

MAYLAND COMMUNITY COLLEGE
Welcomes You To:

EDU 234 Section 10
INFANTS, TODDLERS AND TWOS

Credit Hours: 3 Contact Hours: 3

TERM: Summer 2007

Course Description

This course covers the skills needed to effectively implement group care for infants, toddlers, and two- year- olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

Prerequisites: NONE

Corequisites: NONE

Instructor Information

Instructor:	Judy S. Stevens
Office Location:	Gwaltney Hall Room 207
Telephone Number:	(828) 765-7351, extension 380
E-mail Address:	jstevens@mayland.edu
Office Hours:	Monday & Wednesday 8:00 – 9:00 am & 1:00 - 5:00 pm Tuesday & Thursday 8:00 – 9:00 am & 3:00 - 5:00 pm

Course Information

Class meets on Monday, Wednesday 9:00 – 11:50 AM in room 207

Required Text(s):

- A. Watson, Linda D., Michael A. Watson, and Terri Swim. **Infants and Toddlers Curriculum and Teaching.** 6th Edition. New York: Delmar Publishers, Inc. 2008.
- B. Herr, Judy and Terri Swim. **Creative Resources For Infants and Toddlers.** 2nd Edition. New York: Delmar Publishers, Inc. 2002.
- C: Harms, Thelma, Debby Cryer, and Richard M. Clifford. **Infant/Toddler Environment Rating Scale.** Revised Edition. New York: Teachers College Press. 2006.

LRC Resources Early Childhood books relating to infants, toddlers, and two-year-olds, magazines, journals

Required supplies: pens, notebook for notes, pictures

Course Objectives/Competencies:

1. Observe infants and toddlers, their behavior and physical development.
2. Acquire knowledge of and develop skill in observing the physical capabilities of infants, toddlers, and twos.
3. Develop skill in planning and scheduling activities for infants, toddlers, and twos.
4. Acquire knowledge of infant nutrition and skill in the preparation of foods for infants, toddlers, and twos.
5. Recognize symptoms of illness and the need for referral to appropriate professionals.
6. Obtain knowledge of appropriate toys and activities for infants, toddlers, and twos.
7. Discover how to evaluate and analyze growth and development in young children.
8. Discover how to set-up anecdotal records on young children and the value such forms can provide in predicting the needs of the young child.

Attendance Policy/Tardiness/Make-up Work

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor if you must be absent from class. To reward attendance and to allow for legitimate absences, attendance is counted as one test grade. The grade is computed as follows: 16 class meetings: 6.25 points for each attendance. **Two** tardies will equal one absence. You are considered late if you enter the classroom after the appointed hour to begin. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion. If students have acceptable reasons for absences, make-up work will be assigned. This work must be turned in to the instructor within **one week** of the date it is assigned.

Grading Criteria/Tests/Projects:

Grades will be assigned according to the following criteria:

1. Reading materials as they are assigned.

2. Participation in all assigned activities and discussions on a professional level.
3. Review of **3** magazine or journal articles relating to infant, toddler, and twos' development. Students will read the article, summarize the information, and critique this information in one to one and one-half pages. Reviews must be typed using 12 font. Reviews are due on the following dates:
June 11 – Infants (Birth – 12 Months)
June 25 – Toddlers (12 – 24 Months)
July 16 – Twos (24 – 36 Months)
* Students will share a brief summary of chosen articles on due dates.
4. Picture Collection:
Each student will collect **20** pictures suitable to use with **infants**. Pictures should be of simple objects, people, or scenes. Pictures may be from magazines or drawn and should be large enough for babies to see easily (at least 5" x 8"). Examples include: a face, a ball, a family on a picnic, blocks, etc.). On the back of each picture include the following: a) things to say or talk about with infants; and, b) things to do with infants. Refer to **The Infant/Toddler Photo Activity Library** by Pam Schiller. Mount pictures on card stock, glue typed sheet containing activities above, and place pictures in a loose leaf notebook. You may also have them laminated for durability. Picture collection is due **June 18**.
5. Manipulative Toy:
Each student will make a manipulative toy appropriate for **toddlers** that will enhance their fine motor skills. Instructions will be provided by the instructor. Toy is due **June 27**.
6. Sorting Game:
Each student will make a game that will allow **twos** to sort items by size, color, function, etc. Instructions will be provided by the instructor. Game is due **July 18**.

* Complete a Teacher-Made Materials sheet for items 4, 5, and 6.
7. Locate **6** websites that teachers can visit to research information concerning infants, toddlers, and/or twos. Include at least one website for each of the three age groups. Write a brief summary of information included in each site. List these sites, using MLA format, and share with the class on **July 9**.
8. Lesson Plans:
Each student will develop **3** lesson plans (using Activity Plan sheet) that are appropriate for infants, toddlers, and twos (1 for each age group). Plans are due **July 16**. Each student will present 1 of the 3 activities with classmates.
9. Each student will complete the **Infant/Toddler Environment Rating Scale (ITERS)** with a group of young children ages birth through two years of age. Follow

guidelines provided by the instructor and use the scale which you purchased from the bookstore. Evaluation is due **July 30** and will be discussed in class.

10. Each student will share with the class a snack that is nutritiously and developmentally appropriate for toddlers or twos. You will sign up with the instructor for your chosen date. This assignment will begin on **June 11**.

11. Tests on materials covered in class and assigned readings. Students are expected to take tests on assigned date. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests must be taken within **one week** of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up tests. It is the student's responsibility to initiate the make-up arrangement.

Unannounced pop quizzes may be given at the instructor's discretion and may not be made up if missed. Homework assignments may be given at the instructor's discretion and will be due the following class meeting unless otherwise indicated at the time of the assignment. Late assignments will be penalized **10** points per class day late.

12. Assignments are due according to dates printed on this syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you must be absent on the due date of an assignment, turn it in early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10**-point deduction for each class day it is late. If problems arise, you are encouraged to contact the instructor prior to the due date.

If you are experiencing difficulty in this course, please contact the instructor for assistance. Office hours are listed in this syllabus and on the instructor's office/classroom door. If the instructor deems it necessary, he/she may request an individual conference with you.

Grading Criteria:

Tests	10%
Participation, Daily Assignments	10%
Picture Collection, Manipulative	
Toy, Sorting Game	20%
Web Sites, Lesson Plans	10%
ITERS	30%
Snack	10%
Reviews	10%

Grading Scale:**A = 94 – 100****B = 86 – 93****C = 78 – 85****D = 70 – 77****F = Below 70****Inclement Weather Procedures**

In all periods of inclement weather you are reminded to use sound judgment when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make the decision of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in this syllabus.

Additional information concerning inclement weather is listed in the Student Handbook.

Academic Standards/Student Expectations/Ethics:

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty (cheating, fabrication, facilitation of academic dishonesty, plagiarism, etc.) will make student subject to disciplinary action.

Be honest!

The incomplete “I” grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an “I” for this course, it must be removed before the end of the next semester to avoid the grade automatically changing to an “F”.

While I have attempted to be as thorough as possible with this syllabus, course procedure may vary from this outline to meet the needs of this particular group of students.

Withdrawal Dates:**Summer 2007**

End of Unconditional Withdrawal

Thursday, June 21, 2007

End of Conditional Withdrawal

Monday, July 16, 2007

For a full explanation of correct procedures for withdrawal see the Student Handbook, page 2. Any student failing to complete the withdrawal process and not attending class will receive a grade of “F” for this course.

Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

Course Content/Topics

Week 1	Infant/Toddler Development
Week 2	The 3 A's of Child Care ITERS training
Week 3	Characteristics of Care giving and Teaching
Week 4	A Positive Learning Environment Mid-Term Evaluation
Week 5	Designing Curriculum
Week 6	Matching Strategies and Children
Week 7	Teacher-Made Materials
Week 8	ITERS Final Course Evaluation