

## Course Syllabus

Course: **CDEC 1321.200 ~ Infant and Toddler**  
 Semester: Summer 2016  
 Class Times: Tuesdays 6:00 – 8:50 and online  
 Instructor: Cherri Stallings  
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 Office hours: By appointment

*“South Plains College improves each student’s life.”*

### GENERAL COURSE INFORMATION

#### Course description

This course is a study of appropriate infant & toddler programs (birth to age 3), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching /guidance techniques.

#### Student Learning Outcomes - \*See STANDARDS page following course information.

|  | NAEYC Standards | NAEYC Supportive Skills |
|--|-----------------|-------------------------|
| Summarize prenatal development and the birth process   | S1              | SS3                     |
| Discuss theories of development as they apply to infants and toddlers  | S1              | SS4                     |
| Outline growth and development of children from birth to age 3   | S1              | SS3                     |
| Analyze components of teacher-child interactions and elements of appropriate indoor and outdoor environments                   | S4              | SS4                     |
| Provide developmentally appropriate materials and activities, and use developmentally appropriate teaching/guidance techniques | S4              | SS3, SS5                |

#### Course Objectives SCANS (C) and Foundations (F) Skills attached.

##### 1. Summarize prenatal development.

- a. Outline stages and major milestones of prenatal development. (C6, C18)
- b. Identify and describe possible environmental factors (teratogens) and their effects on the developing embryo or fetus. (F11, C7))
- c. Describe components of good prenatal care. (C7, F6)

##### 2. Summarize the birth process.

- a. Describe stages of labor. (C6)
- b. Compare methods of delivery. (F8, C7)
- c. Describe possible complications of delivery. (F8, F9)
- d. Discuss effects of medication during the birth process. (C7)

##### 3. Discuss theories of development as they apply to infants and toddlers.

- a. Compare the impact of nature and nurture on the development child. (F12)
- b. Practice authentic observations of infants and toddlers in relation to developmental milestones. (C5, C6, F5)

##### 4. Outline growth and development of children from birth to age 3.

- a. Describe principles of development. (F1, F12, C5)
- b. Explain the importance of brain research as it relates to growth and development of infants and toddlers. (C7, F6, C18)

- c. Describe physical, fine and gross motor and perceptual development. (F1, F2, F5)
  - d. Describe cognitive development. (F6, F11)
  - e. Describe social development. (C5, C6, C7)
  - f. Describe emotional development, including self-concept & self-esteem.(C5, C6, F14)
  - g. Describe receptive and expressive language development. (C5, C7)
  - h. Describe literacy development. (F11, F12)
  - i. Define “at-risk” as it applies to infants and toddlers. (F8, F12, F9)
  - j. Identify community resources available for early intervention. (C-4, F15, F15)
5. **Analyze components of quality infant/toddler caregiving.**
- a. Discuss social and cultural influences that impact infant/toddler care. (F5, F6, F9, F12)
  - b. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families. (C14, C9, F15)
  - c. Explain principles of quality caregiving. (C-11, C-12)
  - d. Explain appropriate teacher roles and responsibilities for caregivers of children under three. (F4, F6, C10, C12)
  - e. Describe daily routines used in infant/toddler classrooms & their importance in meeting children’s needs. (F8, F9)
  - f. Discuss unique health & safety needs of infants and toddlers. (C1, C10, )
  - g. Develop appropriate schedules for infants and toddlers. (C17)
  - h. Discuss ways to include infants and toddlers with special needs in a quality program. (C17, C18, C20, F11)
6. **Analyze elements of appropriate indoor & outdoor environments. (C3)**
- a. Describe developmentally appropriate indoor environment for infants. (C3)
  - b. Identify characteristics of effective room arrangements for infants. (C3, F8, F11)
  - c. Describe developmentally appropriate indoor environment for toddlers. (C3, F11)
  - d. Identify characteristics of effective room arrangements for toddlers.(C3, F11)
  - e. Describe developmentally appropriate outdoor environments for toddlers. (C3, F11)
  - f. Explain how indoor and outdoor environments can be adapted for infants/toddlers with special needs. (C3, F11)
7. **Provide developmentally appropriate materials and activities.**
- a. Choose and/or make developmentally appropriate materials for use in infant / toddler classrooms. (C2, C3,C4, F13, F7, F8)
  - b. Plan and implement developmentally appropriate learning activities for infants/toddlers, including those with special needs. (F11, F12, C14)
8. **Use developmentally appropriate teaching/guidance techniques.**
- a. Apply principles of caregiving in a classroom with children under three. (C15, C16, C4, F9, F15)
  - b. Use appropriate transitions with infants and toddlers. (F7, F8, C17)
  - c. Use appropriate direct and indirect guidance techniques with infants and toddlers. (F11, F15, C7)
  - d. Demonstrate appropriate procedures for feeding, diapering, toileting, dressing, sleeping. (F11, C10)
  - e. Demonstrate teamwork skills working with colleagues in infant/toddler classrooms. (C9, F11, F17)

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**Measurements of course competencies**

- 1. Attendance and participation in class discussions and activities
  - 2. Weekly Discussion Board (Total of 32 Post)
  - 3. Weekly reading assignments
  - 4. Completion of individual assignments
  - 5. Mid Term and Final Exams
  - 6. Minimum average score of 75% in course work
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## Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

**Plagiarism** Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

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**SCANS & Foundations skills** \*See correlation to Course Competencies, and attached SCANS & Foundations Skills.

|                      |              |                    |
|----------------------|--------------|--------------------|
| Resources            | Systems      | Thinking Skills    |
| Information          | Technology   | Personal Qualities |
| Interpersonal Skills | Basic Skills |                    |

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## SPECIFIC COURSE REQUIREMENTS

### Text and Materials

Wittmer, D.S., & Petersen, S.H. (2014). Infant and toddler development and responsive program planning: A relationship-based approach (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN-10: 0132874571 ISBN-13: 9780132874571

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### Attendance Policy

- Students are expected to be punctual and attend all classes. Attendance records are a component of final grades.
  - Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
  - More than 3 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
  - Students are responsible for staying informed of all announcements that are made during class periods, whether or not they are present when the announcement is made.
- ➔ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. **Last day to drop classes is July 25, 2016.**

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### Assignment Policy

All assignments will be completed and submitted through Blackboard. Assignments are due on the dates specified in the course calendar, by 11:00 pm on that date. Late assignments will be docked 10% of the total value for each week, unless prior arrangements have been made with the instructor.

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### Communication Policy

Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

**If you need to email the instructor you need to have the subject of the email to be CDEC 1321.200 Infant and Toddler followed by the subject of the email. Example: CDEC 1321.200 Infant and Toddler: Question about Assignment 1**

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### Student Conduct

All students are expected to abide by the standards of student conduct as defined in SPC Student Guide pages 10-15. Please see last page of syllabus for signature form.

### Grading Policy


Grades for this class will be determined by the following criteria:

|                            |  |             |
|----------------------------|--|-------------|
| <b>Discussion Board</b>    |  |             |
| <b>32 Post @ 6.25</b>      |  | 200 points  |
| <b>Assignments</b>         |  |             |
| <b>8 @ 25 points</b>       |  | 200 points  |
| <b>Class Participation</b> |  | 100 points  |
| <b>Mid Term Exam</b>       |  | 250 points  |
| <b>Final Exam</b>          |  | 250 points  |
|                            |  | 1000 points |

|             |     |   |
|-------------|-----|---|
| 900-1000    | 90% | A |
| 800-899     | 80% | B |
| 750-799     | 75% | C |
| 700-749     | 70% | D |
| 699 & below |     | F |

**\*Students must earn C or higher for course to be applied to Child Development degree or certificate.**

### Special Requirements

- Cell phones must be turned off while class is in progress. This includes text messaging and any auditory alerts. Extenuating circumstances may be discussed with instructor prior to the class session. 
- Students needing make-up work should see instructor before or after class. Class time will not be used for make up concerns.
- A student who finds it necessary to drop the course should discuss this with instructor, and follow through with the process. A student who simply stops attending may receive a final grade of **F** which negatively affects GPA.

### COURSE OUTLINE

- I. Early Development
  - A. Prenatal
  - B. Birthing Process
  - C. Newborns
- II. Physical Domain
  - A. Physical Development (0-3 years)
  - B. DAP Infant Environments
  - C. DAP Toddler Environments
- III. Social/Emotional Domain
  - A. Social/Emotional Development (0-3 years)
  - B. DAP Infant Environments
  - C. DAP Toddler Environments
- IV. Cognitive/Language/Literacy Domain
  - A. Cognitive/Language/Literacy Development (0-3 years)
  - B. DAP Infant Environments
  - C. DAP Toddler Environments

### ACCOMMODATIONS

#### Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

#### Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide

acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

## SCANS COMPETENCIES

### RESOURCES

- C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.
- C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

### INTERPERSONAL – Works with Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women from diverse backgrounds.

### SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

### TECHNOLOGY – Works with a Variety of Technologies

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

## FOUNDATIONS SKILLS

### BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

### THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
- F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty—chooses ethical courses of action.

## National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

### **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

### **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

### **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

### **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

### **STANDARD 6. BECOMING A PROFESSIONAL**

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

### **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

### **NAEYC SUPPORTIVE SKILLS**

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources



- I have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.
- I have reviewed the syllabus and understand the requirements for successful completion of this course.

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Signature

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Date