

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INFANT TODDLER CARE AND LEARNING

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Course No.: ED 213-3

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Program: EARLY CHILDHOOD EDUCATION

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Semester: THREE

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Date: SEPTEMBER 1989

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Author: BEVERLEY BROWNING

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New: \_\_\_\_\_ Revision:  X

Approved: \_\_\_\_\_

Nadean Koch, Chairperson

Date: \_\_\_\_\_

Sept 1/89

Infant/Toddler Care (ED 213-3) Cont'd  
Instructor: Bev Browning

### COURSE PHILOSOPHY

The importance of the early childhood years is currently recognized by most professionals. The infant is seen as an individual with strengths and needs which are to be interpreted and promoted by the sensitive caregiver.

### COURSE OBJECTIVES

1. To give the student an understanding of the physical and emotional needs of the individual infant and/or toddler in both their home and a group setting.
2. To enable the students to compare and evaluate some of the current theories in research in the field.
3. To develop a personal philosophy toward infant/toddler care and learning.

### COURSE GOALS

The student will:

1. Demonstrate the ability to recognize and meet the physical and emotional needs of an individual infant and/or toddler, in both the home and the group setting.
2. Carry out a child study assignment involving observations and individual program plans.
3. Become aware of issues/trends in the education of infants/toddlers through a review of current literature.

### TEXTS

1. Infants and Toddlers, Curriculum and Teaching, Lavis Cam Wilson, Delmar Publishing Inc., 1986.
2. Developmental Programming for Infants and Young Children, revised Vol. 1, 2 & 3; S. J. Rogers and D.B. D'Eugenio, University of Michigan Press, Ann Arbor, 1977, 1981.

NOTE: Facilitation of learning will take place through class discussions, assigned readings, class presentations and films.

### RESOURCES

Kit - Portage Guide to Early Education

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**ASSIGNMENTS**

1. Child Study Assignment
2. Paper Debate
3. 3 Tests - on text readings and classroom presentations

**EVALUATION**

1. <u>Child Study Assignment</u>		
a) Observation/Profile	- 10%	
b) Class presentation	- 5%	
c) IPP	- 10%	35%
d) Summary	- 10%	
2. <u>Paper Debate</u>		
Topic Research	- 10%	
Debate - Pros & Cons	- 15%	30%
Debate summary	- 5%	
3. <u>Three (3) Quizzes</u>		30%
4. <u>Class Participation</u>		5%
Total		<u>100%</u>

**EVALUATION SCHEME**

1. Child Study Assignment - 35%

The student will prepare an individual program plan based on home visit observations and a Developmental Profile. Also, the student will make arrangements to have the child visit the class and give a presentation/demonstration outlining child's baseline skills. The IPP activities will be assigned and explained to the parent. The child's progress will be summarized and conclusions made.

- a) Observations, IPP Due November 27th, 1989
- b) Class Presentation - scheduled in class
- c) Summary, Completed Project Due December 11th, 1989

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2. Paper Debate

Students will review current (within the last five (5) years) literature (journals, books, magazines) and decide on a potential debate topic. Initial research will determine the availability of information and help the student clarify reasons for the choice of topic. In-depth study of accessible material will provide the basis for a discussion of the pros and cons of the chosen issue. A summary will emphasize the student's conclusions based on impartial judgements of research material.

Debate Topic - Due: September 28th, 1989  
Pros/Cons/Summary Due: November 30th, 1989

3. Quizzes - 3 @ 10% each - 30%

**Quiz #1** - October 26 - Infants and Toddlers - pp. 2-34  
- Developmental Programming - pp. 1-15  
and notes, discussions

**Quiz #2** - November 23 - Infants and Toddlers - pp. 35-129  
- Developmental Programming - pp. 55-94  
and notes, discussions

**Quiz #3** - December 21 - Infants and Toddlers - pp. 130-288  
and notes, discussions

4. Class Participation

Students are responsible for integrating information presented in class with text and research material. Participation in class discussions will demonstrate the student's level of understanding. A portion of class time each week will be used for students to explain/discuss ongoing progress/problems with respect to infant research and observations. Attendance will be monitored.

Infant/Toddler Care (ED 213-3) Cont'd  
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**SYLLABUS** (This is intended as a general outline only)

**WEEK #1**

- Introduction to Course
- Explanation of Assignments
- Readings: pp. 2-22, "Infants"; pp. 1-14, "Programming"

**WEEK #2**

- Block Placement

**WEEK #3 & #4**

- Developmental Profiles and Programming
- Infant Presentations - scheduling
- Readings: pp. 23-34, "Infants"; pp. 15-94, "Programming"
- Debate Topic due

**WEEK #5 & #6**

- History and Trends
- "Holistic" Day Care
- "Developmental" Day Care - Child Care settings
- Communication: Parents and Staff
- Readings: pp. 36-71, "Infants"

**WEEK #7**

- Curriculum Planning
- Goals, Objectives, Evaluations
- Readings: pp. 72-129, "Infants"

**WEEK #8**

- The Caregiver
- Competencies and Strategies
- Learning and Development
- Caregiver Support and Knowledge
- Readings: pp. 130-152, "Infants"

**WEEK #9**

- The Learning Environment
- Designing Indoor and Outdoor Settings for Infants and Toddlers
- Readings: pp. 153-202, "Infants"

**WEEK #10**

- Strategies to Enhance Development
- Birth to Four Months
- Four Months to Eight Months
- Readings: pp. 203-239, "Infants"

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WEEK #11

- Eight Months to Twelve Months
- Twelve Months to Eighteen Months
- Eighteen Months to Twenty-four Months
- Twenty-four months to Thirty Months
- Thirty months to Thirty-six Months
- Review

WEEK #12 through #15

- Class presentations
- Review and Final Test