

CDEV 220 – Infant Toddler Development

Instructor: Fonda Miller (e-mail fonda.miller@imperial.edu)

Class Code: 10268 – R-6:30-9:40

Academic Term: Fall, 2013

Phone: 760-355-6233

Office: 2201

Office Hours: M-R 12-1

Text: *Infant and Toddler Development and Responsive Program Planning, 3rd Ed.* By Donna S. Wittmer and Sandra H. Peterson. Published by Pearson, 2014.

Course Description:

This course will cover the fundamental principles of prenatal development and infant development from conception to age two as determined by heredity, society and human interaction. Prenatal development and the birth process are emphasized. Observations will be done on a neonate, infant and toddler.

Student Learning Outcomes:

- Student will:

Identify and communicate information concerning development: physical, cognitive, and emotional/social of infancy and toddlerhood.

Perform observations on various ages of infancy and toddlerhood.

Course Objectives and Minimum Standards for a Grade of “C”:

Student will be able to:

- Interpret the stages of prenatal development and examine the conditions which influence prenatal development.
- Describe the process of conception and birth including birth complications and interpret APGAR scores.
- Examine the process of development from birth to 12 months including: individual differences in temperament; social/emotional development; physical development; play and learning; early warning signs of infants and children with special needs
- Examine the process of toddler growth and development including: toddler as an individual; feeding and weaning; language development; toilet training; play and playthings
- Recognize toddler personality characteristics and behavior including: temper tantrums; fears; dawdling; life with an explorer; guidance and discipline; special situations.
- Demonstrates an understanding of critical issues which cause variations in development both prenatally and postnatally including: malnutrition; low birth weight; mother-father-infant relationships; attachment and deprivation.

- Perform a written observation of a neonate, infant and toddler in a natural or group setting.

Disabled Student Programs and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs (DSP&S) office as soon as possible.

DSP&S (760) 355-6312

Room 2117

Health Sciences Building

Methods of Evaluation:

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink. No pencil please.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctors' note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of a mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Attendance and Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

The instructor has the right to ask any student to leave class or lab who is disrupting the education of others.

Each time a student is tardy, they will automatically have attendance points deducted from the total possible points for attendance.

Each absence will mean an automatic deduction of points from the total possible points.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the class.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The use of cellular phones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom.

Class Schedule, Assignments, and Grade Breakdown: see attached

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Course Schedule – TR: 6:30 – 9:40

Schedule is subject to change at the instructor's discretion. Student is responsible for changes.

Last day to drop with a "W" grade is November 9th, 2013.

1. 8/22 Intro to course; Chapter 1 – Relationship Based Model
2. 8/29 Chapter 2 – Infants, Toddlers and Their Families
3. 9/5 Chapter 3 – Understanding & Using Theories
4. 9/12 Chapter 4 – Power of Observation
5. 9/18 Chapter 5 – Brain & Prenatal; Birth & the Newborn TEST
6. 9/26 Chapter 6 – Attachment and Emotional Relationships OBSERV.
7. 10/3 Chapter 7 – Social Development & Learning with Peers
8. 10/10 Chapter 8 – Cognitive Development & Learning BROCHURE
9. 10/17 Chapter 9 – Language Development & Learning TEST
10. 10/24 Chapter 10 – Motor Development & Learning OBSERVATION
11. 10/31 Chapter 11 – Responsive Programs: Quality, Health, Safety & Nut.
12. 11/7 Chapter 12 – Creating a Relationship Based Curriculum
13. 11/14 Chapter 13 Routines and Chapter 14 – Respect-Reflect-Relate TEST
14. 11/21 Chapter 15 – Including Disabilities and Chap. 16 - Professionalism
15. 11/28 – Holiday – No Class
16. 12/5 Final Exam

Course Assignments:

Observations 3 @ 50 points each	150
Tests 3 @ 50 points each	150
Parent Communication Tool re: development	75
Final Exam	75
In class activities	50
	500 total points

Grade Breakdown:

90 – 100 %	= A	500 – 450 points
80 – 89 %	= B	449 – 400 points
70 – 79 %	= C	399 – 350 points
60 – 69 %	= D	349 – 300 points
59 % and below	= F	299 and below