

**CHDEV 17A
Infant / Toddler Practicum
Spring 21**

Instructor: Marcy Davidson
Zoom Office Hours Mon. 9:30a – 10:30a, Tues. 3:00p – 4:00p & Wed. 9:00a – 10:00a
Virtual Office hour: Tues. 11:00a -12:00p and Fri. 8:00a – 9:00a via email or canvas
Phone: 559.638.0300 x 3127 (campus) or cell 559-575-0268 (fall '20 only)
Office location: Off campus fall 2020 (online only)
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Text:

Required Texts: NO TEXTBOOK FOR THIS CLASS!! ORE Course. All reading and information for this class will be available via Canvas.

Course Description

This course introduces students to infant-toddler development and applies current research to the care and education of infants and toddlers in group settings. This course examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children from birth to 36 months. The "To Be Arranged" hours may include observation of and participation in planning environments and facilitating infant toddler growth and development.

Course Outcomes:

Upon completion of this course the student will be able to:

SLO 1: Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers

SLO 2: Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection

SLO 3: Summarize the essential policies and practices of quality infant and toddler programs.

Course Objectives:

During the course the student will:

1. Design appropriate play spaces and care routines that support infant and toddler care and learning.
2. Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.
3. Describe practices that support the unique abilities of all children birth to 36 months.

4. Observe, document and reflect on infant and toddler play and interactions to plan for care and learning.
5. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.
6. Define the program policies of primary care, continuity of care, and small group size.
7. Describe reciprocal communication techniques that promote brain development and healthy relationships.

Course Information & Lab Policies

This course requires that students complete a three hour per week practicum lab experience. Due to health and safety restrictions this semester, all lab work will be completed by watching videos and responding to the assignments on Canvas.

Assignments/Requirements

Assignments may vary weekly. This may include written work, individual and group activities, and quizzes. Students are expected to log on at least two times per week, prepared and ready to discuss reading assignments

- All submitted assignments must be neat and clearly labeled with student name and date.
- Papers should be double - spaced, 12 point font, one inch margins in an easy to read font.
- Always make a copy of your work. Be sure your name is on the top of EVERYTHING submitted.
- Take responsibility to present completed, polished college level work on-time.
- All papers must be **corrected for proper punctuation, grammar and spelling**
- Late assignments – **Students are allowed ONE late assignment. Late assignments may be turned in up to 2 weeks past the due date. All late assignments must be completed by the 16th week of the semester.** After one late assignment, no late work will be accepted.
- As an online course, you will be required to read and respond to your classmates in discussion boards and support each other in a respectful and professional manner.
- This class only meets ONLINE. No face to face time is required. ALL work must be submitted via the class Canvas site.

Assignments:

1. Quick Writes /Check In – Weekly assignments will be given throughout the course. Examples of assignments include video or article reviews, discussions, small group work, or research information. Each assignment will have a small point value. SLO #1 - #3 (15 – 2points each =30 points)
2. Online Orientation and Ground Rules – read and comment on orientation presentation and ground rules and flip grid (Orientation 10 points / flip grid 5 points / Ground Rules 5 points)
3. Introduction/Biography – A written self-portrait of who you are (10 points)
4. Weekly Discussion Boards– Read, answer and respond to the weekly reflection questions. Read and respond to at least three others in class weekly. Points are determined on your participation. (70 points) DUE WEEKLY SLO # 1 - # 3

5. Weekly Lab Assignments – students will watch a video in the weekly module and complete an assignment regarding that video. These lab assignments will be in lieu of in person lab requirements. SLO#1, SLO # 2 and SLO #3 (16 @ 10 points each)
6. Environment Creation - Using the information gathered from your lab reflections and observations, you will be designing an environment for the group of children in an infant classroom or a toddler classroom. This will include all aspects of content learned in this course. SLO # 2 (50 points)
7. Four quizzes – Four quizzes will be given in class. These include information from readings, videos, modules, assignments, and articles provided. SLO # 1 - #3 (40 points each)

Grades:

	Possible Points	Total Points	Final Grade
Quick Writes/Check In (15 @ 2 pts)	30	405 - 500	A
Discussion Boards (14 @5 pts)	70	360 – 404	B
Weekly Assignments (16 @10 pts)	160	315 – 359	C
Environment Creation	50	270 – 314	D
Quizzes (4 @ 40 pts)	160	269 or below	F
Orientation/Bio/Ground Rules	30		
TOTAL POINTS	500		

If a problem arises during the semester, please make an appointment with the instructor or log on during the zoom or virtual office hours to discuss how we can best resolve the issue and help you achieve success in class.

Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor will comply with the requirements of the American’s with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

All assignments completed in this class are expected to have college level quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style where applicable.

The Writing Center offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

WEB Classroom Expectations

- Students are expected to log on and actively participate in class discussions weekly.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor. See Ground Rules.
- Students are expected to direct all concerns/questions to the instructor in writing.
- Cheating and plagiarism will be cause for disciplinary action.
- Students are expected to attend and actively participate in class discussions.
- Students are expected to log on at least two times per week.
 - You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned materials is required for full credit. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

Attendance

- If you are not check in each week, you will be considered absent.
- If you miss more than two weeks, the instructor *may* drop you.
- Dropping after the drop date will result in an “F” grade.
- It is the student’s responsibility to drop a class if they no longer intend to participate.

Late Policy

Life happens and occasionally you are not able to “attend” class even online. As a child development student you are not only learning the material in the class but also learning time management and what is expected in the workforce. Deadlines and timelines are very important when working with children, families, agencies and reporting institutions. This class provides you with a chance to work on your time management and develop the skills required and expected in the education and child care field.

Student Conduct and Cheating

- Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words or ideas into your own work, you must

credit where the sources is cited. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated.

- Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

Canvas

Information about this course, and resources for it, will be available on Canvas. Canvas is available at through the main Reedley College and your Portal. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Journal entries will be utilized through Canvas. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Canvas or for emails. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” “I don’t have access to a computer,” etc.) is not an acceptable excuse.

Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlines by this syllabus.
3. the student’s understanding that the course schedule outline in this syllabus, except assignment dues dates, is subject to change without notification to the student.
4. the student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

** The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

Important Dates to remember

First Day of Class	Monday, January 11, 2021
No Class – MLK Day	Monday, January 18, 2021
Last Day to add/drop	Friday, January 29, 2021
No Class – Lincoln’s Day	Friday, February 12, 2021
No Class – President’s Day	Monday, February 15, 2021
Last Day to drop w/a W	Friday, March 12, 2021
No Class – Spring Break	Monday, March 29 – Friday, April 3, 2021
Last Day of Classes	Friday, May 21, 2021

