

**ELCC 350****Infants and Toddlers**

*3 credits, 45 hours lecture*

This course focuses on the developmental needs of children from birth to 36 months. Designing appropriate experiences and environments for your children will also be covered. Responsive, respectful care, communication with children and families, and relationship building will be examined. Being able to fulfill planning assignments in a program setting is required.

*Prerequisite: ELCC Certificate or equivalent*

**Instructor**

Instructor Name

Office location

Phone number

[email.address@keyano.ca](mailto:email.address@keyano.ca)

**Office Hours**

Day 0:00 – 0:00

Day 0:00 – 0:00

Day 0:00 – 0:00

**Delivery Method and/or Hours of Instruction:**

This will be a blended course with approximately 60% online and 40% face-to-face, with the possibility of video-conference participation. **(this may be online plus one evening per week, over the six weeks)**

Day 0:00 – 0:00

Day 0:00 – 0:00

**Required Resources**

Gonzalez-Mena, J. & Eyer, D. W. (2018). *Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education* (11<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Lansbury, J. (2014). *Elevating child care: A guide to respectful parenting*. n.p.: JLML Press.

**Supplemental Resources (in the Keyano College Library):**

Miller, K. (1999). *Simple Steps: developmental activities for infants, toddlers, and two-year olds*. Beltsville, Md.: Gryphon House.

Lansbury, J. (2014). *No bad kids: Toddler discipline without shame*. n.p.: JLML Press.

DVD's by Magda Gerber: *Seeing infants with new eyes, See how they move, On their own with our help*. Available in Keyano library

**Course Outcomes**

Upon successful completion of this course, the student shall be able to:

1. Describe the cognitive, physical, emotional, social, and language developmental needs of children from birth to 36 months
2. Select and provide materials and experiences to support infant and toddler growth and development.
3. Demonstrate principles of respectful, responsive, and reciprocal care.
4. Describe appropriate care giving practices including styles of interacting and methods of guiding behavior
5. Explain the Early childhood caregiver's role in planning and providing environments to support infant and toddler play and development.
6. Outline the importance of routines in supporting infant and toddler development.
7. Develop strategies to assist families and build relationships with families of infants and toddlers.

The class will proceed throughout the semester according to the needs, skills and interests of the group. Each group of people presents a unique blend of personalities and abilities. Accordingly, the course content will reflect the needs and nature of the group and the individuals within the group.

**Evaluation:** *detailed assignment instructions and rubrics will be available on Moodle.*

Assignment	Value
<p><b>Observation</b></p> <p>Arrange to visit one infant / toddler day care program (this can be where you work).</p> <p>For this assignment, you will observe children in an infant / toddler daycare program and describe in detail how the program incorporates at least 8 of the 10 Principles Based on a Philosophy of Respect, formulated by Magda Gerber in the 1970s. These principles can be found on pages 5-6 of the Gonzalez-Mena and Eyer textbook. You are to present on the observation, in one of two ways, either a written report or commercial style format. An Observation Guide template is available as a resource. This observation will be used for the Designing a Responsive Environment Assessment.</p> <p><b>Due Date:</b> May 29, 2020 (three weeks after course begins)</p> <p>[Outcomes 3 &amp; 4]</p>	<p><b>24%</b></p>
<p><b>Practice of Relationships (Paper/PowerPoint presentation or Brochure):</b></p> <p>This paper or powerpoint presentation will demonstrate your understanding of the role of the early childhood educator in <i>a practice of relationships</i> with infants, toddlers, and their families. Your intended audience will be a group of parents. You will focus on describing practices that honor family diversity and enhance relationships with and between families and children and early childhood educators. You will use concepts and ideas discussed in class, course references, and at least one additional resource.</p>	<p><b>20%</b></p>

Assignment	Value
<p><b>Due Date:</b> June 14, 2020 [Outcomes 4 &amp; 7]</p>	
<p><b>Designing Responsive Environments for Playing and Learning:</b> Beginning with the observations from your field visit (individual), you will engage in an emergent curriculum planning process.</p> <ol style="list-style-type: none"> <li>1. You will <b>create a new play space for infants or toddlers</b>. You will need to gather information to determine what space and materials the children would benefit from. You can do this by discussions with co-workers, the staff team, or from your own observations. You can work with the indoor or outdoor environment.</li> <li>2. <b>Pre-planning:</b> Discuss with staff where you can set up. Arrange the details of how/when you will set-up. The final set-up should be well organized so that its intention is obvious to children and requires no more than the normal caregiver interaction/supervision.</li> <li>3. <b>Take a picture</b> of the existing space <b>before</b> you change it.</li> <li>4. <b>Gather &amp; discuss your materials;</b> include some or all common materials found in your home, or gathered from friends, garage sales, etc. Share material list with staff and gain their approval before bringing into the centre.</li> <li>5. <b>Set-up the space:</b> Take 1-2 pictures</li> <li>6. <b>Observe the children’s</b> interactions/use of space &amp; materials; take 1-2 pictures</li> <li>7. <b>Interpret how the space and materials:</b> <ol style="list-style-type: none"> <li>a. Fit into the general room plan-enough space? Too much? Too crowded? etc.</li> <li>b. Supported children’s development: give clear examples of how the children’s development was supported and enhanced as they engaged within the materials in the space (If this is a space for mobile infants and/or toddlers, you can comment on how the children also had to negotiate the use of the space with other children)...you do not need to cover all of the developmental areas, but choose one or 2 key brief observations/pictures to explain this.</li> </ol> </li> <li>8. Make connections to <b>the goals and dispositions to learn in <i>Play Participation and Possibilities</i></b> that you have observed.</li> <li>9. <b>Adult role:</b> Once a few children discovered the space, describe your role: Were you able to observe and offer minimal assistance? Discuss the 3 R’s and how they applied; give examples.</li> <li>10. <b>Summary:</b> Final comments about learning</li> </ol> <p>Due Date: June 5, 2020 [Outcomes 1, 2, &amp; 5]</p>	<p><b>32%</b></p>

Assignment	Value
<p><b>Online learning activities</b></p> <p>You are required to complete 4 online activities each week; Quiz, Discussion Forum, Reflection and Wiki contribution, with the due date for all activities being the Monday prior to the next face-to-face class session. You are encouraged to plan your time accordingly to complete the activities throughout the week.</p> <p>[Outcomes 1-7]</p>	<p><b>24%</b></p> <p>4%/week</p> <p>Consists of 1%/each weekly activity</p>

The minimum passing grade for this course is a C- (60%), which is required for progression or transfer.

**Grading System**

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
90-93	A	4.0	
86-89	A-	3.7	
80-85	B+	3.3	Good
75-79	B	3.0	
70-74	B-	2.7	
65-69	C+	2.3	Satisfactory
60-64	C	2.0	
56-59	C-	1.7	
50-55	D+	1.3	Poor
0-49	D	1.0	Minimum Pass
	F	0.0	Failure

**Proposed Schedule of Topics**

1. Social-emotional and physical developmental needs of children from birth to 36 months
2. Infant and toddlers language and cognitive developmental needs
3. Respectful, responsive, and reciprocal care of infants and toddlers.
4. Caregiver practices and guiding infant and toddler behavior
5. Environments and routines that support infant and toddler play and development.
6. Build relationships with families of infants and toddlers

**Please Note:**

Date and time allotted to each topic is subject to change. **Please reference the ELCC 350 Course Schedule document in the Course Orientation section of Moodle for proposed schedule and assessment key dates.**

**Performance Requirements****Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

**Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

**Specialized Supports**

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**