demonstrate appropriate procedures for feeding, diapering, toileting, dressing and sleeping. (1, 2, 4, 10)
 - e. Demonstrate teamwork skills while working with colleagues in infant/ toddler classrooms. (1, 4)

Required Readings/Materials

- a) You must purchase the following **required** readings/materials: Wilson, LaVisa Cam; Douville-Watson, Linda; Swim, Terri. Infants and Toddlers Curriculum and Teaching (Sixth Edition) Delmar Publishers, 2008
- b) You are encouraged to buy the following *optional* books/materials: None

Course Requirements (Lectures, Assignments and Assessments)

WEEK	DATE	CHAPTER/ACTIVITY	ASSIGNMENT DUE
1	1/18	No class meeting	Martin Luther King Jr. Day
2	1/24	Introduction to Class Theories of Child Development Lab Work and Observation Schedule	Choose paper topics Read Chapters 1-2 Key terms p.18 and p. 41 Chapter Review Questions p.20 # 1-4 Case Study pp. 41-42
3	1/31	Chapters 1 & 2 Teething Presentation	Read Chapters 3 & 4 Key terms p.84-35 and p. 102 Chapter Review Questions p.86 1 -2 and p. 104 #1, 2, & 4

4	2/7	Chapters 3 & 4 Separation Anxiety Presentation	Read Chapters 5 & 6 Key terms 131 and p. 152 Questions and Experiences for Reflection p. 132 #1-5 and Chapter Review Questions p. 154 #1- 4
5	2/14	Chapters 5 & 6 Biting Presentation Review for Chapter Test 1 -Chapters 1-5	Chapter Test 1-5 Read Chapters 7 & 8 Key terms p. 179 and p. 220 Chapter Review Questions p. 182 #3 & 4; and Case Study p. 220 #1-4
6	2/21	Chapters 7 & 8 Eating and Nutrition Presentation Chapter Test #1 (Chapters 1-5)	Read Chapter 9 Key terms p. 254 Chapters 1-5 Questions and Vocabulary Due
7	2/28	Chapter 9 Thematic Units Presentation Child Protective Services Guest Speaker	Read Chapter 10 Key terms p. 283 Chapter Review p. 284 #1-4 Work on Infant and Toddler Files
8	3/7	Chapter 10 Sleeping Presentation Final Exam Presentation Part A	Infant and Toddler Files due Presentation of one from file
9	3/14	Spring Break!	Read Chapter 11 Key Terms p. 304 Enjoy! Work on Topic Paper and Presentation Lab Hours should be half done
10	3/21	Chapter 11 Babbling Presentation Review Chapter Test #2 Chapters 6-9 Final Exam Presentation Part B	Read Chapter 12 Key terms p. 24 Questions and Experience for Reflection p. 325 #1-5
11	3/28	Chapter 12 Caregiver Expectations Presentation Chapter Review Infant and Toddler Topic Paper and Class Presentation Outline Chapter Test #2 Chapters 6-9	Chapter 13 Key terms p. 344 Work on your Infant and Toddler Topic Paper Chapters 6-9 Questions and Vocabulary Due

12	4/4	Chapter 13 Temper Tantrums Presentation Review Chapter Test 3 10-13	Read Chapter 14 Key terms p. 366 Infant and Toddler Topic Paper Due and Class Presentation Outline
13	4/11	Chapter 14 Discipline for Toddlers Chapter Test #3 Chapters 10-13	Read Chapter 15 Key terms p. 387 Chapters 10-13 Questions and Vocabulary Due #1, #2 and #3 Topic Paper Presentations Due
14	4/18	Chapter 15 Toilet Training Final Exam Presentation Part C	Read Chapter 16 Key terms p. 405 Questions and Experiences for Reflection p. 405-406 #1-6
15	4/25	Chapter 16 Final Exam Presentation Part D	#6, #7, #8 and #9 Topic Paper Presentations Due Chapters 12-16 Questions and Vocabulary Due
16	5/2	Chapter Test #4 Chapters 14-16 Final Exam Presentations	All Observation Lab Activities Due Chapters 14-16 Questions and Vocabulary Due All Questions and Vocabulary Due (if not already turned in)
17	5/9	Final Exam	Thank you for a great semester

Grading Policy

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the Main forum.

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Percentage % Grade

Instructors: please enter grade percentage. Instructors: enter letter grade.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation 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.

Learning Resource Center (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 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/>. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

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/>. All assignments or correspondence will be submitted using your Odessa College email.

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 https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.