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Internet Site: http://ecezero2three.com  
Phone (831) 535-8627

Required Text: Tender Care and Early Learning, Supporting Infants and Toddlers in Child Care Settings by Jacalyn Post & Mary Hohmann

Course Dates: Meets eleven (11) weeks on Tuesdays, September 6 through November 15, 2011 6:30-9:35PM.

Office Hours: Tuesday 5:40-6:20 in Rm. 1522, and by arrangement with instructor.

Course Requirements: Prerequisite-ECE 31 and/or equivalent Child Growth & Development course, and/or current experience as a caregiver for infants and toddlers

Course Description: This class focuses on principles and practices for planning, implementing, observing, documenting, and evaluating curriculum for busy, curious toddlers between the ages of 10 and 36 months

Course Competencies/ Objectives: At the completion of this course, students will be able to:

- Describe the principles and components of quality infant/toddler caregiving
- Outline the major growth and developmental milestones of infants and toddlers (10-36 months of age)
- Describe how caregiving routines and relationships are key components of infant/toddler curriculum.
- Discuss how the 3 “As” of child care (attention, approval and attunement), and 3 “Rs” of a relationship process (respect, reflect and relate) are essential in the care and education of very young children
- Demonstrate knowledge and ability to access resources to ensure a healthy and safe infant/toddler program
- Utilize observation, documentation and reflective practice to assess, plan, and implement an infant/toddler curriculum that supports the individual child’s developmental needs and interests, and the infant/toddler group as a whole.
- Apply CA Infant/Toddler Learning and Development Foundations and Program Guidelines as resources in planning curriculum and designing programs
- Describe how to design a physical and social environment that reflects knowledge of infant/toddler development and meets the needs of young children and families.
• Discuss how infant/toddler curriculum programs can function as a caring family community, and how caregivers can use knowledge of cultural and linguistic differences to involve families and build community relationships.

• Understand and develop their own teaching philosophy and program design using current brain and developmental research, and understanding of effective approaches, strategies, and tools for educating and caring for infants and toddlers.

Course Information:

1. Late assignments will not be accepted without prior permission from the course instructors.

2. All assignments, unless otherwise noted are to be submitted preferably by computer or typewriter. If they must be handwritten they need to be clearly legible and of equivalent length.

3. The last day to drop with no grade placed on permanent record is 9/20/11. The last day to drop classes with option of “W” grade is 10/25/11 NOTE: It is the student’s responsibility to take these actions through the Admissions Office.

4. Course topics and assignments are subject to change if necessary to accommodate guest speakers or other unforeseen issues or circumstances.

5. Students are expected to adhere to a code of conduct that requires honest and ethical academic behavior and respect for others as well as for the learning environment.

6. The college policy on attendance, as stated in the catalog is: students missing one or more class hour than the unit value for a particular course, without making prior arrangements may, at the instructor’s option be dropped without possibility of credit.

Course Requirements and Assignments:

1. Regular attendance, preparation and participation in the class. Cabrillo attendance policy does not allow for more than two class absences for a 2 U. course. Tardiness and/or leaving class early will result in a loss of 5 point per class. A total of 10 points can be given for each class attended and for your participation. Attendance will include a sign-in in the beginning of class and role often taken at the end of class.

2. Assigned readings as required. See course outline for weekly assigned chapters required pages. Students are expected to complete required readings prior to the class meeting and contribute to topic discussions. Reading may also include handouts or reviewing internet sites provided by the instructor.

3. Journal Entries. Minimum of one 1 ½ to double- spaced typed page. Your reading reflection should reflect your responses to lectures, readings and internet assignments and how you are able to apply it to your current or future work and/or interactions with children and families. The instructor will give 1-3 response questions you can focus on for each assignment. You will submit your journals on the due dates below. Each journal is worth 50 points for a total of 200...
points. Students are allowed (1) late journal, without penalty, otherwise late journals with not be accepted. No journals will be accepted after 11/1/11.

4. **Observation Assignment:** Observe an Infant-Toddler Program for at least 1 hour total, and complete the corresponding observation sheet (access digitally on teacher internet site, and/or request copy from instructor.

5. **Curriculum Assignment:** Design a two (2)-page brochure of your actual or a hypothetical Infant/Toddler Program. You can do this on the computer or my hand. It should represent what you would want families and the community to know about your program. For full credit it most include all of the following: 1- General description of your program; 2- The ECE philosophies or curriculum design you follow; and 3- Program information families would need to know (i.e.: days, times, licensing, teacher qualifications, cost, funding). Have fun, dream and be as creative and/or realistic as you want on this assignment.

6. **Quizzes:** There will be two (2) in-class quizzes, to assess the student’s comprehension of the course material. Students with an excused absence have the opportunity to make up the quiz at the following week’s instructor’s office hours. The instructor will make accommodations for students who require or request them.

7. **In-class Group Work:** Students will be placed in small curriculum planning groups that will meet regularly over the course. At the end of the course the groups will present a brief summary of this experience.

**Overall Points:**

- **Attendance /Participation** 10% Maximum of 10 pts./class 100 points
- **Read and Reflect** 20% Includes (4) 50 pt. journals 200 points
- **Observation Assignment** 20% 200 points
- **Curriculum Assignment** 20% 200 points
- **Quizzes** 20% Includes (2) 100 pt. quizzes 200 points
- **In-Class Group Work** 10% 100 points

**Total:** 1000 points

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Percentage</th>
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<tr>
<td>900 - 1000 pts.</td>
<td>90%</td>
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<td>800 – 900 pts.</td>
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<td>700 - 800 pts.</td>
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<td>600- 700 pts.</td>
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<td>&lt; 600 pts.</td>
<td>59% or less</td>
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**You must earn a total of 700 points to earn a PASS in this course if taking Pass/No Pass option. Please notify the instructor if you want Pass/No Pass grade.**
### Semester Topics & Assignments

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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| Week 1 Sept 6 | **Course Overview**: Getting to Know You and Setting up a Class Community of Learning; and Introduction/Review of PITC (Program for Infant Toddler Caregiver) Philosophy, and the High/Scope “Wheel of Learning?” | **Reading for next week:** Orient yourself to the following internet site(s)—don’t get too lost!  
1- Dana’s [http://ecezero2three.com](http://ecezero2three.com)  
Find the area that corresponds to this course  
2- Zero to Three [http://www.zerotothree.org](http://www.zerotothree.org) |

**Key Points (PITC Philosophy):**
At the heart of the Program for Infant/Toddler Care (PITC) is a commitment to care for infants and toddlers that respects the differing cultures, lifestyles, preferences, abilities, learning styles, and needs of the children and families served. Therefore, PITC follows an approach that is responsive to what the infants and toddlers and their families bring to care and emphasizes relationship-based implementation strategies.
- Families need to be partners in care
- Young children are unique individuals with varying temperaments, rates of development and interests
- Young children are curious motivated learners and also dependent upon adults for nurturance, support, and guidance
- Welcoming family and cultural practices, including home language, as a part of the child care experience
- Providing infants close and responsive relationships with caregivers in intimate settings
- Designing safe, interesting and developmentally appropriate environments;
- Giving infants uninterrupted time to explore;
- Interacting with infants during caregiving routines and throughout the day in ways that physically, emotionally, socially and intellectually support their initiations in discovery and learning.

**High/Scope “Wheel of Learning”**
- Child Observation
- Adult-Child Interaction
- Schedules & Routines
- Physical Environment

**Due next week:**  
- Signed agreement that you have thoroughly read and understand the course syllabus  
- Journal # 1—Answer both—  
1- Pick one age range from the baby brain map (6-12 mo., 12-18 mo., 18-24 mo., or 24-36 mo.), and list the key developmental issues going on in this age range [http://www.zerotothree.org/baby-brain-map.html](http://www.zerotothree.org/baby-brain-map.html)  
2- Briefly describe and provide an example for each of the 3 “A”s of childcare, emphasizing the differences between infant/toddler care and preschool
<table>
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<tr>
<th>Week 2</th>
<th><strong>The Ten to Thirty – Six Month Old Infant:</strong> Review of the developmental needs of infants and toddlers, and early brain development; introduction / review of the “discoveries of infancy, “and introduction to “active learning and key experiences,” use of observation and reflective practice to guide curriculum; and the “3 A’s of child care”</th>
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</table>
| Sept 13 | Key Points:  
  - The Discoveries of Infancy (PITC)-  
    - Learning Schemes  
    - Learning That Events are Caused  
    - Use of Tools  
    - Object Permanence  
    - Learning how Objects Fill Space  
    - Imitation  
  - The Key Experiences (High/Scope)  
    - Sense of Self  
    - Social Relationships  
    - Creative Representation  
    - Movement  
    - Music  
    - Communication & Language  
    - Exploring Objects  
    - Early Quantity & Number  
    - Space  
    - Time  
  - What guides Infant/Toddler Curriculum: Observation, Documentation, Assessment, Reflection, Planning, and Implementation  
  - 3 “A’s of child care: Attention, Approval and Attunement |
| Due Today: Signed syllabus agreement; and Journal #1  
Read for next week:  
Tender Care and Early Learning (TCEL) pg 11-16;  
and article: Emergent Curriculum for Infants and Toddlers  
[http://www.naeyc.org/yc/pastissues/2006/july](http://www.naeyc.org/yc/pastissues/2006/july) or download from my site  
Orient to the PITC site, specifically Cabrillo’s PITC Demonstration site info.  
[http://www.pitc.org/pub/pitc_docs/cabrillo.html](http://www.pitc.org/pub/pitc_docs/cabrillo.html) |
### Key Points:
- **Infant/Toddler Curriculum**
  - Contexts for Curriculum Planning
    - The play environment
    - Interactions & conversations
    - Caregiving routines
- **3 “R”s: Relationships, Responsiveness and Respect**
- **10 Principles (RIE)**
  - Involve infants and toddlers in things that concern them.
  - Invest in quality time, when you are totally available to individual infants and toddlers.
  - Learn each child’s unique ways of communicating (cries, words, movements, gestures, facial expressions, body positions, words) and teach them yours
  - Invest in time and energy to build a total person (concentrate on the “whole child”).
  - Respect infants and toddlers as worthy people.
  - Be honest about your feelings around infants and toddlers.
  - Model the behavior that you want to teach.
  - Recognize problems as learning opportunities, and let infants and toddlers try to solve their own.
  - Build security by teaching trust.
  - Be concerned about the quality of development in each stage.
- **“Watch, Ask and Adapt” (PITC)**

### Read for next week:
- TCEL pg. 21-52
- and article: “Self Regulation”
  [http://journal.naeyc.org/btj200607/Gillespie709BTJ.pdf](http://journal.naeyc.org/btj200607/Gillespie709BTJ.pdf)

### Due next week:
- Journal # 2
- Briefly discuss your experience in class so far, plus:
  1. Pick 5 of the “10 Principles” and give an example for each, of what that principle looks like in caregiving
  2. Briefly describe 3 benefits of primary care to infants, families and caregivers
<table>
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<tr>
<th>Week 4</th>
<th>Sept 27</th>
<th>Active Learning, Key Experiences, and Opportunities for Infants and Toddler-Sense of Self, and Social Relationships: Focus on attachment, temperament and social emotional development; guidance &amp; positive discipline</th>
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<td>Key Points:</td>
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<td></td>
<td></td>
<td>▪ What are they learning?</td>
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<td></td>
<td></td>
<td>o How to be in relationships</td>
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<td>o How to express and understand feelings</td>
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<td>o Who they are as individuals, members of a family, and members of a community</td>
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<td>▪ Attachment describes the sense of safety a child feels with particular adults through established relationships (Work of Bowbly &amp; Ainsworth)</td>
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<td>▪ 9 Temperament Traits: Activity level, distractibility, intensity, regularity, sensory threshold, approach/withdrawal, adaptability, persistence, and mood</td>
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<td>▪ Reflection on emotional development: Self-regulation, emotion expression, security/trust/attachment and identity/sense of self (Petersen &amp; Wittmer)</td>
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<td>▪ CESEFL/ Pyramid Model as resource:</td>
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<td>o Social Emotional Development within the Context of Relationships</td>
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<td>o Responsive Routines, Environments, and Strategies to Support Social Emotional Development</td>
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<td>o Individualized Interventions for Infants and Toddlers: Determining the Meaning of Behavior and Developing Appropriate Responses</td>
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<td>▪ High/Scope--Six-step Problem-solving Approach to Conflict: 1- Approach calmly, stopping any hurtful actions; 2- Acknowledge children’s feelings; 3- Gather information; 4- Restate the problem; 5- Ask for ideas for solutions and choose one together; and 6- Be prepared to give follow-up support</td>
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**Due today:** Journal #2

Read for next week:
TCEL: 98-118 and article “Uniqueness of Infants...Responsive Care”
http://www.wested.org/pdf/YCLally.pdf
| Week 5 Oct 4 | Active Learning, Key Experiences and Opportunities for Infants and Toddlers-Creative Representation, Movement and Music: **Focus on physical development, including gross motor, fine motor, and sensory development**  
   **Key Points:**  
   - Development is holistic, and all domains are dependent on each other  
   - Reflect on motor development: Balance & posture, flexibility, intentional movement & mobility (Petersen & Wittmer)  
   - Sensory Processing & Integration and the importance of providing multi-sensory indoor & outdoor experiences | Read for next week:  
   TCEL pg. 120-169  
   Due next week:  
   Study for Quiz #1 |
## Week 6
**Oct 11**

### Active Learning, Key Experiences and Opportunities for Infants and Toddlers
- Communication & Learning, Exploring Objects, Early Quantity & Number, Space, and Time: **Focus on communication & cognitive development, and language/literacy/music**

### Key Points:
- **Concepts from Piaget and Vygotsky**—Infants are:
  - Are involved in the process of creating knowledge from experience
  - Are the builders of their own understanding
  - Use a creative construction process to make sense of their experience (Gonzales-Mena & Eyer)
- **Reflect on Learning & Thinking**:
  - Approaches to Learning
  - Thinking About & Processing Information
  - Concepts & Ideas About Objects & People (Petersen & Wittmer)
- **Reflect on Communication/Language, Literacy, Music/ Fingerplays** (Petersen & Wittmer)

### This week... Quiz # 1
(From readings assigned up to this date)

Read for next week(s):
- TCEL pg. 192-290; and orient to the internet site: UCSF Child Care Health [http://www.ucsfchildcarehealth.org/](http://www.ucsfchildcarehealth.org/)

Due next week:
- **Journal # 3**: Briefly discuss what reading(s) you have enjoyed the most, and describe:
  1. **What is scaffolding and what does it have to do with play and curriculum planning?**
  2. **How do, or would you meet the needs & learning experiences of infants/toddlers that are respectful, sensitive and congruent with their familial, cultural and linguistic heritage? Discuss anti-bias curriculum for infants and toddlers.**
### Responsive, Relationship-Based Indoor and Outdoor Environments, and resources for Health, Safety and Nutrition

**Key Points:**
- Safety is priority—
- “A well-designed environment…supports infants’ and toddlers’ emotional well-being, stimulates their senses and challenges their motor skills (Torelli)
- NAEYC Developmentally Appropriate, Individually Appropriate, and Culturally Appropriate practices that relate to the physical environment
- Reflect on the layout, toys and materials, including issues related to balancing soft/hard, providing for intrusion & seclusion, encouraging mobility, open-closed dimensions, simple-complex dimensions, scale, aesthetics, acoustics, and order (Gonzales-Mena & Eyer)
- Looking at the environment using the teacher’s perspective: Learning Centers, real objects vs. open-ended materials; independence vs. dependence, use of space, messy vs. dry, noisy vs. quiet, calm, safe learning environments, novel vs. familiar, pathways vs. boundaries, basic needs, eating vs. toileting, and sleep/comfort vs. play
- And the child’s perspective: Transparency, flexibility, relationships, identity, movement, documentation, senses, representation, independence and discovery (Swim & Watson)

### Due today: Journal #3

Read for next week: see above; and
Orient to the internet site: CA Map to Inclusive Child Care, and Beginning Together [http://cainclusivechildcare.org/camap/index.html](http://cainclusivechildcare.org/camap/index.html)
<table>
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<tr>
<th>Week 8</th>
<th>Oct 25</th>
<th>Responsive, Safe and Healthy Caregiving Routines; and resources on the Inclusion of Infants &amp; Toddlers with Special Needs</th>
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<td><strong>Key Points:</strong></td>
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<td>• Routine Care Times and Flexible Schedules: Daily Plans, Weekly Plans</td>
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<td>• Communication with families to support continuity of caregiving routines at home and in care, incorporating cultural sensitivity</td>
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<td>• High/Scope basic guidelines:</td>
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<td>o Daily schedule that is predictable yet flexible</td>
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<td>o Incorporate active learning, including adult support, into every event and caregiving routine</td>
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<td>• “Everyone belongs...”—Beginning Together, Special Start and other resources for Infant/Toddler Inclusion</td>
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**Due today:** Observation Assignment

Read for next week:
TCEL pg. 296-351

Due next week:
Journal # 4:
Briefly discuss the class activity and/or guests that have been most useful to you; and describe

1- What are the resources (family, community, early intervention and/or internet) you would/could use to support an infant/toddler with special needs in your program

2- Pick a routine (i.e.: feeding, diapering) and describe how this routine promotes development in all developmental domains (motor/sensory, social/emotional, cognitive, communication, and adaptive/self/help)
### Week 9: November 1
**The Caregiver Team and Partnerships with Parents**

**Key Points:**
- Respect is key!
- Strategies for collaboration: open communication, active listening, rapport building, gathering & sharing information, uncovering and sharing expectations and setting goals, making joint decisions about child & program issues
- Strategies for assessing family needs and providing family education, planning and carrying out family conferences
- Special Situations:
  - At-risk families
  - Teen parents

**Due today:** Journal # 4
**Due Next Week** “My Program”—Curriculum Assignment

### Week 10: November 8
**Investigation of philosophies, reflections and resources** for infant/toddler development, “educaring” and curriculum; and “My Curriculum Presentations”

**This week..Quiz #2**
(Readings since week # 6)
**Due today:** “My Curriculum” Assignment

### Week 11: November 15
“My Curriculum” and Group Presentations, and Course Wrap-Up
COURSE SYLLABUS
ECE 139 – Curriculum with Toddlers

Name__________________________________________                   ECE 139C  Fall  2011

I have read and understand the course syllabus________________________Date  _____

My Snack Day is (optional):

- Attendance/Participation 10 pts/10 classes (100 Points possible)

|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Total________

- Read & Respond  50pts/ 4 Journals (200 points possible)

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Turn in late option: Journal #______

Total_______

- Observation Assignment Project (200 points possible)

Total_______

- Curriculum Assignment  (200 points possible)

Total_______

- Quizzes (200 points possible):

  #1__________/100
  #2__________/100

Total_______

- In-Class Group Project  (100 points possible)

Total_______

Total Points  _____/1000 = _____