

Child Development CD 58

Green Sheet

General Information

Class Title	Infant/Toddler and Development, Course #CD58, 5 units
Instructor	Fatemeh Zarghami, M. A.
Class	Tuesday, 6:30- 9:20,pm. Spring 2024
Location	Online, Zoom Class
Contact Info.	E-mail zarghamifatemeh@fhda.edu
Office Hours	Tuesday, 6:00-6:30 pm.(by appointment)

Course Description

Study of physical, cognitive, language, social and emotional development from preconception to age three, with emphasis on cultural diversity, the role of family and relationships in development. Application of theoretical frameworks to interpret behavior and the interaction between heredity and environment. Program and Individualized Family Service Plan planning based on observation of infants and communication with parents will be explored. Ways to implement assessment tool results (such as from Desired Results Developmental Profile and/or Ages and Stages surveys) will be discussed. Methods for infant and toddler care routines, the role of administration, and interpretation of observations will be explored. Best practices, responsive care giving techniques, environments, infant/toddler foundations, health, safety, and licensing requirements will be examined.

(This course meets NAEYC Standards 1-5; NBPTS Standards 4 and 5; and DEC Standard 5 Family Based Practices.)

Text

Janet Gonzalez-Mena , Dianne Widmeyer Eyer Infants , Toddlers, and Caregivers, 11th edition, and Course Reader (purchase Reader from DeAnza bookstore)

NAEYC Standards met by CD 58:

Standard 1-Promoting Child Development and Learning

Standard 2-Buinding Family and Community Relationships

Standard 3-Observing, Documenting, and Assessing to Support Yound Children & Families

Standard 4-Using Developmentally Effective Approaches

Standard 5 : Using Content knowledge to Build Meaningful Curriculum

Course Justification: This course is a major preparation requirement in the discipline of Child Development for at least one CSU. This is a CSU transferable course that is also a specialization course for the Child Development Permit at the Master Teacher level and also meets the requirements for other Child Development certificates. This course differs from other Child Development courses as the primary focus on infant and toddler development.

Student Learning Outcome Statements (SLO)

- **Student Learning Outcome:** Develop an understanding of typical and atypical developmental milestones from birth to three years through observation and assessment.
- **Student Learning Outcome:** Demonstrate an understanding of the importance of relationships and home culture in the care of infants and toddlers.
- **Student Learning Outcome:** Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development
- **Student Learning Outcome:** Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
- **Student Learning Outcome:** Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environment

Course Objectives

- A. Explain the physical development of infants and toddlers.
- B. Identify and discuss cognitive and language development (verbal and nonverbal language) of infants and toddlers.
- C. Describe the psychosocial and emotional development of infants and toddlers in a cultural context.

- D.** Evaluate infant environments and demonstrate setting up appropriate surroundings for infant and toddlers including selecting developmentally appropriate classroom materials.
- E.** Critically analyze and draw reasoned conclusions about the development of language (verbal and nonverbal) by describing the importance of family language in the healthy development of young children.
- F.** Critically analyze the results of infant/toddler assessment within the context of the child's home culture and development.
- G.** Review assessment results with family members and develop a Needs and Service Plan for all children, including those with special needs children and disabilities.
- H.** Demonstrate knowledge of brain development as it relates to development during the first three years of life.
- I.** Demonstrate knowledge of Infant/Toddler Learning Foundations
- J.** Examine elements of a safe, healthy indoor and outdoor environment for infants and toddlers.
- K.** Critically examine the role of the family, family relationships and interactions including both verbal and nonverbal cues and interactions.
- L.** Examine professional development factors

Attendance

You are expected to maintain regular and prompt attendance. Inform the instructor if unable to attend the class, ahead of time.

Method of presentation

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving

Collaborative learning and small group exercises
Collaborative projects

Homework and extended projec

Class Drop: You are responsible for dropping the class. Failure to do so will result in an "F" for the course.

Assignments

1. Cultural Reaction Paper - 30 point
2. Quiz x2 - 90 points
3. Presentation - 60 points
4. Journals/Reaction Paper x3 - 60 points
5. Observationsx 3- 60 points

For a total of 300 points

Grading

Based on in class assignments, performance on observations and exams. 300 - 270 = A, 269 - 240 = B, 239 - 210 = C, 209 - 180 = D, 179 and below = F

- All assignments will be typed (10 or 12 pt. Font)
- Margins should be 3/4 to 1 inch on sides, top, and bottom
- 1.5 line spacing, about 2 pages in length

- Late assignments will have 5 or 10 points deducted.

Makeup or Late Assignments

- Consent of instructor PRIOR to the test or due date.
- Late assignments will have 5 or 10 points deducted.
- * Instructors' permission required for rewrites within one week.

Academic Integrity

Plagiarism is the steal or pass on the ideas or words of another as one's own. It includes the use without crediting the source. It will not be tolerated.

Disability Support programs and Sevices (DSPS)

Services are available on campus. For more information call 864-8753

Disruptions

Any student disrupting class may be asked to leave.

On Line Support is available at De Anza College for all Students

Student Success Center: Supports classroom instruction by helping students at all levels to become better learners and gain confidence and skills to achieve their greatest possible academic success.

Link to the [SSC Welcome Video](#).

For more information visit www.deanza.edu/studentsuccess

College Support and Canvas Support are available to help students at all levels to become better learners and gain confidence and skills to achieve their greatest possible academic success.

Dropping the course is the responsibility of the students

Syllabus Disclaimer Statement: The instructor may make changes to the syllabus during the Quarter. It is the student's responsibility to stay informed of these changes. Students may contact the instructor during office hours and before/after class, time permitting. Students may also wish to have a study partner whom they can contact if they miss class.

Psychological Services: Services are available to help students, especially during the COVID-19 pandemic. Many problems of everyday living can be resolved through talking with friends, family or someone we trust. However, there are times when seeking assistance outside one's familiar environment can be helpful. Psychological Services is offering free Zoom appointments to all registered De Anza students. Typically, students are offered 10 free sessions throughout their enrollment at De Anza. However, due to the increased stress during the COVID-19 pandemic, the department's goal is to offer students **additional counseling** sessions, subject to availability. They offer individual (1-on-1) therapy, as well as group therapy. Their department is open M-Th: 8:30-5 and F: 8:30-2. For information on how to make an appointment, please visit the Psychological Services webpages at:

<https://www.deanza.edu/psychologicalservices/index.html>

- April 9 Introduction to Class, Changes in the Field of Infant/Toddler Development, Infant mental Health.
- April 16 Read Chapters 1&2 Principles, Practice, and Infant Toddler Education
Due: Journal #1 (relationship) Bring a doll to class.
- April 23 Read Chapters 3&4 – Care-giving as Curriculum, Play as Curriculum
**Due: Cultural Reaction Paper (movie Babies)
Bring Infant toy to class**
- April 30 Read Chapter 5 – Attachment
Due: Journal #2 and Play Observation I, Bring perceptual toy to class.
- May 7 Read Chapter 6– Perception, **Midterm Quiz I**
- May 14 Read Chapters 7&8- Motor Skills, Cognition
**Due: Journal #3(inclusion)
Bring Toddler Book to class.**
- May 21 **Read Chapters 9&10 _ Language, Emotions
Due: Observation II Sensory-Motor, Bring Aesthetic object to class.**
- May 28 Read Chapter 11-Social Skills
Due: Guidance Observation III
- June 4 Read Chapter 12- Physical Environment
Quiz II
- June 11 Read Chapter 13- The Social Environment
Bring Cultural Object to class.
- June 18 Read Chapters 14—Adult Relationships
- June 25 **Presentations, Submit Presentation (Final)**

