Catawba College
Department of Teacher Education-Birth to Kindergarten
"Preparing Teachers as Reflective Practitioners"

EDUC 3301 Curriculum and Methods for Infants and Toddlers
Course Syllabus: Spring 2014

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Location and Time: Spring 2014
Ketner 210 6:00pm

Required texts:

1) Infant-Toddler Foundations: Guidelines for Development & Learning for North Carolina's Infants and Toddlers (Birth-36 months) (Download online)
2) Infants & Toddlers: Curriculum and Teaching *by Terri Jo Swim* 8th Edition; Cengage Learning.

Course Description:
This course explores, analyzes, and evaluates curriculum and methodology related to typically and atypically developing infants and toddlers.

Course competencies:
Upon successful completion of the course, students should have the skills to:
1) Demonstrate knowledge and skill in creating new learning environments or adapting an existing environment so that it is developmentally appropriate for young children with and without disabilities;
2) Demonstrate knowledge of methods for providing individual and group learning times through a variety of formats;
3) Apply developmental principles to the process of establishing guidelines for children's behavior that maximize self control, problem solving, and independence;
4) Demonstrate skill in the role of consultant to programs and persons working with young children in a variety of settings to ensure that those environments are developmentally appropriate;
5) Design curricular activities that integrate multiple developmental areas and abilities;
6) Demonstrate understanding of cultural diversity and methods of weaving a multicultural perspective throughout the curriculum;
7) Follow developmental and functional methods for infants and toddlers;
8) Integrate current knowledge of recommended practices to facilitate and enhance social interaction among children of varying developmental levels;
9) Demonstrate strategies for facilitating the identification of concerns, priorities, and resources for families of children with disabilities;

10) Demonstrate the ability to use different approaches for observing child/environment interactions, including play environments and daily routines;
11) Demonstrate knowledge of the roles of professionals and parents as partners sharing observations in planning:
12) Develop activities for infants and toddlers;
13) Select learning materials to meet individual needs;
14) Develop appropriate strategies for assessing the abilities of young children in all domains of development; and
15) Understand the components of and demonstrate ability in developing an IFSP.

Course Requirements
*This course will utilize a project-based approach and is writing intensive.

Attendance/Online and In Class Activities **100 Points**
This course requires intensive reading and writing assignments. Students are responsible for reading text assignments, as well as other related assigned reading including practitioner journals and articles. All pre-assigned reading should be completed prior to the class meetings. Some reading assignments will be a follow-up to the previous class. In response to reading assignments, you will participate in group discussions dealing with course-related topics with your peers. There will also be in-class partner and article assignments that cannot be made up outside of class.

After the first class meeting, students will be assigned to bring in additional articles related to the topic being studied. Articles must be printed for in-class use. After each face-to-face class, students will have the opportunity to reflect on what was learned in class by engaging in a Reflective Writing Exercise. These writing activities will be typed and submitted in blackboard as part of the attendance/participation grade.

Attending class is imperative to success in this course. Absences, excused or unexcused, will result in a deduction of points in the attendance grade. Absences deemed excessive by the instructor (more than 1) will result in an automatic drop in letter grade and possible withdrawal.

This is a hybrid format course, which means the course is web-enhanced and students will have some activities in Blackboard. The timely submission of these activities is the attendance in class for that session. Dates that will be solely online are indicated in the syllabus.

Students will also be required to have access to early childhood classroom environments for some of the assignments. Students who are not currently in a Preschool setting will need to make arrangements to observe in an appropriate classroom. Students needing to be placed in a developmentally appropriate setting or who would like a different experience than their current work environment should see the instructor for placement.

Activity Plans **100 Points**

Students will be required to create two developmentally appropriate activity plans for children in the following age categories: 12-24 months old and 24-36 months old. Each lesson should be focused on one specific developmental domain area that is assigned by the instructor (cognitive, social/emotional, language or physical). The activity plan should be completed using the Catawba College Birth-Kindergarten Activity plan template. Activities will not need to be implemented.

Family Resource Packet **100 Points**

Students will be required to create resource packets for families with children ages Birth-12 months; 12-24 months; or 24-36 months. (Instructor will assign age group) The packets should include information for parents pertaining to community resources and activities appropriate for the specific age group. The packets should be clearly marked and divided into the following sections: (1) Community Resources and Events (appropriate for the child's age); (2) Fun Family Activities; (3) Information Articles-copies of articles about topics related to that age group. For each resource or article, there needs to be a paragraph explanation to provide an overview of the resource and why it is appropriate for the particular age.

Community Resources and Events can include, but not limited to, agencies that serve families of infants and toddlers with and without developmental concerns across domains and community information events for families with infants and toddlers. Full descriptions are required. You can also include a brochure or information print out from online. (At least four different community events)

Fun Family Activities can include local parks and recreation programs, local libraries, local camps, local museums for children, town events specifically for children, children's programs, etc. (Little Gym, Gymboree, Kinder Music, etc). Only include events that are ongoing rather than events that have a specific date to make the resource booklet appropriate for a longer length of time. (At least four different family events)

Information Articles should all be different topics that are relevant to children and families (infants-2 years old).You should find family friendly articles that can be found online or in parent magazines. Make sure the information provided in the article is correct according to developmentally appropriate practices and not just opinion-based. (At least four different topic articles)

Teacher Made Children's Book **100 Points**

Students will be required to create a children's book that is age and developmentally appropriate for young children (birth-34 months). The book should be able to be cleaned easily and include simple text and pictures. It should encourage interaction between the adult and child. Different textures or raised surfaces would be encouraged. It should be constructed well, bound, and sturdy enough for a young child to handle with no possible choking hazards. There should be a minimum of 10 pages –not including the front or back of the book. Students will share their book in class. Books will be donated to a local charity.

Toddler Case Study Project and Presentation **200 Points**

Students will be required to create a case study for a typically developing child (12-34 months). The child may not be a relative and should be in a child care setting to enable access to assessment and development information. Confidentiality will be upheld throughout the Case Study project.*__This project should be kept in electronic format as an evidence going toward NC Birth-Kindergarten Licensure.__

Students will observe (for a minimum of five hours) and record information about the child using informal assessments and gaining access to formal assessments conducted in the child care setting. Utilizing the Infant-Toddler Foundations, you will categorize your observations on the child in relation to each domain. Emotional/Social; Health/Physical; Language/Communication; and Cognitive. Use the following format for the final product:

Cover Page (Title of Assignment (Case Study: Child's First Name; Date; Your Name)

Table of Contents

Part One: Summary of child's strengths, developing skills and any developmental challenges for each domain heading. For example, under Emotional/Social Domain describe the (1) child's strengths, (2) developing skills and (3) developmental challenges. Students will base this information on observational data; informal assessment; and formal assessments conducted by the classroom teacher.

Part Two: After compiling a description of each development domain, students will select one of the four domains (based on need) for the child to focus on to explore in depth in the form of a Developmental Case Study. The depth of coverage must include:

- Typical Development and Theory: Description and explanation of typical child development related to theory in the selected domain. Minimum of three sources.
- Area of Focus: Identification of areas under the selected domain that need more focus and attention in planning activities
- Action Plan: Formulation of a comprehensive action plan to increase the child's level of functioning in the selected domain (Four (4) recommendations to be implemented in the child care setting and four (4) recommendations to be implemented in the home environment). *8 recommendations all together. **Recommendations should be validated with research and citations.**

References (Using APA format)

**The Case Study will be uploaded online in two formats: (1) Original typed version including all headings and a cover page. (2) Power Point or Key Note presentation to present in class. A copy of the presentation will be provided to the instructor along with observation notes for grading. (Observation notes do not need to be typed)*

Grading:

Attendance/Online and In Class Activities	100 pts
Activity Plans	100 pts
Family Resource Packets	100 pts
Children's Book	100 pts
Infant/Toddler Case Study	200 pts
	600 points total

Grading Scale

A	97-100	**600-582 Points**
A-	93-96	**581-558 Points**
B+	91-92	**557-546 Points**
B	87-90	**545-522 Points**
B-	85-86	**521-510 Points**
C+	83-84	**509-498 Points**
C	79-82	**497-474 Points**
C-	77-78	**473-462 Points**
D+	75-76	**461-450 Points**
D	72-74	**449-432 Points**
D-	70-71	**431-420 Points**
F	Below 70	**419 Points** or less

Academic Honor Code

- Students are expected to adhere to the academic honor code.
- Regular attendance is required. Missing more than 2 classes will result in an **automatic drop in letter grade in addition to the points deducted from Attendance and Participation grade. Students may be dismissed from the course.**
- The course content will be offered in a lecture, discussion based format with a project-based approach to activities and assignments. Every student is expected to complete their own work.
- Anyone caught cheating in any form is subject to an "F" in the course, and/or disciplinary action by the college. This pertains to all coursework, including projects and presentations.

TENTATIVE Course Outline and Schedule

Date	Topic	Reading	Assignments
Monday 1/13/14	• Introduction • A Developmental Perspective on Educating Infants and Toddlers	Swim, Chapter 1 Infant/Toddler Foundations (pgs. 1-29)	
Thursday 1/16/14	• Effective Preparation and Tools for Professional Educators • Designing the Curriculum	Swim, Chapters 5 & 9 Infant/Toddler Foundations (pgs.52-61)	**Activity Plans Due- online and bring a copy to class**
Monday 1/20/14	***NO CLASS*** ***MLK Holiday***		*******Complete your observations this week.*
Thursday 1/23/14 **ONLINE**	• Building Relationships & Supportive Communication	Swim, Chapter 6 & 7 Infant/Toddler Foundations (pgs.30-37)	**Blackboard Assignment**
Monday 1/27/14	• The Indoor & Outdoor Learning Environments	Swim Chapter 8 Infant/Toddler Foundations (pgs.38-51)	**Family Resource Booklet Due (Online)**
Thursday 1/30/14 **ONLINE**	• Planning for the Child from Birth to 4 Months • Planning for the Child from 4-8 Months	Swim, Chapters 10 & 11 Infant/Toddler Foundations (pgs. 62-71)	**Blackboard Assignment**
Saturday 2/1/14 **ONLINE**	• Planning for the Child from 8-12 Months • Planning for the Child from 12-18 Months	Swim, Chapters 12 & 13 Infant/Toddler Foundations (pgs. 72-83)	**Blackboard Assignment** **Case Study Outlines Due Online**
Monday 2/3/14	• Planning for the Child from 18-24 Months • Planning for the Child from 24-30 Months	Swim, Chapters 14 & 15 Infant/Toddler Foundations (pgs. 84-93)	**Children's Book Due**
Thursday 2/6/14 **ONLINE**	• Planning for the Child from 30-36 Months	Swim, Chapter 16	**Blackboard Assignment**
Monday 2/10/14	• Infant/Toddler Case Study Presentations	Peer Feedback Online	**Case Study Power Point Presentations**

**Syllabus subject to change.