Basic Course Information

Semester:	**Fall 2019**	Instructor Name:	**Elizabeth Zumaya**
Course Title & #:	**Infant/Toddler Development**	Email:	**elizabeth.zumaya@imperial.edu**
CRN #:	**11562**	Webpage (optional):	
Classroom:	**202**	Office #:	**2201**
Class Dates:	**8/19/19-12/14/19**	Office Hours:	*M,W [11:30-12:30]* *T,Th [4:30-5:30]*
Class Days:	**Tuesday & Thursday**	Office Phone #:	**(760) 355-6233**
Class Times:	9:40-11:05	Emergency Contact:	**(760) 355-6232**
Units:	3		

Course Description

This course will cover the fundamental principles of prenatal 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. (CSU)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify and communicate information concerning development: physical, cognitive and emotional/social of infancy and toddlerhood. (ILO1, ILO4)
2. Perform observations on various ages of infancy and toddlerhood. (ILO1, ILO2, ILO5)
3. Identify factors that influence infant development. (ILO2, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Interpret the stages of prenatal development and examine the conditions which influence prenatal development.
2. Student will describe the process of conception and birth including birth complications and interpret Agar scores.
3. 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
4. Examine the process of toddler growth and development including: Toddler as an individual Feeding and weaning Language development Toilet training Play and play things.
5. Recognize toddler personality characteristics and behavior including: Temper tantrums Fears Dawdling Life with an Explorer Guidance and Discipline Special Situations
6. Demonstrate 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
  7. Perform a written observation of neonate, infant and toddler in a group childcare setting.

Textbooks & Other Resources or Links

Maguire-Fong (2014).Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins. ISBN-10 0807756199

- Infant/Toddler Environment Rating Scale. Thelma Cryer, Debby Clifford, and Richard Harms.
  Teachers College Press, 2006.

- California Infant/Toddler Learning & Development Foundations
  http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf

Course Requirements and Instructional Methods

*NOTE: Infant and Toddler observations will be required: Student must complete the required immunizations

Infant and Toddler Center Observation:
For this assignment you are required to do an observation at a licensed infant/toddler setting. A **three hour** observation may be done in a licensed infant setting (birth-18 months) **or** in a licensed toddler setting (18-36 months). The setting must be approved by the instructor (the setting cannot be your own). Anecdotal or journal observation can be used.

Research Assignment:

Research to infant and toddler care is varied and plentiful. In order to more carefully dissect current research related to infant and toddler care, students will critique and summarize **four** articles pertaining to infants and toddlers. Each citation should be followed by a brief synopsis or summary of the source (as we know not all sources on the internet are of value or merit). The topics should discuss any of the key developmental domains, curriculum, or physical environment of an infant or toddler program. Like all of the assignments for this course, you must follow APA format, double space, use 12 font New Times Roman, and should have a title page.

Brochure/Power point training

Students will develop a tri-fold type brochure on a specific topic that can be handed out to parents as a resource for their infant or toddler. The brochure will be presented in class and distribute brochures to their classmates. The brochure should include references on the last page using APA format. It must provide parents with information that pertains to infant development.

In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) 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 that quiz. Make-ups are at my office during my 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 your 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.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

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 unless otherwise instructed.
No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for your effort.

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 (doctor's note, hospitalization paperwork, accident report) 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 before the next class session. 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 for ample study time so you will be prepared when you come to Rubrics will be provided with assignments

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- <u>Cheating</u> is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

[Required language.]

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
8/19	Introduction to the course	
8/26	Prenatal Development and the Newborn Birth Factors that influence Prenatal development	
9/9	Physical Development/Growth Infant Research to Practice Factors that influence growth and development How to observe Infants	
9/16	Infants as Active Meaning-Makers Born Researchers Infant learning The Developing brain	
9/23	The Developing Brain cont. Attachment- How relationships affect brain Sequence of brain development Neurons and how they work Brain plasticity	Observation
9/30	Knowledge from the infant's point of view Cultural aspects Research Engaging Families	Test
10/7	Social-emotional Development Attachment How babies respond to stress	Observation

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Research on infant mental health	
10/14	Social Development Temperament Touchpoints	Brochure/PowerPoint Training
10/21	Caring and cooperating The withdrawn infant Born looking for us	Test
10/28	Motor development Patterns of motor development	Observation
11/4	Cognitive Development/Communication Language Dev.	Test
11/18	Care Routines	Observation
12/2	Final	Research Paper

Tentative, subject to change without prior notice