

**GRANDE PRAIRIE REGIONAL COLLEGE  
EARLY CHILDHOOD DEVELOPMENT**

**CD2070  
INFANT/TODDLER CARE**

<b>SEMESTER:</b> Winter 2003-2004	<b>INSTRUCTOR:</b> Karen Kennedy
<b>CREDITS:</b> 2	<b>OFFICE:</b> H133
<b>HOURS:</b> 30	<b>PHONE:</b> 539-2040
<b>DATES:</b> Jan. 6 - Feb 27	<b>E-MAIL:</b> kkennedy@gprc.ab.ca
<b>DAYS:</b> Tuesdays & Thursdays	<b>OFFICE HOURS:</b> Monday a.m.
<b>TIMES:</b> 1:00 - 3:00	or by appointment
<b>LOCATION:</b> H135	

**COURSE DESCRIPTION:** Infant/Toddler Care is a practical course which examines the characteristics of quality programs for infants and toddlers and explores programming techniques which respond to the individual and group needs of children up to 36 months of age. The focus of this course is on developing an awareness of the critical importance of care and interaction in the lives of infants and toddlers.

**PREREQUISITES:** CD1011, CD1000, CD1050 (Currently under revision)

**TEXT:** *Innovations: The Comprehensive Infant Curriculum* **and** *Innovations: The Comprehensive Toddler Curriculum* by Albrecht and Miller.

**ADDITIONAL MATERIALS AND EXPENSES:** You may incur expenses for photocopying and costs relating to assignments.

**OBJECTIVES:** Upon successful completion of the course, you will be able to:

- describe the characteristics of high quality infant and toddler care settings
- describe the developmental physical, social, emotional, cognitive, and play abilities of infants and toddlers
- select and provide materials and experiences that support and enhance all aspects of infants' and toddlers' development
- describe appropriate caregiving practices including styles of interacting and methods of guiding behavior
- assist parents in their role

**TEACHING METHODS:** Lectures will include A.V. materials, discussion based on handout and text readings, and in- and out-of class activities and assignments.

**GRADING POLICY:** A final grade of D (50%) must be obtained in order to pass this course. The final grade is based on: Learning activities (40%), Assignments (55%) Attendance/Participation (5%).

Final grades will be based on the following Alpha grading system:

Alpha Grade	4-point Equivalence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Minimal Pass
D	1.0	
F	0.0	Fail

**ASSIGNMENTS:** An assignment package will be provided in the first full week of classes.

Learning Activities (weighting 40): A minimum of 5 tasks including responses to readings and videos will be submitted during the semester.

Assignment #1- (weighting 35): Prop Box - a prop box of materials related to one of the topics in the text will be submitted

Assignment #2- (weighting 20): Resource File - informative brochures/pamphlets/articles appropriate for parents will be collected

**CLASS POLICIES:**

*It is the right of the student and of the instructor to a favorable learning/ teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect.*

★★The student must be familiar with the E.C.D. Department student handbook, and student rights and responsibilities outlined in the College Calendar.

- Regular attendance and active class participation help you understand the content and be a successful student. Absence from over 20% of the class hours (6.0 hours) will result in a grade of 0 for attendance/participation.
- Assignments are due in-class or before 4:30 on the assignment due date. Late assignments will be deducted an initial 5% and 1% per day, including weekends. Assignments will receive a grade of 0% after 10 days late.
- All work, unless otherwise indicated, should be typewritten (or neatly handwritten in dark ink) and double-spaced. You may be required to use a computer for some assignments for this course. Points will be deducted for spelling and grammatical errors. When there are significant spelling or grammatical errors, the work may be required to be rewritten. Refer to the

College Calendar and the E.C.D. Student Handbook for assignment submission guidelines.

- Graded assignments will normally be returned within two weeks.
- The last day to withdraw from this course with full refund of tuition is \_\_\_\_
- The last day to withdraw from this course with permission (W is assigned by the Registrar's office) is \_\_\_\_\_
- Changes to this course outline will be discussed with you in class.

**TOPICS:** The following topics, not necessarily in the order described, will be covered in this course.

I. Issues in Infant/Toddler Care

- A. The need for infant/toddler care
- B. Characteristics of quality infant and toddler settings
- C. The role of the caregiver

II. Routines

- A. Caring routines
- B. Promoting development through routines
- C. Relationships with parents

III. Play and Development

- A. Developmental abilities
- B. Materials
- C. Experiences
- D. Environments

IV. Promoting Social and Emotional Development

- A. Developmental abilities
- B. Supportive caregiver strategies

**CLASS SCHEDULE:** A schedule including assignment due dates, course readings and lecture topics will be provided with the assignment package.

### **Resources for Infant Toddler Care**

Caplan, F. (1973). *The first twelve months of life*. New York, NY: Putnam

Dodge, D., Dombro, A., & Koralek, D. (1991). *Caring for infants and toddlers: a supervised, self-instructional training program*. Washington, DC: Teaching Strategies

Gestwicki, C. (1995). *Developmentally appropriate practice: curriculum and development in early education*. Toronto, ON: Delmar

Gonzalez-Mena, J. & Widmeyer, D. (1989). *Infants, toddlers, and caregivers*. Mountain View, CA: Mayfield

Greenberg, P. (1991) *Character development: encouraging self-esteem and self-discipline in infants, toddlers and two-year-olds*. Washington, DC: NAEYC

Greenman, J. (1988). *Caring spaces, learning places: children's environments that work*. Redmond, WA: Exchange Press

Greenman, J. & Stonehouse, A. (1996). *Prime Times: a handbook for excellence in infant and toddler programs*. St. Paul, MN: Redleaf

Greenspan, S., & Greenspan, N. (1985). *First feelings: Milestones in the emotional development of your baby and child*. New York, NY: Viking

Harms, T., Cryer, D., & Clifford, R. (1990). *Infant/Toddler environment rating scale*. New York, NY: Teacher's College Press

Kontos, S. (1992). *Family day care; out of the shadows and into the limelight*. Washington, DC: NAEYC

Leavitt, R., and Eheart, B. (1985). *Toddler day care: a guide to responsive caregiving*. Washington, DC: Heath and co.

Miller, K. (1984). *Things to do with toddlers and two's*. Marshfield, MA: Teleshare

Miller, K. (1990). *More things to do with toddlers and two's*. Marshfield, MA: Teleshare

Segal, M. (1985). *Your child at play: birth to one year*. New York, NY: Newmarket Press

Shimoni, R., Baxter, J., & Kuglemass, J. (1992). *Every child is special: quality group care for infants and toddlers*. Don Mills, ON: Addison Wesley

Stonehouse, A. (ed.) (1990). *Trusting toddlers: planning for one to three year old's in child care centers*. St. Paul, MN: Toys 'N Things press.

Watson, L., Watson, M., Wilson, L. & Crowther, I. (2000). *Infants and toddlers: first Canadian edition*. Scarborough, ON: Nelson.

### **Internet Sites**

Child and Family Canada [www.cfc-efc.ca](http://www.cfc-efc.ca)

National Child Care Information Center [www.nccic.org](http://www.nccic.org)

National Parent Information Network [www.npin.org](http://www.npin.org)

Zero to Three [www.zerotothree.org](http://www.zerotothree.org)

### **Periodicals**

*Young Children*

*Today's Parent*

*Child Care Information Exchange*

*Day Care and Early Education*

### **Videos**

“*Let Babies be Babies*” series Family Day Care Association of Manitoba

## ASSIGNMENTS

### Assignment #1 --- weighting 35

#### Prop Box

You will submit a prop box of materials related to one of the topics in the text. (The "resources" and "toys and materials" sections of each topic suggest potential materials to include in a prop box. The materials suggested will be the basis for your prop box. You are expected to go beyond the ones listed in the texts.)

- The materials must be submitted in a lidded cardboard or plastic container.
- A minimum of 15 items must be submitted.
- Purchased items, "gathered" items, and teacher-made items are required. At least one item must be teacher-made.
- In addition to the materials, you will:
  - indicate the age range of the children for which the materials are intended
  - outline the concepts the children will acquire
  - list the materials included, and the developmental area(s) which each of the materials will support
  - provide plans for 3 experiences you will implement that make use of the materials

The prop box will be evaluated on

- its appropriateness for the specified age range and the concepts being developed (Safety and health are important!)
- the variety and appeal of the materials
- thorough descriptions of the development supported and enhanced
- relevance of the concepts
- appropriateness and completeness of the planned experiences

### Assignment #2 -- weighting 20

#### Resource File

You will submit a collection of informative brochures/pamphlets/articles appropriate for sharing with parents. A minimum of 20 resources will be submitted. Each resource must be accompanied by an annotated bibliography that briefly summarizes the content and describes how it may benefit parents. The articles must be submitted in an expandable portfolio case, organized, and with a table of contents.

The resource file will be evaluated on

- the variety of topics covered
- the appropriateness of the resources (readable, informative, accurate information, credible source)
- the variety of sources ( a minimum of 5 different sources must be used)
- accurate and complete citations and thorough, informative annotations

## TENTATIVE SCHEDULE

This is a *tentative* schedule for topics covered in the class. Changes to the schedule will be discussed with you in class.

DATE	TOPIC	ASSIGNMENTS
Jan. 6	Intro. to CD2070	
Jan. 8	Quality in Infant/Toddler programs	
Jan. 13	Nurturing Relationships	Task #1
Jan. 15		
Jan. 20	Social/Emotional Dev.	
Jan. 22		Task #2
Jan. 27	Caregiving routines	
Jan. 29		
Feb. 3	Play, Learning, and Development	<b>Assignment #2 - Resource File</b> Task #3
Feb. 5		
Feb. 10		Task #4
Feb. 12		
Feb. 24		Task #5
Feb. 26		<b>Assignment #1 - Prop Box</b>