

Moberly Area Community College Common Syllabus

ECE130: Essentials of Infant/Toddler Care Current Term

Instructor:**Office number:****Office hours:****Response Time:** I typically respond to student emails within 24 hours, Monday through Friday.**Contact information:****Classroom number:****Section number(s):****Class days and time:****Catalog Description:** ECE130 Essentials of Infant/Toddler Care 3-0-3

This course guides the student through the essentials of providing a developmentally appropriate, stimulating learning environment which also supports the social/emotional development of infants and toddlers from birth to 3 years. This course is required to earn a CDA Credential in the Infant/Toddler Setting.

Prerequisite: None**Text:** Gonzalez-Mena, J. (2019). *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive Care and Education* (12th ed.). Boston, MA: McGraw Hill Higher Education.**Other Required Materials:**

A filing system to store your hard copy assignments and information and a USB Flash drive to store electronic copies of work from all Early Childhood courses. Virtual classes need headphones with a USB cord and a microphone.

Special Facilities/Equipment:

Students may be required to complete assignments that involve having access to a child or children in an Early Childhood facility. Hybrid, virtual and online courses require regular access to a MS Office compatible word processing program and internet. For virtual classes (Blackboard Collaborate), high speed internet (DSL or Cable) is recommended.

Purpose of Course:

This course is intended to promote acceptance of Developmentally Appropriate Practice in Infant/Toddler programs and guide the student through the essentials of providing a developmentally appropriate, stimulating learning.

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Course Objectives (CO):

1. Analyze the bidirectional relationships between nature and nurture
2. Develop an educationally sound philosophy (i.e., a coherent set of beliefs, concepts and attitudes) of early childhood education, which integrates sound theory and research with an understanding of personal strengths and values, as a basis for making professional decisions.
3. Know and understand developmentally appropriate practice (DAP)
4. Apply the universal, individual and contextual influences on development to early childhood.
5. Know and understand of the principles of Child Development and children's characteristics across: infant and toddler age group
6. Compare universal needs of children at each stage of development in the first 3 years of life
7. Recognize and demonstrate respect for the effect of variations in cultural backgrounds and family lifestyles on a child's development.
8. Plan strategies to involve linguistically diverse families in the enrichment of the learning environment.
9. Promote parental self-worth through respectful acceptance of parent input and reciprocal relationship-building.
10. Understand the importance of community resources and identify those that support families
11. List and describe central concepts appropriate to early learning and development of language and literacy and resources to deepen understanding of the academic discipline.
12. List and describe central concepts appropriate to early learning and development of physical activity, physical education, health and safety
13. Address curriculum standards and objectives, including the Missouri Early Learning Goals, through a play-centered curriculum that includes the major content areas
14. Use a variety of teaching strategies, to support infants' and toddlers' optimal development.
15. Select and use appropriate learning formats (routines, play/centers, large and small groups) based on universal, contextual and individual development of the child/children and group
16. Plan developmentally appropriate opportunities for learning central concepts of the academic disciplines, selecting effective inquiry tools for the sources of knowledge (conventional, logico-mathematical, or physical)
17. Articulate how to create environments and experiences that respect and affirm cultural, linguistic, and developmental diversity.
18. Analyze the transition of developmentally effective environments from infancy to the toddler years, integrating information on growth, development and learning patterns of individuals and groups
19. Provide physical and emotional security to all young children by building trusting relationships through respectful, responsive, and reciprocal interactions.
20. Recognize early social connections and use effective strategies to support young children in forming positive relationships with peers at varying developmental levels.
21. Balance independent exploration, scaffolding and direct teaching within intentional planning to enhance physical, cognitive, language, social, and emotional development and learning in the content areas.
22. Develop comprehensive management systems for daily operations that prioritize consistency, responsive caregiving and relationship building

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Course Content:

1. Developmentally Appropriate Practice
2. Infant and Toddler Development and Developmental Milestones: Physical, Social-Emotional, Cognitive
3. Strategies to promote development in all domains
4. Creating infant/toddler environments
5. W. Creating responsive, respectful, reciprocal relationships
6. Responsive Caregiving
7. Managing routines

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC’s Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity and equity.

Evaluation of Student Learning:

- 90-100% A
- 80-89% B
- 70-79% C
- If you receive a grade below a C you will have to retake the course.
- 60-69% D
- Below 60%F

Please keep in mind that at the college level it is expected that you will spend 2—3 hours per week on homework for each credit hour earned for the course. This is a **X**-credit hour course, so you should expect to spend **X*2—X*3** hours studying each week.

| Description of Major Assignment(s)/Project(s): | Points |
|---|--------|
| Develop a Weekly Plan* | |
| Supporting Children’s Phonological Awareness Project* | |

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| | |
|---|--|
| Write nine Learning Experience Plans to support the development of infants and toddlers from birth to three years.* | |
| Write reviews of 10 developmentally appropriate books* | |
| Challenging Behaviors Paper* | |
| Development and Learning Resources* | |
| Floor Plans: Infant and Toddler spaces | |
| Philosophy statement specific to Infant/Toddler Care☒ | |

General Notes:

EC Program Policy: The ability to communicate professionally is very important for the Early Childhood Professional. Therefore, 10% of all scores will be based on grammar, punctuation and spelling.

☒ These assignments are common to all sections of this course. They are suggested artifacts for the student’s Professional Portfolio. However, the student will select work he/she believes best reflects his/her competence in meeting the Program Outcomes.

* Assignments with an * are required for the CDA Professional Resource File.

The instructor may make changes in this syllabus including course content, schedule of activities, assignments, and point distribution to better meet the needs of the students at any time during the semester.

INSTRUCTOR POLICIES:

Attendance:

Any student who misses two consecutive weeks of class during a regular sixteen-week semester or the equivalent proportion of the class time during a shorter session will be dropped from the class by the instructor unless acceptable justification is supplied. Additionally, any student who misses more than one-fourth of the entire number of in-seat class meetings in a regular 16- week semester or the equivalent proportion of class time during a shorter session, may be dropped from that class by that instructor if, in the opinion of the instructor, the student does not have reasonable opportunity to succeed in the class. A student’s attendance rate will be calculated based upon first day of semester (not the student’s date of enrollment in the course).

For online, hybrid, and virtual courses: Student attendance in these courses is defined as active participation in the course. Online, hybrid, and virtual courses will, at a minimum, have weekly mechanisms for student participation, such as any or all of the following methods:

- a. Completion of quizzes or exams
- b. Submission of assignments
- c. Participation in threaded discussions
- d. Communication with the instructor

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A student who does not participate in an online, hybrid, or virtual course for two consecutive weeks will be dropped by the instructor unless acceptable justification is supplied. As with ground courses, a student's attendance rate in online courses will also be calculated based upon the first day of the semester. If a student does not demonstrate active participation in the online course within the first two weeks (or the equivalent proportion of class time during a short session), the student will be dropped as "never attended". Simply logging into an online class does not constitute active participation.

For Virtual/Blackboard Collaborate Attendance:

In a virtual class participation includes being able to hear and respond orally during Blackboard Collaborate sessions. A working headset is mandatory to meet this requirement.

If there is a technology glitch that disconnects freezes or otherwise interferes with the instructor's transmission, you are expected to wait ten (10) minutes before leaving Blackboard Collaborate. If the instructor is not able to reconnect, or communicate with you through Blackboard Collaborate, after 10 minutes, she will post an announcement in Tristate with further instructions as soon as possible.

Note: Although it is the student's right to make judgments about the legitimacy of his/her absence from class, the instructor must follow college policy. It is important to notify your instructor in writing or by email in advance of planned absences and as soon as possible in the event of emergency absences, Assignments do count as part of your attendance and should be turned in even when absent. However, the instructor makes every effort to make class time valuable to student success, so absences (including tardiness or leaving early) do affect the student's ability to be successful in the course and may lead to dismissal or failure. Therefore, it is recommended that you make arrangements with another student to get notes, handouts and assignments. DO NOT contact instructor for this information.

Students should be aware that dropping a course **and** their last date of attendance in the course may impact their financial aid.

Tardiness:

Per instructor's policy

Make-up and late work:

All assignments should be submitted by [time] of the date due. Only **three assignments** will be accepted late during the semester. No assignments will be accepted more than **one week** from the due date. A 25% deduction from the final grade will be assessed if received within 24 hours of the original deadline. There will be an additional 10% deduction for each additional 24 hours the assignment is late. That means the best grade you can get on late work is a "C".

Extra-Credit:

Per instructor policy. Must show improved mastery of the specific content of the course. It should only be granted to students who have submitted all regular work on time.

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An example:

There may be occasional opportunities to earn additional points in this class by completing supplementary assignments to improve mastery of material you found difficult. To be eligible for this extra credit, all regular assignments must have been submitted on time.

In keeping with the program emphasis on writing skills, you may also earn an extra credit point by correcting a written error in handouts or tests produced by the instructor. Submit your correction in writing.

Using other Sources:

Educators commonly borrow ideas and activities from books, other teachers, co-workers, students, the Internet, magazines, workshops, etc. While it is permissible to use these resources, it is important that you tell us where you found the idea. Failure to do so is plagiarism. At a minimum, you need to cite the name of the author and title of the source or the person's name.

Internet Requirements:

As in the nature of an Online or Hybrid course, the bulk of the work required for student assessment must be submitted through Canvas. This requires regular access to a word processing program and internet.

Basic Computer Specifications for Canvas: <https://community.canvaslms.com/docs/DOC-2059>

Supported Browsers for Canvas: <https://community.canvaslms.com/docs/DOC-1284>

If you have difficulties logging onto Canvas contact MACC's Help Desk at 660-263-4100 ext. 11555 during the regular business day.

For general questions and assistance any of our online resources, contact MACC's Instructional Technology Team at 660-263-4100 ext. 11525 or by email at int@macc.edu.

If you have technical difficulties with Canvas, contact Canvas Support. You can access 24/7 online resources and support within Canvas. After you log in, click the Help icon in the bottom left corner of your screen. The menu that pops up provides quick access to Canvas 24/7 email and chat support as well as [Canvas Guides](#).

If you are having difficulties with Blackboard Collaborate contact Black board Collaborate Technical Support. Go to Behind the Blackboard (https://blackboard.secure.force.com/btbb_publichome?dfprod=Collaborate) for online/chat support, or call them toll free at 1 (877) 382-2293.

Additional helpful information about navigating the online environment is available in the last unit of your course, "Helpful Information".

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These resources, plus others, are also provided in the student handbook (Redbook) on our website at (<http://www.macc.edu/studenthandbooks>). You can also embed help links directly in the course. If you would like assistance with this let us know.

Schedule of Student Assignment and Activities:

Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

COLLEGEWIDE POLICIES:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).

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