

West Los Angeles College, Fall 2015

CD30- Infant and Toddler Studies, section # 0481. GC130. 6:45pm-10pm.

Instructor: Gaile Price—glpwlac@gmail.com

Office Hours: Mondays 6:10-6:40pm In the classroom

Required textbook: Gonzales-Mena & J Eyer. Infant, Toddler, and Caregivers: A Curriculum of Respectful Responsive Care and Education. 9th edition. Reading the text is necessary for success.

- Earlier editions are acceptable.

Course Description: In this course students learn the cognitive/language, social/emotion, and perceptual motor developmental domains and milestone of infants from birth to 36 months. An overview of major theories will be covered including attachment, brain development, the value of play, intervention and relationship care in the context of culture, home language, and traditions. Students are introduced to the laws and regulations of safe healthy environments and the rights of infants and toddlers, including children at-risk for disabilities. Class instruction includes objective observations of infants and toddlers in diverse settings.

As a result of completing this course , students will be able to:

****Recognize and describe major theories of attachment, separation, and brain development of infants and toddlers.***

****Classify developmental milestones: social/emotional, physical, cognitive, and language.***

****Formulate theory-based infant/toddler curriculum and caregiving.***

****Compare adult-child interactions and theory.***

****As environment and curriculum from a developmentally and culturally relevant perspective.***

Class Policies:

Attendance: Each student is expected to attend every class session. Missing more than 4 class sessions will result in lost points or being dropped from the class. ***Absent students are responsible for all materials covered during class sessions. Please do not assume I will have handouts after assignments have been given out.***

****it is recommended that you find someone in class who will collect notes and assignments for you if you are absent.***

Tardiness: Attendance will be taken at the start of each class session. If you are more than 20 minutes late to class you will be counted as absent, unless previous notice has been given or real emergencies. The same is true for early departures.

Group Participation: As Early Childhood Educators, we must be able to work in collaboration with parents, other staff members, administrators, consultants, and others. In order to experience group process and responsibility, student collaboration in class is essential. Group projects, discussions, etc. are part of the class. Respect and encouragement are expected from all class members toward each other in all class activities.

The classroom should be a respectful and supportive environment for each and every student to be able to learn. I expect nothing less!

Students with disabilities: It is my legal, ethical, and personal duty to provide accommodations for student's educational and learning needs. I strongly encourage you to inform me of your needs. All will remain confidential. If you think you might have a learning disability, you are encouraged to use the services of the Office Special Services.

Sorry, it is understood the challenge of finding childcare, but we do not have an appropriate environment for children. We will be discussing sensitive and serious topics and it would be disrespectful of children to have in an adult setting. We appreciate your acknowledging the limitations of our environment by not bringing children to class.

Unethical conduct such as cheating, theft, or misuse of resources, or persons will not be tolerated. Cheating constitutes academic dishonesty and, in general, will be handled as part of the grading process. Penalty may range from no credit for the assignment up to and including exclusion and/or an 'F' grade for the course and a possible referral to Administration.

Assignments: All assignments must be computer generated and stapled in order to be accepted unless otherwise approved by the instructor. I expect all assignments to be edited for spelling and grammar and overall presentation. Absolutely **NO texting shortcuts** will be tolerated. All assignments are due on the date given and at the beginning of the class session. Extensions will be granted if the instructor is informed **prior** to the absence. Being absent on a day when an assignment is due does not constitute an extension.

Specific Assignments:

Early Upbringinf Paper	_____	50 points	
3 Observations	-----	50 each/150 pts total	
Weekly Reflection	_____	10 pts each/100 total	
In class Activities	-----	50 points	
Final Group Project	_____	50 points	
Final Assessment	_____	50 points	
TOTAL	_____	450 points	
450-405=A	404-360=B	359-315=C	314-270=D

Guidelines for the Early Upbringing Paper, Observations, Final Group Project will be handed out in class at least 2 weeks before the due date. Final assessment will be given the last class meeting and due on the date of the Final Exam .

Guidelines for Reflections: In the course outline specific topics or activities for completion of your reflection are given for each week. Please follow those instructions. Reflections are your personal responses to the materials, activities, or topic provided. Use your own life experiences and beliefs as a place to start. Each reflection should be approx. 1 page in length and may be hand written neatly. **DO NOT SUMMARIZE MATERIAL COVERED IN CLASS OR THE TEXTBOOK in your reflection paper. I want you to use the material as a jumping off point.**

CALENDAR

Date

Topics

Week 1 Introduction to Infant/Toddler Studies

- 8/31 Introduction to the class/syllabus review
- Class activity-Myths and Realities of Infants/toddlers
- For next session: buy or order textbook
- For next session-Read article on temperament

September 7th—Labor Day. NO Class.

Week 2 Temperament

- 9/14 Temperament-discover your temperament-and what does it mean?? Watch in class video-Flexible, Fearful, and Fiesty
- In class activity- how your temperament interacts with others

For Next week: **Read Chapter 1 of textbook**

1st Reflection Paper—Write a response to the temperament exercises and video we did this week. What of your own temperamental traits do you think will be helpful in working with infants/toddlers and their families? Which of your traits do you think will pose challenges for you? What temperamental traits of others have you had difficulty dealing with, in other words not had a goodness of fit? How might you overcome those challenges? **Due on following Tuesday!**

Week 3---Respectful Caregiving Birth Paper Guidelines handed out!

- 9/21 What does respect look like?-in class writing activity
- Getting in Tune. Video

For Next Week: **Read chapter 3**

2nd Reflection- Write a description of someone who has been in tune with you. Analyze what they do that shows they are 'in tune'. Do the same with someone you are often **not** 'in tune' with. What makes it difficult for you to get in tune with them? Write and analyze someone you are not in tune with.

Week 4- Care-giving as Curriculum

9/28 Creating relationships of trust

Videos-Diapering Lizzie and Thalalasso Bain Bebe (both on you tube) Respect, reciprocity and responsiveness in action.

Reflection #3 Write responses to the two videos we watched in class as well as the feeding activity last week. Identify the elements of respect, reciprocity, and responsiveness that were shown/demonstrated in each How is it different from what you've seen others and/or yourself.

Week 5 Brain Development

10/5 Introduction to the Infant/Toddler Brain. Video: TEDTalks-What we Learn Before we are Born.

The Stress Response/ What stresses infants and toddlers.

Read Chapters 2 & 4

Response #4 How do you respond to stress? What kinds of experiences help the most to cope with your stress? What is not helpful-personally and from others? Do you think the way many people respond to children's distress (crying, hitting, throwing things) are helpful in reducing their stress? Based on your own stress experiences, suggest some adult responses to children's distress that could be more helpful.

Week 6 How do Infants and Toddler's Learn? 1st observation format given out.

10/12 Learning vs. Instruction—Paying attention to everything!

Play as Learning-build a House activity.

Read Chapter 5

Reflection #5 Watch the following 2 videos: Allison Gopnik, What do Babies Think? And Laura Schultz, The Surprisingly Logical Minds of Babies. Both can be found by googling TEDTALKS.com. What is your response to these two videos? What did you learn that was new to you? Given what you know about infant/toddler learning, what's the best learning environment and experiences to support their learning and development?

Week 7 Attachment

10/19 What is attachment and why is it so important?

Video-The First Years Last Forever. What happens when it goes wrong?

Read Chapter 6

Reflection # 6 Go online and research Ainsworth's studies on Separation and Attachment: The Strange Situation. Watch at least **3** video clips on attachment and The Strange Situation. Write a **2** page analysis, including the web address for each video clip viewed.

Week 8 Perception 2nd observation format given out

10/26 What is perception and what it isn't? How perception is linked to cognitive development

Overstimulation exercise

***1st OBSERVATION DUE**

Read Chapter 7

Response #7 What is your response to the in-class activity as well as the idea that learning and entertainment are two different experiences? Do you agree or disagree?

Week 9 Motor Development

11/2 The Principles of Development and the Sequence of Motor Development

The purpose of movement and how it relates to overall development.

Read Chapter 8

Reflection# 8 Do you remember what it felt like as a child to run, jump, and just move your body? Describe. How do you feel after you've exercised (moved vigorously)? How does movement affect your thinking? Can you think and focus better or worse after being physical? What does that say about what kind of learning environment is best?

Week 10 Cognition

3rd Observation format given out

11/9 Elements of Cognition---Lollipop exercise

***2nd Observation due**

Read Chapter 9

Reflection # 9 Find and watch a video on infants playing using the RIE principles. Watch how the infants play. What elements of cognition did you see? What was your reaction to the non-involvement of adults in the infant's play?

Week 11

Language Development.

Final Project Format given out.

11/16

The process and elements of language development. Fast Mapping activity

Supporting language and literacy Video TED Patricia Kuhl

Read Chapter 10

Reflection # 10 Go to your local public library and ask the children's librarian to choose a high quality book for either infants or Toddlers. Write a brief review [provide author and title of book] and describe what elements and characteristics of the book makes it a high quality and appropriate book-based on the what you read and learned in class.

Week 12

Emotional Development

3rd Observation due

11/23 What are the purposes of our emotions

Read Chapter 11

Reflection 11 How were your emotions handled and responded to in your family when you were a child? Based on what you've learned in class, would you handle your own children's emotions differently or not? Why? How do you handle your strong emotions as an adult?

Week 13

Social Development

11/30 Early social behaviors

Read Chapter 12

No Reflection!

Week 14 The Social and Physical Environment

12/7 Guidance and Discipline

Preparing the Environment

No Reading/ No Reflection—Prepare Final Project

Week 15 FINAL PROJECT PRESENTATIONS

12/14 PRESENTATIONS

12/12 PRESENTATIONS

Turn In Final Assessment
