



Turtle Mountain Community College
P.O. Box 340, Belcourt, North Dakota 58316
Tele: (701) 477-7862 Fax: (701) 477-7807
www.tm.edu



Course: ECE 320 A Infant and Toddler Development
Instructor: Kathy Jo Henry
Email: khenry@tm.edu
Class Hours: 3 hours
Tuesday & Thursday 1:00-2:20 room 217
Office Hours: Posted at room 219

Text: Wittmer, Donna S. & Petersen, Sandra, Petersen H., Infant and Toddlers Development and Responsive Program Planning. 2nd ed. 2010, Pearson Education, Inc. Upper Saddle River, New Jersey 07458,

Supplemental Reading/cites: Gonzales-Mena, Janet, Program for Infant-Toddler Caregivers: A guide to Routines., Copple, C. & Bredekamp, S. Developmentally Appropriate Practice in Early Childhood Programs, 2009, 3rd Edition, Washington, DC: NAEYC
<http://www.zerotothree.org>

Course Description/Rational: This course is a study of appropriate infant and toddler programs (birth to age 3) including an overview of development, quality routines, appropriate environments, materials, activities, and teaching/guidance techniques. Sixteen (16) hours of supervised field work with Infants and Toddlers is required.

Course Goals:

Upon successful completion of the course the student will:

1. Summarize prenatal development and the birth process
2. Analyze components of teacher/child interactions
3. Analyze elements of appropriate indoor and outdoor environments
4. Discuss nutritional needs of young children and plan appropriate menus for infants/toddlers.
5. Describe and assess children's developmental levels and needs, and to plan activities and select appropriate materials to meet those needs in the following areas:
 - a) physical development
 - b) cognitive development
 - c) psychosocial development
 - d) language development
 - e) creative development

6. Understand the role of the teacher's/caregivers attitude in the development of a child's self-concept.

Methods of Instruction: includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips , hands-on demonstrations and field-based applications with young children.

Cultural Content: The culture of the Turtle Mountain Band of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishinabe people.

Your Rights and Responsibilities/ Disability / Access Statement: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

Attendance, Class Participation: Active participation of all activities, observations instruction of young children is required; therefore, attendance is very important and will count toward final course grades.

Unexcused absences will be subject to a loss of (10) grade points for each unexcused absence. If you are ill or have a family emergency, please notify me by email.

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Service Learning: Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens.

Course	ND Standards	INTASC	Artifacts	Objectives	NAEYC
ECE 330 Infant/Toddler	<p>50037.1 Study of typical and atypical child development</p> <p>50037.6 Study of formal and informal assessment, use of assessment information on</p>	<p>Standard 2: Student Development</p> <p>Standard 3: Diverse Learners</p> <p>Standard 9:</p>	<p>Topic Paper: Brain Research</p> <p>Journal Articles critiques</p>	<p>1). Clarify the complexity and scope of the vocation of teaching in order to be better informed when making a commitment to the profession.</p>	<p>#1 Promoting Child Development and Learning</p> <p>#3 Observing, Documenting, and assessing to Support Young Children and</p>

	planning and individualizing curriculum and teaching practices	Reflective Practice and Professional Development	Room arrangements Infant/Toddler scheduling /curriculum Environmental, Infant & Toddler Rating Scale	2). Identify a variety of student behaviors that could emerge along with appropriate teacher responses. 3) Write a detailed case study of one student in order to better understand instructional applications. 4) Analyze an indoor/outdoor setting for quality and make appropriate decisions for improvement when needed.	Families
--	--	--	--	--	----------

COURSE REQUIREMENTS

Course Requirements Assignments

Read/Class Participation (5class pts. Per class meeting 140 pts): Required texts, readings, and class handouts. Develop skills in identifying and using professional resources and inquiry skills and knowledge of research methods. Participate fully in seminar discussions, raise critical questions, participate in discussions, pose and solve problems, and articulate your views and beliefs.

Review of Brain Development Research of Infants and Toddlers 60 pts.: Conduct a review of research on a selected topic in infant-toddler care and education. Write a five to eight page Review of Research on the selected topic. The student will state his/her research paper on an issue, topic or problem pertaining to the importance of understanding brain growth and development for infants and toddlers early care and education programs (prenatal and 1st three years of life. The written report will include an oral presentation of the research findings.

Field Work / Observation Assignment (3 parts): 300 pts

Student is required to spend a minimum of 16 hours within an infant/ toddler program.

PART 1

A formal anecdotal journal log is to be kept for each hour of observation. Student will submit field based logs based on their fieldwork visit: (first log due at the fifth class meeting). Each log includes:

- Observation Notes (may be handwritten or typed)
- Interpretation Section (typed; based on observations), and
- Reflection Section (typed; based on participation experience)

Topics for the logs include getting acquainted, the physical environment, attachment, perceptions & motor skills, cognitive, language, and emotions & social skills. The student will observe a child on multiple occasions in multiple settings (e.g., outside, center time, snack or mealtime) a minimum of four hours. Write anecdotal records of your observation noting his/her developmental stages. Talk with the child's teacher/caregiver about your observations about the child's developmental stages. Using the *Ages and Stages* protocol to ask appropriate questions in order to write a one-page synopsis of your discussions with the child's primary caregiver. Develop an assessment plan for the child outlining the child's major strengths and any areas of concern. Create a list of activities to enhance child's skills for mastery and activities to strengthen areas of need. Next, you will continue write and **initial reflection paper** reflecting on your experience concerning the first week of observing. The reflection should describe what is happening within the classroom, challenges, strengths, and other issues of importance. The **next section of your paper** will dwell on observations catching infant / toddler activities in which there **are critical thinking/problem solving for themselves**. Again, this should be describing what is happening within the classroom. You follow suit with your observations covering **Fine & Large Motor** experiences. Last part of the observation paper will cover **Language and Literacy, Social /Emotional Skills, and creativity**.

Part II ITERS-R Report

Students will become accustomed to using the Infant/Toddler Environment Rating Scale-Revised (ITERS-R). Students will work in teams of two or three to assess a center's practice and analyze findings according to the ITERS-R. Each student will be responsible to write a informational paper to summarize their findings. The report should include the following sections:

Introduction to include:

1. Description of the instrument and the assessment process (description of the scale, areas and number of items assessed, where it was developed scoring procedure, authors)
2. Where and during what time the administration took place
3. Brief description of the classroom (Number of teachers, number and ages of the children, setting. *For confidentiality purposes, do not use the name of the real program or teachers' names, the use of initials is fine*).
4. Summary table listing the item scores and mean rating score in each subscale (Turn in ITERS-R score sheet to instructors)
 - a. Description of strengths/challenges of the program/classroom
 - b. 4-6 recommendations addressing areas of need as if a self-evaluation and how you would go about making the changes. For example, what resources of personnel or materials might you need? What changes to your class schedule might be necessary?)
 - c. Discussion (reflect on the experience, describing insights about the instrument and or environment and thoughts about the skills needed to complete this type of assessment. How has it enhanced your professional development?

PART III- Develop Meaningful Infant/Toddler Curriculum: After completion of 16 hours of observation the student will develop and present a meaningful curriculum for infants and toddlers in an early care and program. Address the philosophy of program, staffing patterns, ratios, schedule, policies, funding, safety and health standards, communication with families, and staff-child-family interactions. Describe the social environment, physical environment, room arrangement, staff training, and staff relationships.

F. 16 CHAPTER QUIZZES 10 PTS (18 multiple choice and 2 essays) 160 pts.

G. Midterm Exam 100 pts.

H. Final Exam 100 pts.

Class Participation	140 pts.	
Brain Research Paper	20 pts.	
Observation Fieldwork	180pts.	Begin as soon as possible
Chapter Quizzes	160 pts.	
Midterm Exam	100 pts.	
Final Exam	100 pts.	
	700 pts.	

660-700 A

619-659 B

578-618 C

537-577 D

536- 0 F

ECE 320 A Infant and Toddler Course Units-Fall 2013

Week One

Individual schedules for observation times,

Discussion on first chapter reading and in class article: The RIE Approach, Caring for Infants

Week Two

Reading “Infants, Toddlers, and Their Families”, Minimal Childcare Standards

Discussion on reading and in class article: Respectful, Individual, and Responsive Caregiving for Infants.

Week Three

Reading “Understand and Using Theories”

Discussion on reading and in class article: Toddlers What To Expect

Week Four

Reading the Power of Observation: Learning About Infants and Toddlers

Discussion on reading and in class article: Curriculum and Lesson Planning

Week Five

Reading “Brain and Prenatal Development, Birth and the Newborn”

DUE: Brain Research Paper- Discussion on reading and in class article:

Why a Curriculum for Infants and Toddlers

Fieldwork log

Week Six

Reading “Attachment and Emotional Relationships”

Discussion on reading and in class article: How Infants and Toddlers Use Symbols

Week Seven

Reading, “Cognitive Development and Learning”

Discussion on reading and in class article Places for Babies: Infants and Toddlers in Groups

Week Eight

10/14-----**Midterm Preparation**

10/16-----**MIDTERM (Chapters 1-8 and class discussions)**

Week Nine SPRING BREAK

Week Ten

Reading, "Language Development and Learning"

Discussion on reading and in class article: Creating a Landscape for Learning, "Motor Development and Learning.

Discussion on reading and in class article: Responsive Programs

Week Eleven

Reading, "Creating a Relationship Based Curriculum

Discussion on reading and in class article: Supporting the Development of Infant and Toddlers with Special Needs. ----- Sudden Death Syndrome

Week Twelve

Reading, "Routines, Environments, and Opportunities Day to Day the Relationship" Way

Discussion on reading and in class article: Breastfeed Promotion in Child Care

Week Thirteen

Reading, "Respect, Reflect, and Relate."

Discussion on reading and in class article: Cultural Differences in Sleeping Practices

Week Fourteen

Reading, "Including Infants and Toddlers with Disabilities in Child Development Education Programs"

Discussion on reading and in class article Places for Babies: Infants and Toddlers in Groups

Week Fifteen

Reading, "The Infant- Toddler Professional

Discussion on reading and in class articles NAEYC position statements- Ethics

Week Sixteen

Preparation for Final

FINAL