



Course Syllabus The Infant and Toddler CDEC 1339

Semester with Course Reference Number (CN)	Fall, 2017 CN 38330
Instructor contact information (phone number and email address)	Katherine Abba 713-718-5471 katherine.abba@hccs.edu
Office Location and Hours	D-106 EDC Building, Central Campus Monday, 2:00-4:00pm Wednesday, 5:00-6:00pm Or, by appointment
Course Location/Times	EDC D 117 Mondays, 11:00- 2:00pm
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours
Total Course Contact Hours	60
Course Length (number of weeks)	16 weeks
Type of Instruction	Lecture
Course Description:	Principals of normal growth and development from conception through three years of age. Emphasizes physical, intellectual, and social emotional development.
Course Prerequisite(s)	None
Academic Discipline/CTE Program Learning Outcomes	NAEYC Standards: 1. Promoting Child Development and Learning; 3. Observing, Documenting, And Assessing to Support Young Children and Families; 5. Using Developmentally Effective Approaches to Connect with Children and Families
Course Student Learning Outcomes (SLO)	<ol style="list-style-type: none"> 1. Describe the typical stages of physical, intellectual, emotional, and social development from conception through three. 2. Discuss theories of development as they relate to infants and toddlers 3. Identify factors that affect typical growth and development. 4. Develop a list of activities and materials that encourage motor, intellectual, language, emotional, and social development in children three years of age and younger.

5. Analyze a given child’s development based upon typical stages of growth and development.

Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

- 1.1 Summarize stages of growth and development in all the physical, cognitive, emotional, and social domains from conception through age three
- 1.2 Apply developmental principles and theories through observation
- 2.1 Compare and contrast the key components of major theories of development and relate these to observations.
- 3.1 Identify the impact of environmental factors on the developing child.
- 3.2 Discuss the impact of developmental processes (biological, cognitive, socioemotional).
- 4.1 Develop a list with a variety of developmentally appropriate learning activities and materials that encourage development in all domains for infants/toddlers, including those with diverse needs.
- 5.1 Discriminate types and techniques of observation
- 5.2 Practice authentic observation of infants and toddlers in relation to developmental milestones.

SCANS and/or Core Curriculum Competencies: If applicable

SCANS
Discuss theories of development as they apply to infants and toddlers.
 Foundation Skills - Basic -Reading
 Foundation Skills - Basic –Writing
 Workplace Competencies- Information-Interprets and Communicates Information.
Outline growth and development of children from birth to age 3.
 Foundation Skills - Basic -Reading
 Foundation Skills - Basic –Writing
 Interpersonal- Participates as a Member of a Team; Exercises Leadership; Works With Diversity
Identify factors that affect normal growth and development
 Workplace Competencies- Technology- Selects Technology and Applies Technology to Task
Practice Authentic Observation
 Workplace Competencies-Information – Acquires and uses information
Provide developmentally appropriate materials and activities.
 Workplace Competencies – Information- Acquires and uses information
 Workplace Competencies- Information-Interprets and Communicates Information.
 Workplace Competencies- Technology- Selects Technology and Applies Technology to Task

Course Calendar

See below

Required Component

This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course-**practicum assignment.**

Student Assessment(s)

Tests- 11 weekly reading quizzes= (100) and 1 final exam
Four assignments (listed below)

Student Assignments

Practicum assignment; Practical Research Task, Activities and Materials List; Growth and Development Factors Project, as well as Class Debates

Instructor's Requirements

This course uses Eagle Online to provide resources for students.
Students must read text prior to attending class.
On-time attendance is mandatory.

Program/ Discipline Requirements: If applicable

NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

Orientation Students who are completing lab, practicum, or field experience components at Houston Community College Child Development Lab School must complete a mandatory Orientation to the Department of Early Childhood Studies. Contact the department at 713-718-6303 for more details about the orientation.

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

**Instructor Grading
Criteria**

Practicum Assignment (100 points)
Class Debates (50 points)
Growth and Development Factors (50 points)
Practical Research Task and Presentation (100 points)
Activities and Materials List (50 points).
Tests: 10 Reading Quizzes = 100 points
 Final Exam = 100 points

**Instructional
Materials**

Martin, S. & Berke, J (2007). *See how they grow: Infants and toddler*. Clifton Park, NY: Delmar.

**EGLS3 – Evaluation for
Greater Learning
Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**Access Student
Services Policies on
their website:**

Access Student Services Policies on their Web site:
<http://www.hccs.edu/district/students/student-handbook/>

Attendance Policy

For a 3-credit-hour lecture class, meeting 3 hours per week (48 hours of instruction), you can be dropped after 6 hours of absence. The 6 hours includes accumulated minutes late to class and leaving class early.

**Access HCC Online
(distance education)
Policies on their
website:**

Access HCC Online Policies on their Web site:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

**HCC Online
Attendance Policy**

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

All students are expected to attend classes regularly, thus online students must log in to the course on a regular basis. Online students who do not log in and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the HCC Online orientation does not count towards attendance.

Active participation means turning in assignments each week. If you are having technical difficulties and cannot log in, you must immediately contact your professor and the *Eagle Online* Help desk or you will be counted as absent.

**Accommodations due to a
qualified disability**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

**HCC Policy Statement:
Sexual Misconduct**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

*David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu*

Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

Harvey Recovery

“Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.”

Course Calendar

Date	Readings/ Classwork	Assignments Due
Week 2-3: 9/11	Introduction/Course Content/Expectations/ Discuss Assignments Critical Competencies for Caregivers Exercise	Reading Quiz-practice in class
Week 4: 9/18	Chapter 1 and The Role of the Adult as the Educator and Caregiver/ Cultural Competence (pp. 18-19, 51-52)	Reading Quiz
Week 5: 9/25	Chapter 2- Observing and Assessing Infants and Toddlers	Reading Quiz 1. Factors Affecting Growth and Development DUE 9/25
Week 6: 10/2	Chapter 3- Developmental Domains, Norms, and Theories of Development	Reading Quiz 2. Debates Round I DUE 10/2
Week 7: 10/9	Chapter 4- Newborn Infants	Reading Quiz Debates Round II DUE 10/9
Week 8: 3/7 – 10/16	Chapter 5- Infants: 6 weeks to 3 months	Reading Quiz
Week 9: 10/23	Chapter 6-Infants: 3 to 6 months	Reading Quiz 3. Practical Research Task Group I /Presentations DUE
Week 10: 10/30	Chapter 7-Infants: 6-9 months	Reading Quiz Practical Research Task Group II /Presentations DUE
Week 11: 11/6	Chapter 8- Infants: 9-12 months	Reading Quiz
Week 12: 11/13	Chapter 9- Toddlers :12-18 months	Reading Quiz Debates Round III DUE 11/13
Week 13: 11/20	Chapter 10- 18- 24 months	Reading Quiz 4. Practicum Reflection Report DUE
Week 14: 11/27	Chapter 11- Toddlers: 2-3 years	Reading Quiz
Week 15: 12/4	Chapter 11- Toddlers: 2-3 years	Reading Quiz Activities and Materials List DUE in class
Week 15: 12/11	Final Exam	