



**DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - WINTER 2020
CD 2070 INFANT TODDLER CARE - 2(3-0-0) 30 HOURS 10 WEEKS**

"To be recognized for educational excellence in the fields of early learning & child care and educational assistant training."

INSTRUCTOR: Terrah Lindsay **PHONE:** 780-539-2041
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OFFICE HOURS: Thursdays 11:30 - 12:30
Please feel free to contact me by e-mail at any time.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

J. Gonzalez-Mena, D. Widmeyer Eyer (2015). *Infants, Toddlers, and Caregivers: A curriculum of Respectful, Responsive, Relationship-Based Care and Education*. McGraw Hill.

ADDITIONAL COSTS:

Costs may also be incurred by the students for the following:

- Photocopying/printing resources.
- Creating an activity/environment for infants/toddlers.

CALENDAR DESCRIPTION:

A practical course which examines the characteristics of quality programs for infants and toddlers and explores programming techniques which respond to individual and group needs of children up to 36 months of age. The focus of this course is on developing an awareness of the critical importance of care and interaction in the lives of infants and toddlers.

CREDIT/CONTACT HOURS:

2(2-0-0) 30 hours

DELIVERY MODE(S):

Lectures will include A.V. materials, discussion based on handouts and text readings, and in- and out-of class activities and assignments.

"Flight: Alberta's Early Learning and Care Framework", is a leading curriculum for the early learning and child care profession. Each course in GPRC's Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children's Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children's Responsive Care, Play, Learning and Development and Children's Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

OBJECTIVES:

Students will gain an understanding of:

- Quality programs for infants and toddler,
- Developmental abilities of infants and toddlers
- Ways in which to support individual and group needs of infant and toddlers
- The critical importance of care and interaction in the lives of infants and toddlers.

LEARNING OUTCOMES:

Upon successful completion of the course, you will be able to:

- Describe the characteristics of high quality infant and child care settings.
- Describe the developmental physical, social, emotional, cognitive and play abilities of infants and toddlers.
- Select and provide materials and experiences that support and enhance all aspects of infants' and toddlers' development.
- Describe appropriate care giving practices including styles of interacting and methods of guiding behavior.
- Assist parents in their role.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>)

GRADING CRITERIA:

In order to obtain credit for this course, students must achieve a minimum of a "C-"

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		F		59-0
B	3.0	73-76				
B-	2.7	70-72				

EVALUATIONS (How do you get marks):

Assignments

- Quality Care Assignment 20%
* May be completed with a partner of your choice
- Infants/Toddlers Activity * 20%
* Activity may be completed with a partner of your choice, but each person must implement their own activity and submit their own assignment

Assignments (in class)

- Treasure Basket 5%
- Nursery Rhymes/Fingerplays 15%
- Groups of 2 - 3

In class activities

- Baby Video
- Lisa Murphy
- Definition Cards

Quiz

30%

- ALL assignments must be completed to pass the course

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. It is the student's responsibility to become familiar with the basic student rights and responsibilities found in the College calendar

CLASSROOM

Regular, PUNCTUAL attendance.

- Learning from other students' notes or from Moodle is not optimal.
- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- Remain in class for the duration.
- If you miss a class, refer to Moodle or check in with another student. You are responsible for your learning.

Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).

Turn off cell phones.

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

QUIZZES/EXAMS

Write in-class quizzes/exams on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

ASSIGNMENTS

Hand in assignments via Moodle on the date indicated, by 12 midnight unless otherwise specified.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

OUTSIDE OF CLASS

- Complete assigned readings and assignments, participate in group projects, check Moodle.
- Notes, handouts etc. are on Moodle. It is your responsibility to print these BEFORE class.
- **Email:** Students may contact the instructor by email or phone. Emails will be answered within one *business* day outside of stated office hours.
- **Email correspondence to your instructor must be sent from your GPRC student email account.** Emails should be professionally formatted and include a subject, correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to Plagiarism and Cheating in the Policy on Student Misconduct: Academic and Non-Academic,. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <https://www.gprc.ab.ca/about/administration/policies/index.html#POL68>

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please see attached for course schedule (note, the schedule is tentative and subject to revision).