

West Los Angeles College Child Development Syllabus

Infant and Toddler Studies II (CD 31)

(Section #8526)

(FALL 2013)

Recommendation to all CD students:	Take the assessment tests for English and Math
Pre-requisites:	All students should have completed the core courses: CD 1, 2, 3, 4, 10, and 11 before taking this upper division course. We strongly suggest that the student pass CD 30 which is the foundation to CD 31 before taking this course.
Co-requisites:	
Section #:	3546
Days/Hours:	Thursday 6:15-9:30 pm
Class Room Location:	General Classroom Building 130 (GC 130)
Instructor:	Dr. Sandra Lee
E-mail:	auntsabdy657@yahoo.com / I cell (323) 514-7455
Website:	n/a
Blog:	n/a
Child Development Office:	Monday through Saturday check office door for current hours
Child Development Office Phone:	310-287-4563
Instructor Office Hours:	5:30-6:00pm
Required Text:	See How They Grow, Infants and Toddlers
Author:	Sue Martin and Jennifer Berke
Publisher: ISBN #	NO (13-978-1-4180-1922-8)
Edition:	1 st
Supplemental Reading:	As provided
Author:	
Publisher:	
Editions:	
Website Links:	

Infant/Toddler Studies II

(Section #8526)

Course Description:

The principles of inclusive, respectful care-giving for Infant-Toddlers within a variety of program designs will be studied and analyzed. Skills for designing developmentally appropriate curriculum will be explored. Ethical and licensing standards are examined. Modalities for communicating with parents and providing resources for support will be discussed.

West Los Angeles College Institutional Student Learning Outcomes

- A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, and family and community settings.

West Los Angeles College Child Development Program Student Learning Outcomes

- 1. Understanding of Young Children: Practice and demonstrate an understanding of child development and their relationships with children and families to understand children as individuals and to plan responses to their unique needs and potential.
- 5. Knowledge of Integrated Curriculum: Apply critical thinking to design and implement academic subjects, and assessment tools so that the program design is developmentally appropriate learning experiences that integrate within and across the disciplines.

**WLAC College Child Development Course Specific SLO's
Required by 24 unit Core Requirements for CSU's**

**Objectives and Activities to Demonstrate and
Validate the Acquisition of the SLO's**

<p>Identify and describe principles of respectful care giving focusing on routines and schedules.</p> <ol style="list-style-type: none"> 1. Compare and contrast typical and atypical development within the domains of learning. 2. Identify and review principles of early intervention, IFSP, and community resources. 3. Evaluate and assess environmental designs. 4. Design individual and group curriculum and materials that reflect DAP and include principles of pre-literacy and play based learning. 5. Assess and document children’s development using observation and assessment tools. 6. Examine the goals of children’s behavior in relationship in the context of developmental stages, family and culture. 7. Recognize appropriate strategies in guiding self-regulatory behavior 	<ol style="list-style-type: none"> 1. The students will be able to identify the general characteristics of infants and toddlers and evaluate what are appropriate techniques for working with them. 2. The students will be able to practice their communication skills as they participate in activities that require them to share information, persuade, and problem solve situations that might arise in an infant-toddler program. 3. The students will demonstrate their growth and development in professional standards as a potential caregiver of young children. 4. The students will be able to design a program that is age and content appropriate for children ages 0 to 36 months of age. This will be done by creating a curriculum development plan that includes: <ul style="list-style-type: none"> Philosophy of the program Operational plan for the program Safety Check list Health Check list Modality of guiding children’s behavior Transitions Daily Schedule of activities and routines Equipment and materials list Book list and critique Sensory activities Perceptual motor activities Language activities Cognitive stimulation activities Opportunities for social skill interaction Opportunities for attachment/affection/attention/approval 5. The students will create different scenarios that will require them to find effective ways to communicate their ideas, opinions, and resources with parents and staff. These scenarios will be presented in class and the written work as well as the enactment will be evaluated. 6. The students will demonstrate their ability to provide a program for infants and toddlers that demonstrates integrity, ethic, and a commitment to quality care
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Course Specific SLO:	Evaluation:	Activity:
<p>Given an assessment tool and the criteria of what minimum standards are based on State licensing requirements for health and safety for infants and toddlers, the student will observe, analyze and evaluate the standards of an Early Childhood Infant Toddlers Program based on a site visit.</p>	<p>Assessment and Evaluation Process for SLO's:</p> <p>The student will be given a format and a rubric to assist with the criteria and expectations for evaluation.</p> <p>SLO#: Benchmark: 70% of the students will score acceptable or above.</p>	<p>In class Activity:</p> <p>Students review lincensing handbook and are given 5 scenarios involving ethics and standards to evaluate and make recommendations.</p>

Supplemental Reading and Recommended Reading and Additional Links			
Title:	Author:	Publisher:	Edition/Notes:
NAEYC.org	National Association for the Education of Young Children website		
Zerotothree.org	Research and advocacy on the first 3 years of life.		
CDF.org	Children's Defense Fund- Advocacy group		

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Week:	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	10/24	Introduction to class and each other Review Syllabus Chapter 1 : Caregiving and Educating Philosophy Practice Chapter 2: Getting in Focus : Observing, Infants, Toddlers and Twos Watch Video: Interview with Magda Gerber	
2	10/31	Chapter 3 :Explaining Behavior : Growth and Development Chapter 4: New Beginnings : Newborn Infants	
3	11/7	Chapter 5 : Taking Notice : Infants from 6 weeks to 3 months	
4	11/14	****MIDTERM EXAM*****	

Assignment Guidelines and Descriptions

ALL WRITTEN WORK WILL BE TYPED and PROOFREAD FOR SPELLING, PUNCTUATION, AND GRAMMAR. Students should use the Writing Center if English is not your first language, or as requested by me.

Extra credit will be given to students who initiate working with the Writing Center without a direct request from the instructor.

Absolutely no TEXTING Shortcuts. Points will be deducted.

All work should be stapled. No covers or title pages required. Please do not use sheet protectors as it makes it difficult to grade.

I AM BOUND LEGALLY AND BY MY PERSONAL AND PROFESSIONAL ETHICS TO PROVIDE APPROPRIATE SUPPORTS TO STUDENTS WITH LEARNING DISABILITIES. PLEASE SEE ME IMMEDIATELY IF YOU HAVE A LEARNING ISSUE.

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
<u>Family Board</u>	Student will craft a board of significant family members, events, and values.	25 pts		11/07/13
<u>Environment Assessment</u>	Students will visit and evaluate an outdoor play environment designed for infants/toddlers	50 pts		
<u>Early Intervention Research paper & Presentation</u>	In small groups, students will research on a chosen topic related to early intervention, and present research outcome to the class.	100 pts 50 each		11/21/13
<u>Participation</u>	Coming to class Awake and alert Phones & other media stowed away Attending to class discussion & lecture-no magazine reading, doing homework, or makeup application ,etc., side conversations, etc.	45 pts		On-going
<u>In-Class Activities</u> 8 activities report	Given at the time of Activity	10 pts each/ 80 total		In class
Theory into Action [Make a Toy Assignment]	Students will design a developmentally appropriate object or activity for an infant or toddler, in addition to a written report.	75 pts		12/05/13
Final Assessment		25pts		12/12/13
TOTAL POINTS		400		

Each Assignment will be based on a 10% grading scale:

100%- 90% = A

89%- 80%= B

79%-70%= C

69%-60%= D

Total Points:400: 400-360=A 359-320=B 319-280=C 279-220=D

Course Evaluation and Requirements for Grading:

Expectations of Students for Appropriate Participation:

COURSE REQUIREMENTS:

- Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. There will be no 'make-ups" for missed in class activities unless you have prior approval from the Instructor. It is imperative that you are regular in attendance and active in all classroom activities.
- Examinations: There will be no exams or quizzes in this class. You will complete an extensive self-evaluation at the end of the class
- Your attendance is mandatory.
- Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- If you miss three class sessions, you may be excluded from class. BEWARE: if you miss any of the first 3 class sessions without contacting me immediately you risk being dropped from the class.
- Last Day to drop a class without receiving a "W" February 14, 2013
- Last Day to drop a class to receive a "W" May 3, 2013
- It is the student's responsibility to:
 - Inform the instructor at the end of class of your late arrival.
 - Inform the instructor of personal/medical emergencies affecting your attendance.
 - Obtain information about missed classes from fellow students.
- It is the student's responsibility to officially drop this class if you stop attending.
- Use the buddy system: Exchange phone numbers with classmate.
- You must be present to participate in the presentations of other students.

SIMPLE RULES OF CLASSROOM COURTESY:

- Arrive on time.
- Attend class regularly.
- Stay until class is over. If you cannot, inform the Instructor at the beginning of class.
- Come to class prepared with appropriate reading and writing materials, ie. Book, notebook, and writing implement.
- Be respectful to your instructor and other classmates.

OTHER POLICIES:

CHEATING POLICY:

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an "F" grade for the course.

CHILDREN IN CLASS:

- By directives of Academic Affairs, students are not allowed to bring their children to class. Childcare arrangements need to be made outside of class time.

CELL PHONE USE:

- Students may not use their cell phones to accept or make calls while in class.
- If cell phones and beepers are brought to class, they must be turned to silent. Phones will be stowed away in your purse/backpack, not on your desk and workspace. Repeat offenders may be asked to leave the class.

Last DAY to “drop” without a “W ” October 25, 2013

Last DAY to “drop” with a “W ” November 27, 2013

Emailing Assignments to the Instructor

No “*emailing*” assignments to the instructor.

- 1. All work must be typed and double spaced**
- 2. Please identify your turned in assignment and make a copy for your records**
- 3. Make copies of All assignments that you turn in , just in case your assignment becomes missing or misplaced.**
- 4. Typed and double space assignments turned in will received a better grade than handwritten assignments unless assignments were completed in class.**
- 5. Label all assignments turned in with First and Last Name that appears on your registration with the registrar office, and what assignment it is and page numbers and chapter.**

Students are responsible for ADD or DROP class, if you do not DROP class in time you will receive a “F” for the course, if you do not appear on the final roster you will not receive a letter grade because you did not ADD class on time.