**Three Rivers Community College**

**ECE K141 Infant and Toddler Growth and Development**

**Course Materials**

**Fall 2018**

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Office Hours: Monday and Wednesday or by appointment

**Course Description:**

Prerequisite: ENG\* K101 eligibility; ECE\* K101 and ECE\* K182 recommended.

In this course, candidates will examine the growth and development of the child from birth to 3 years. Topics explored will include the development of the brain, attachment, emotions, cognition, social interactions, language, and motor skills. Observations of infant and toddlers in social settings will be required for this course.

**Required Texts:**

Fogel, Alan. Infant Development: A Topical Approach (2nd Ed.). Sloan Publishing, 2015.

ISBN: 978-1-59738-7

CT Guidelines for the Development of Infant & Toddler Early Learning. (2008). State of CT, CT Department of Social Services.

Additional readings will be assigned throughout the semester.

**Course Objectives:**

* Introduces candidates to many current philosophies and methods of Infant and Toddler practices, including ethics and attachment theories. (NAEYC Standard 1.a., 1.b., 4.a. and 4.d.)
* Demonstrates focuses on the growth and development of the child from birth to 36 months. (NAEYC Standard 1.a., 1.b. and 3.b.)
* Begins to lay foundations of areas of study which will include health, safety, nutrition, creating indoor and outdoor settings, the development of attachment, emotions and feelings, perception, motor, cognition and language skills through observations and reflection. (NAEYC Standard 2.c., 4.b., 5.a.)
* Candidates will begin to observe and reflect on infant and toddler ages and stages, family rearing practices and identifying multiple influences on children’s development and learning by completing observation hours at NAEYC Accredited centers focusing on content knowledge, families and resources. (NAEYC Standard 1.c., 2.a, 2.c., 4.a., 5.c. and 6.a.).

**Course Outcomes:**

* Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice. (NAEYC Standard 6.d.)
* Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)
* Candidate will analyze the importance of involving all families in their children’s development and learning. (NAEYC Standard 2.b and 2.c)
* Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)
* Candidates will demonstrate and articulate relationship-based practices embedding cultural diversity into the curriculum and planning developmentally appropriate experiences for the individual child. (NAEYC Standard 2a. and 4.d)

**General Education Goals:**

* Candidates will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. (Goal1)
* Candidates will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives. (Goal 4)
* Candidates will develop an increased understanding of the influences that shape a person’s, or group’s attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means. (Goal 7)

**Policies:**

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

As part of the course, candidates will be required to spend **additional time observing** and/or working with children in actual or simulated child development settings.

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Frequent absences will count against your attendance grade.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour ‘work expectation’ equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course in order to be successful.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests are only allowed when planned in advance. Make-ups must be done in a timely manner.

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on an individual basis.

It is assumed that all assignments will be completed and turned in on time. Ten percent of the grade (10%) will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be originaland done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a candidate’s ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate’s responsibility to get the notes from another candidate. **Do not contact the Instructor and ask for a review of the class**. Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students are required to submit a Self Disclosure Form, provide documentation, and meet with a Disability Service Provider before the start of the semester, if possible. Please call the Counseling Center at (860) 215-9017 for more information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence. The following person has been designated to handle inquiries regarding the non-discrimination policies: Ken Saad, Equity and Diversity Officer, Three Rivers Community College, 574 New London Turnpike Norwich, CT 06360, (860) 215-9319, [KSaad@trcc.commnet.edu](mailto:KSaad@trcc.commnet.edu).

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

This syllabus is subject to change. Any changes will be announced.

**Points given for requirements are as follows:**

Please use this as a tool to keep a record of your progress in this course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Points** | **Due Date** | **Grade Received** |
| Infant / Toddler Research Presentation | 40 |  |  |
| Curriculum Assignment | 27 |  |  |
| Infant Observation Assignment | 21 |  |  |
| Toddler Observation Assignment | 21 |  |  |
| Participation and Attendance | 15 |  |  |
| Chapter 10 Assignment | 15 |  |  |
| Quiz One | 15 |  |  |
| Quiz Two | 15 |  |  |
| Quiz Three | 15 |  |  |
| Quiz Four | 15 |  |  |
| Quiz Five | 15 |  |  |
| **Total** | **214** |  |  |

**Final Grade:**

To determine your final grade take the total number of points awarded and review the following breakdown. This will be further explained in class.

Highly Competent A 182 – 214 points

Competent B 150 – 181 points

Minimally Competent C 118 – 149 points

D 81 – 117 points

F anything below 80 points

**ECE 41 Infant Toddler Growth and Development**

**Course Content and Study Guide**

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Activities / Assignments** | **Reading** | **Key Concepts** |
| **1** | 8/28 | Introductions and Orientation  Class Expectations  Review Research Presentations | NAEYC Standards | confidentiality  participation  NAEYC  CT Guidelines |
| **2** | 9/5 | ***Babies*** movie  ECE theorists | Chapter 1 | infancy  nature vs. nurture  research |
| **3** | 9/12 | Prenatal development  [www.babycenter.com](http://www.babycenter.com) | Chapter 2 | conception  childbirth |
| **4** | 9/19 | **Quiz One**  Premature infants  *Presentation:* Fertility and Infertility | Chapter 3 | ethics  prenatal development |
| **5** | 9/26 | Brain Development  *Presentation:* Maternal Stress and Infant Mental Health | Chapter 4 | brain development  senses |
| **6** | 10/3 | **Quiz Two**  Changes in Development  *Presentation:* Attachment | Chapter 5 | physical and motor development |
| **7** | 10/10 | Reflexes  *Presentation:* SIDS | Chapter 5 | perceptual development |
| **8** | 10/17 | Infant milestones  *Presentation:* Infant Play and Piaget  **Infant Observations Due** | Chapter 6 | cognition  infant learning |
| **9** | 10/24 | **Quiz Three**  Cultural considerations  *Presentation:* Developing Literacy | Chapter 7 | communication  literacy |
| **10** | 10/31 | Ecological self  *Presentation:* Infant temperaments | Chapter 8 | self-awareness  symbolic thought |
| **11** | 11/7 | **Quiz Four**  Breastfeeding and introduction of foods  *Presentation:* Parenting styles | Chapter 9 | parenting  attachment  guidance and discipline |
| **12** | 11/14 | Alternative assignment for Chapter 10  Standards for Quality Care | Chapter 10 | families |
| **13** | 11/21 | **No class – Happy Thanksgiving** |  |  |
| **14** | 11/28 | **Curriculum Assignment Due**  *Presentation:* Impacts of Poverty and Stress |  | relationships  Individual differences |
| **15** | 12/5 | Child Abuse and Neglect  **Toddler Observations Due** | Chapter 11 | early intervention  mental health |
| **16** | 12/12 | **Quiz Five** |  |  |

This calendar is subject to change. Any changes will be announced.

**NAEYC Standards for Early Childhood Professional Preparation Programs**

**A position statement of the National Association for the Education of Young Children**

**Introduction**

NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more spe­cifically for the programs that prepare the profes­sionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profes­sion. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher creden­tialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

**History**

NAEYC has a long-standing commitment to the devel­opment and support of strong early childhood degree programs in institutions of higher education. NAEYC standard setting for degree programs in institutions of higher education began more than 25 years ago. This document is the third revision to NAEYC‘s Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs (1982) and Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (1985).

**Standards Summary**

**Standard 1. Promoting Child Development and Learning**

Candidates prepared in early childhood degree pro­grams are grounded in a child development knowl­edge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s devel­opment and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

* **1a:** Knowing and understanding young children’s characteristics and needs
* **1b:** Knowing and understanding the multiple influ­ences on development and learning
* **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**Standard 2. Building Family and Community Relationships**

Candidates prepared in early childhood degree pro­grams understand that successful early childhood education depends upon partnerships with chil­dren’s families and communities. They know about, understand, and value the importance and com­plex characteristics of children’s families and com­munities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

Key elements of Standard 2

* **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 their children’s development and learning

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families**

Candidates prepared in early childhood degree pro­grams understand that child observation, docu­mentation, and other forms of assessment are central to the practice of all early childhood pro­fessionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documen­tation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

* **3a:** Understanding the goals, benefits, and uses of assessment
* **3b:** Knowing about and using observation, docu­mentation, and other appropriate assessment tools and approaches
* **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child
* **3d:** Knowing about assessment partnerships with families and with professional colleagues

**Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families**

Candidates prepared in early childhood degree pro­grams understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, char­acteristics, and the settings within which teach­ing and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young chil­dren and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

Key elements of Standard 4

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

**Standard 5. Using Content Knowledge to Build Meaningful Curriculum**

Candidates prepared in early childhood degree pro­grams use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates under­stand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of con­tent areas, including academic subjects, and can identify resources to deepen their understand­ing. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning out­comes for every young child.

Key elements of Standard 5

* **5a:** Understanding content knowledge and resources in academic disciplines
* **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
* **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

**Standard 6. Becoming a Professional**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early child­hood practice. They are continuous, collabora­tive learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational prac­tices and policies.

Key elements of Standard 6

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

**Three Rivers Community College**

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**Reference List**

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Wilson, L. C., Douville-Watson, L. and Watson, M. (2004) Infants and Toddlers: Curriculum and Teaching. New York: Delmar Publishers.

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