SUNY ORANGE
EDUCATION DEPARTMENT

COURSE SYLLABUS

COURSE #: EDU 202 D  NAME: Infant and Toddler Development and Curriculum
INSTRUCTOR: Pamela Burns  SEMESTER: Spring 2008
PHONE: 341-4367  OFFICE: Sarah Wells Room 101
EMAIL: pam.burns@sunyorange.edu  HOURS: As posted, or by appointment

COURSE DESCRIPTION

Study, education and care of children, prenatal through age three, according to basic development principles and current research will be explored. Techniques to stimulate cognitive, language, physical, social and emotional growth, and to create appropriate environments, curricula, and care will be studied. Preparation for the diverse roles of the infant/toddler professional are included. Guidelines from NAEYC are used. Thirty-two (32) hours of field work in diverse settings is required. A grade of C or better is required to continue and graduate in the AAS/Certificate program.  2 Lecture Hours  2 Lab Hours  3 Credits

Pre-requisites: EDU 101, EDU 102, EDU 111, PSY 101.

RELATIONSHIP TO PROGRAMS

This is a specialized course intended for Early Childhood majors and/or practitioners in the field pursuing either a CDA, a one-year certificate in Early Childhood, or part of a sequence in pursuit of (JRTEP B-2 or JRTEP 1-6) an undergraduate degree in Education. It also carries three credits towards the AAS Degree in Early Childhood. You should refer to the SUNY Orange catalog and/or our program brochure, both which contain complete authoritative information.

REQUIRED TEXT

*Infants, Toddlers and Caregivers*, Gonzalez-Mena (Mayfield), 7th ed.

SUGGESTED TEXT

*Developmentally Appropriate Practice*, Gestwicki (Delmar), 3rd ed.

STUDENT LEARNING OUTCOMES

Through a series of comparisons of several varying environments, students will:

- Identify both indoor and outdoor hazards in an infant environment and determine how these hazards may be eliminated or managed in a child care environment.
• Describe necessary elements for a developmentally appropriate environment for infants and toddlers.

Through a series of outside observations students will compile data that will support and compare care-giving models. Students will:
• Describe the 3 Rs of care-giving and discuss how these standards help ensure quality care.
• Demonstrate a thorough understanding of the role of a caregiver in group care situations.
• Better understand positive behavioral practices for infants and toddlers.
• Evaluate several theories on attachment across various cultures.

Through the use of hands-on models students will create a developmentally appropriate activity, incorporating their knowledge of development. Students will:
• Explain how infants learn through the development of their senses.
• Describe how sensory integration should be used in a learning environment for both infants and toddlers.
• Identify a variety of objects and materials that should be used in an Infant and Toddler environment for the benefit of all the child’s senses.
• Develop an age-appropriate activity for both an infant and a toddler.

Through classroom discussion and group work, the student will interpret and critique several theories of development thoughts on early intervention. Students will:
• Recognize developmental delays in all five developmental areas.
• Identify normative outcomes and typical onsets of development.
• Analyze evaluative assessment pieces and make suggestions for activities that will further enhance development.
• Demonstrate a thorough understanding of how the infant brain works and the comprehension of its development.

COURSE CONTENT

1. Principals of Care-giving
2. Infant-Toddler Education
3. Care-giving as a Curriculum
4. Play as Curriculum
5. The Development of Attachment
6. The Development of Perception
7. The Development of Motor Skills
8. The Development of Cognition
9. The Development of Language
10. The Development of Emotions
11. The Development of Social Skills
12. Physical Environment
13. Social Environment
14. Adult Relations: Parents and Staff
MAJOR ASSIGNMENTS/ACTIVITIES

- Infant Activity and Demonstration Paper and Hands-On Project
- Toddler Activity and Demonstration Paper and Hands-On Project
- Reflective Journals (12)
- Approximately 2 1/2 Hours Outside Observation for 14 weeks
- Participate appropriately in P3 project with online tracking and postings, reflective responses, and other assignments, as required.

GRADING SYSTEM

30%  Quizzes—Five (5) non-cumulative
20%  Infant Activity and Demonstration (paper and hands-on project)
20%  Toddler Activity and Demonstration (paper and hands-on project)
20%  Reflective Journals (12)
10%  Class Participation and Attendance

GENERAL COURSE INFORMATION

1. All work must be typed or computer text, preferred use of Times New Roman, Font Size 12 or 14, unless otherwise specified.
2. Proper grammar and correct spelling are mandatory for each written assignment. Please do not rely solely on your spell/grammar check. Points will be deducted if work is not at “college level.”
3. Due dates are serious. Grade point reductions will be given for late work according to specific course/assignment guidelines.
4. Attendance is critical. Each unexcused absence beyond ONE will reduce your final average by six (6) points per week.
5. You must be present for the entire class to be counted as attending that day. If absence is unavoidable, you MUST contact me prior to class. This is CRUCIAL. Unusual circumstances MUST be communicated to me.
6. Make-up work, notes, and exams are YOUR responsibility to obtain/schedule.
7. Make-up assessments will be given only for excused absences and must be scheduled and administered as close to the original date as possible.
8. Students may withdraw themselves and receive a “W” during the first 10 weeks of the semester. During weeks 11 through 13 they may only withdraw and receive a “W” with the permission of the instructor. All others receive a final mark which may be A, B, C, D, or F.
9. Please remember to keep a copy of ALL of your assignments for your own personal files.
10. Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.
SUNY Orange is committed to assisting students to achieve their best. Resources for you include: Tutorial Center, Writing Lab, Math Lab, Student Success Center, Advising and Counseling, Library and Career Services. Computers and printers are available for your use in the Library, Shepard Student Center and Bio Tech Building.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements with me soon. Please request that the Advocate for Services for Students with Disabilities send a letter verifying your disability. To receive help, contact 341-4000.

The active use of any device classified as a telecommunications device including, but not limited to: pagers, cellular phones, PDAs, and messaging devices, is prohibited in classrooms, as well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, administrative offices), except by special permission of the instructor. Passive use, including silent and vibrate mode, may be used, provided it does not compromise the education process or promote an unethical situation. Instructors reserve the right to regulate the monitoring of such devices as necessary.

Any student or organization found to have committed or to have attempted to commit any of the following acts of misconduct is subject to the disciplinary sanctions outlined in Article IV.

Acts of dishonesty, including, but not limited to:
  a. Cheating, including cybercheating
  b. Fabrication
  c. Facilitating academic dishonesty
  d. Plagiarism, including internet plagiarism
  e. Forgery
  f. Bribery
  g. Multiple submission (submitting the same assignment to more than one instructor without the permission of the instructors). Please refer to the College Academic Policy for other means of resolution for academic dishonesty issues.
WEATHER EMERGENCIES/CANCELLATIONS

In the event that this class is cancelled, there will be a makeup class scheduled ONLY for evening classes, NOT day classes. Check the college website or local radio station for closings.

EDUCATION DEPARTMENT RESOURCES

The Education Department provides numerous resources for its students:

- **Education Curriculum Resource Area**—Located on the second floor of the library, this area houses books and periodicals for use by students.

- **Education Department Hallway**—The hallway in the Sarah Wells Building contains Education Department faculty and staff offices as well as Bulletin Boards with course listings, job postings, event times and dates, club meeting times and contact information.

- **Education Resource Room**—Located in Sarah Wells Workroom, this area holds consumables for student use, as well as a TV/VCR and video tapes, CD-ROMs and DVDs.

- **Education Department Website**—Log on to www.sunyorange.edu/education for the most current information.

DATES TO REMEMBER

1/14  Classes begin Spring 2008
1/21  Martin Luther King Jr. Day—College Closed
2/4   First day to apply for May graduation
2/14  Last day for student withdrawal from first half semester classes with “W”
2/29  Last day to apply for May graduation
3/12  Mid-semester “U” grades distributed to students online
3/21  Good Friday—Classes in session
3/22  Saturday before Easter—Classes in session
3/24-3/30 Spring Recess—No Classes
3/31  Early registration for Summer 2008
4/4   Last day for student withdrawal for Spring 2008 with “W”
4/15  Early registration for Fall 2008
4/18  Last day for instructor withdrawal for Spring 2008
5/14  Grades distributed to students online
5/17  Commencement
5/26  Memorial Day—College Closed

**Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.**
# CHRONOLOGY OF STUDY

**EDU 202 D Spring 2008**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<td>1/18/08</td>
<td>Principals of Care-giving</td>
<td>Chapters 1 &amp; 2</td>
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<td>1/25/08</td>
<td>Infant-Toddler Education</td>
<td>Chapter 3</td>
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<td>2/1/08</td>
<td>Care-giving as a Curriculum</td>
<td>Chapter 4</td>
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<td>2/8/08</td>
<td>Play as Curriculum Quiz—Chapters 1-4</td>
<td>Reflective Journal 1</td>
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<td>2/15/08</td>
<td>The Development of Attachment</td>
<td>Chapter 5</td>
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<td>2/22/08</td>
<td>The Development of Perception Quiz—Chapters 5-6</td>
<td>Reflective Journal 2</td>
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<td>2/29/08</td>
<td>The Development of Motor Skills</td>
<td>Chapter 8</td>
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<td>3/7/08</td>
<td>Final Evaluations and Assessments of Infant Activity and Demonstration</td>
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<td>3/14/08</td>
<td>The Development of Cognition Quiz—Chapters 7 and 8</td>
<td>Chapter 9</td>
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<td>3/21/08</td>
<td>The Development of Language</td>
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<td><strong>3/24-3/30/08</strong></td>
<td><strong>SPRING RECESS—NO CLASSES</strong></td>
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<td>4/4/08</td>
<td>The Development of Emotions</td>
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<td>Physical Environment</td>
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<td>4/25/08</td>
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<td>5/2/08</td>
<td>Adult Relations: Parents and Staff Quiz—Chapters 12-13-14</td>
<td>Reflective Journal 12</td>
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<td>Exam Week</td>
<td>Final Evaluations and Assessments of Toddler Activity and Demonstration</td>
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