THE NATIONAL HISPANIC UNIVERSITY

<table>
<thead>
<tr>
<th>Department</th>
<th>Child Development, Early Childhood Program</th>
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<tr>
<td>Course</td>
<td>ECE 216 – Infant and Toddler Education</td>
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<tr>
<td>Total Units</td>
<td>3 Lecture Units</td>
</tr>
<tr>
<td>Semester</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ECE 101 and ECE 103</td>
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<tr>
<td>Days/Times</td>
<td>Saturday, January 30 – May 22, 2010 / 12:00 PM– 2:45 PM</td>
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<tr>
<td>Co-Learner</td>
<td>Shaun-Adrian F. Choflá</td>
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<tr>
<td>Phone</td>
<td>(916) 224-6787</td>
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<tr>
<td>Email</td>
<td><a href="mailto:schofla@nhu.edu">schofla@nhu.edu</a></td>
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OFFICIAL CATALOG DESCRIPTION

This course combines theory and practice to provide a solid foundation in infant/toddler care and education for both home and center-based settings. The health, safety, and nutritionally needs of infants and toddlers are also examined. Some fieldwork is required.

COURSE CONTENT

Historical overview, theoretical foundations on infant-toddler development and prerequisites for early learning; discussion of every area of infant and toddler care and education as it is practiced contemporarily; concepts of effective care for infants and toddlers with an emphasis on communication, cultural differences, socio-emotional development, and a safe and nurturing educational environment; health, safety and nutrition issues; early childhood intervention techniques for identification and inclusion of young children with special needs; research on brain development; parent-caregiver partnerships and procedures for advocacy; and state requirements for licensing.

CHILD DEVELOPMENT PROGRAM LEARNING OUTCOMES

- Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families.

UNIVERSITY STUDENT LEARNING OUTCOMES

- **Critical Thinking**: Think critically, independently, and creatively to evaluate, organize, solve problems, and make decisions.
OFFICIAL COURSE OBJECTIVES

Students will be able to:

- Describe and analyze the stages of infant and toddler development.
- Examine differences in the motor, language, social and emotional areas as they relate to typical and atypical development in infants and toddlers.
- Define and explain the standards for quality care in infant-toddler home and center-based settings.
- Develop appropriate curricula for infants and toddlers.
- Explore early intervention assessment techniques.
- Examine and define personal and cultural beliefs about caring for infants and toddlers.

REQUIRED TEXT


(Note: This course requires that students acquire the 8th edition of this textbook.)

GUIDING QUOTES

Relationships and Play: “When [infants and toddlers] are free to explore because warm adults encourage and take pleasure in their interests and skills, they grow, develop, and learn. Young infants play when they feel secure in a relationship. They play with people and objects using all their senses. They enjoy practicing a new skill and exploring objects and people by grasping, kicking, reaching, and pulling…A sense of security allows infants and toddlers to make sure of their capabilities to continually make discoveries and learn through playing” (J. Ronald Lally, et al.)

Trust the Child (not the Calendar): “The single holistic principle that binds together the multiplicity of human motives is the tendency for a new and higher need to emerge as the lower need fulfills itself by being sufficiently gratified. The child who is fortunate enough to grow normally and well gets satiated and bored with the delights that [they] savored sufficiently, and eagerly [without pushing or being pushed] goes on to higher, more complex, delights as they become available without danger or threat…[The child] doesn’t have to be ‘kicked upstairs,’ or forced on to maturity as it is so often implied. [The child] chooses to grow on to higher delights, to become bored with older ones.” (Abraham Maslow)

Children are Scientists not Empty Vessels: "Infants and toddlers are newcomers to the world, and they want to know how everything works. They don’t want to be told; they want to find out on their own. They are scientists. They don’t take anything for granted but rather must prove each hypothesis. Nurture this quality in them!” (Janet Gonzalez-Mena)
Expectations for students:

CLASS PARTICIPATION

This is an interactive class, thus class participation is an essential component to our learning journey. *Your voice is needed, wanted, valued and critical to our collaborative learning journey.* The more you allow yourself to take risks in your participation, the more you (and those around you) will gain from the class. The environment in this class should be one of safety; therefore it is important to respect one another's thoughts, ideas, and feelings, and to listen with an engaged and caring ear. In your dyad and small group discussions, it is important to listen to the ideas of others, share your own ideas, and try not to dominate discussions. It is very easy to get excited and silence those around you in the process. Remember, everyone has something valid and meaningful to share and it is important to respect and honor that process within yourself and the learning processes of others.

In a class where there is more participation, you will likely experience moments of disequilibrium. These moments of disequilibrium can be very challenging and they can create tensions and conflicts within us and within our interactions with others. Disequilibrium though is a positive aspect to our development, because out of disequilibrium comes real learning. As John Dewey wrote, “Conflict is the gadfly of thought. It stirs us to observation and memory. It instigates to invention. It shocks us out of sheep-like passivity, and sets us at noting and contriving.” To this end, it is important for us all to take risks in order to effectively grow and become fully empowered educators and practitioners who are able to support the development of children, families, and their communities in ways that are validating and transformative. It is also important to negotiate our spaces of disequilibrium with respect and care towards others. We must adhere to standards of confidentiality regarding information shared by classmates and instructors during class discussions at all times. As students enrolled in this class, you are expected to conduct yourselves in a manner compatible with the University’s function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable.

STUDENT LEARNING & COMMUNITY GOALS

The experience we have as a class takes place in the context of a learning community. Building a learning community is essential to the learning process and it is an integral part of progressive education. It is within a learning community that true democracy evolves and flourishes; democracy that is both transformative and participatory. Thus the ways in which we construct our classroom community and the learning that takes place for us within our community is a key component to the educational process as a whole.

We are all learners and as learners we all have a responsibility. Our responsibility in this process is two-fold: (1) to examine our own learning process as it reflects on our personal growth as a learner and (2) to examine our learning process as part of a community of learners and the ways in which it speaks to our personal growth and of the learning
community as a whole. To this end it is important to consider the following as part of our individual responsibility within this community of learners:

- Be a critical and reflective thinker
- Ask questions
- Take risks
- Speak from your own experience
- Listen respectfully
- Critically reflect on your process and course content
- Be willing to experience disequilibrium and have commitment to getting through it
- Thoughtfully hear and engage in the experiences of others
- Be willing to learn from others
- Be willing to enter into a relationship of learning with others in the class in order to build a strong community of learners
- Contribute to discussions
- Be prepared for class by doing the assignments
- Explore your life and your own development
- Take more risks that you did in the last course you attended
- Be willing to be changed by what you learn
- Use what you are learning

Reflect on these above items and where you see yourself in each of them; which ones are an integral part of you already and which ones you feel need to be strengthened. Write down at least (5) specific and attainable goals for yourself and commit to working on these areas throughout this course. *Include your reasons for choosing these five goals.*

In doing this, together we will build a democratic learning community that is transformative and which speaks to all of us as learners.

**ATTENDANCE**

Throughout this course we will be developing a learning community. Attendance and participation from everyone is essential to the success of this course. If you are unable to attend a class - it is my expectation that you will call me to inform me that you will be absent, and how (and when) you will be turning in your assigned homework.

If you miss class, assignments must be handed in person, emailed, or faxed to me, unless some other arrangement has been made. It is your responsibility to acquire the homework assignments, as well as turn in all written work in a timely manner. At NHU, if you miss more than two weekend class sessions, you may be dropped from the course, or your grade will be adversely impacted. All students must be in attendance on the first and last day of this course. Exceptions will only be made when pre-approved by the Child Development Program Coordinator.

*Due to the fact that class participation and in-class assignments account (45%) of the grade in this course, missing more than two classes, OR being tardy/leaving early more than four times will result in you being dropped from the course. The only exception will be provided to those who have received approval from the Child Development Program Coordinator.*
ACADEMIC INTEGRITY

Academic dishonesty (i.e., cheating, forgery, and plagiarism) depreciates the learning experience. It is fundamental that students contribute to the ideal of academic integrity and accept individual responsibility for their work. Evidence of academic dishonesty will result in you being dropped from the course and possibly the degree program.

COURSE ASSIGNMENTS/ GRADE REQUIREMENTS

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<tr>
<th>Assignment</th>
<th>%</th>
<th>Points</th>
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<tr>
<td>Active Student Responding (ASR)</td>
<td>15</td>
<td>150</td>
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<tr>
<td>Final Course Reflection Learning Web</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Critical Assignment: Ten Principles of Respectful Care</td>
<td>30</td>
<td>300</td>
</tr>
<tr>
<td>Small Group Text Kit Project: This is What “Respectful Care” Looks Like</td>
<td>20</td>
<td>200</td>
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<tr>
<td>In-Class Participation</td>
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LETTER GRADE CRITERIA

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<td>C</td>
<td>75-76%</td>
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<tr>
<td>A-</td>
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<td>3.75</td>
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<td>87-89%</td>
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<td>Above Average</td>
<td>D+</td>
<td>67-69%</td>
<td>1.35</td>
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<tr>
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<tr>
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<td>Average</td>
<td>F</td>
<td>less than 60%</td>
<td>0</td>
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Student will be assigned letter grades based on the following criteria. All course assignments will be assessed using the scoring rubrics starting on page 15 of this course syllabus.

A = 90% - 100% (EXCELLENT)
- Prepares thorough and exceptional assignments, handouts, visuals, etc.
- Completes all assigned readings and summaries as assigned
- Completes all assignments on-time
- Participates in all group in-class exercises; takes leadership role
- Demonstrates work beyond the minimum requirements
• Assignments show extra effort
• On-time and no unexcused absences

**B = 80% - 89% (ABOVE AVERAGE)**
- Prepares assignments, handouts, visuals above minimum standards
- Completes all assigned readings and summaries
- Completes all assignments on-time
- Participates in class group exercises
- On-time and no unexcused absences

**C = 70% - 79% (AVERAGE)**
- Prepares satisfactory assignments
- Turns in assignments with minimal effort or misses an assignment
- Regular attendance
- Participates in class oral and group exercises

**D = 60% - 69% (BELOW AVERAGE) – NOT ACCEPTABLE**

**Course Assignments:**

**WRITTEN ASSIGNMENT GUIDELINES**

How we as educational professionals present ourselves in person and in paper is critical to our personal success, as well as maintaining a high level of professionalism within the greater field of child development and early childhood education. Though we often use paint, crayons, play dough, and glitter in our daily “work,” when we write professionally it must be held to a different standard.

All written assignments in this course must be bound with a staple, typewritten, and double-spaced. The font should be Arial, Times, or Times New Roman and the font size should be 12. All assignments much include an introductory paragraph, body, and a concluding paragraph which is to summarize the entire paper. All written assignments must include a title page following the model on page 14.

**CHILD OBSERVATIONS**

- Observation A (Ten Principles Based on a Philosophy of Respect) Due: Sat., February 13, 2010
- Observation B (Attachment & Emotions) Due: Sat., March 6, 2010
- Observation C (Perception, Motor Skills & Language) Due: Sat., April 10, 2010
- Observation D (Social Skills, Physical & Social Environ.) Due: Sat., May 1, 2010

One cannot successfully understand a child’s growth and development much less authentically discuss educational strategies without purposive observation and ongoing reflection. Thus, observation is a critical component of being an effective teacher, childcare provider, parent, or clinician (e.g., psychologist, speech therapist, behaviorist, interventionist).
For each of the (4) child observations required in this course you are to observe the same child who must be two years of age or younger. For this course you are encouraged to observe your own child, or a member of your extended family. All written observations should be written from a third person point of view (i.e., “he,” “she,” “his,” “her”) rather than first person (i.e., “I,” “me,” “my,” “our”).

Write: “Julio is a one year, eight month old boy living in San Jose, California. He was observed in his family home, which he shares with his biological parents, older sister, and younger brother.”

**DO NOT** write: “Julio is my toddler age son and I observed him at my apartment in San Jose, California. I am married and I have two other children”

Observation A: Ten Principles Based on a Philosophy of Respect

Observation A Due: Saturday, February 13, 2010

For this assignment, following the written assignment guidelines on page 6 of this course syllabus, do the following and submit a written response of at least two pages.

1) What is the pseudo name of child and their current age? (e.g., “Rosalba is a one year, two month old girl”)

2) Where was the child was observed (remembering to maintain confidentiality)? (e.g., “Tito was observed at a child development center in Milpitas, California,” “Tsu-mei was observed while she was at a community park with her mother, and two male cousins. Four other children were present.”)

3) Observe an infant or toddler age child for 60 minutes and see if you can find evidence of any of the Ten Principles Based on a Philosophy of Respect (Chapter 1: Principles, Practice, and Curriculum) in their home or daycare environment.
   - What principles are evident, missing, and what types of changes could be made to meet more of these principles?

4) Visit any infant-toddler program in person or online and acquire (or print) a copy of their brochure, parent booklet, and/or registration materials. What principles are evident? (Remember to turn in the program’s materials with this assignment)

5) Collect data and start completing the H.E.L.P. assessment tool. If you are uncertain in completing the tool be certain to take detailed notes on the various domains and you will receive support in completing it in class.

Observation B: Attachment & Emotions

Observation B Due: Saturday, March 6, 2010

For this assignment, following the written assignment guidelines on page 6 of this course syllabus, do the following and submit a written response of at least two pages.

1) What is the pseudo name of child and their current age? (e.g., “Rosalba is a one year, two month old girl”)

2) Where was the child was observed (remembering to maintain confidentiality)? (e.g., “Tito was observed at a child development center in Milpitas, California,” “Tsu-mei was observed while she was at a community park with her mother, and two male cousins. Four other children were present.”)
3) Observing the same infant or toddler age child during Observations A & B respond to the following questions after observing the child for 60 minutes while their caregiver gets ready to leave and leaves the home or daycare center.
   - What attachment behaviors do you see in the child? (see Chapter 5)
   - How does the parent respond?
   - How do other children or adults respond?
   - What changes could the child’s caregivers make?

2) Review the Behaviors Showing Development of Emotions on page 230 of your text (Chapter 10: Emotions).
   - Which of these behaviors does the child you are observing exhibit?
     Describe what you have observed being mindful to use language that is specific, observable, measurable, and objective.

   - Based on what you have observed, which of these child’s needs are being met? Describe what you have observed being mindful to use language that is specific, observable, measurable, and objective.

4) Finish collecting data and complete the H.E.L.P. assessment tool. If you are uncertain in completing the form be certain to take detailed notes on the various domains and you will receive support in completing it in class.

Observation C: Perception, Motor Skills & Language
- Observation C Due: Saturday, April 10, 2010

For this assignment, following the written assignment guidelines on page 6 of this course syllabus, do the following and submit a written response of at least two pages.

1) What is the pseudo name of child and their current age? (e.g., “Rosalba is a one year, two month old girl”)

2) Where was the child was observed (remembering to maintain confidentiality)?
   (e.g., “Tito was observed at a child development center in Milpitas, California,”
   “Tsu-mei was observed while she was at a community park with her mother, and
   two male cousins. Four other children were present.”)

3) Observing the same infant or toddler age child during Observations A & B respond to the following questions after observing the child for 60 minutes while actively engaged with their one of their primary caregivers:
   - Does the caregiver “Watch, Ask, and Adapt” as discussed in the DVD Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers?
   - What language or communicative behaviors did you observe in the child?
   - What emergent literacy behaviors did you observe?
   - What does language allow him or her to do? (Remember: language is vocal and non-vocal)
   - Did you see evidence of the “Ten Strategies to Enhance Language Development,” as discussed in the DVD Early Messages: Facilitating Language Development and Communication in the caregiver’s interaction with the child?
     - Which of the ten strategies were utilized by the caregiver? Fully describe and explain.
Which of the ten strategies were not utilized by the caregiver? Fully describe and explain.

How could the caregiver integrate more of these strategies? Fully describe and explain.

4) Review the *Behaviors Showing Development of Cognition* on page 177 of your text (Chapter 8: Cognition).
   - Which of these behaviors does the child you are observing exhibit? Describe what you have observed being mindful to use language that is specific, observable, measurable, and objective.

5) Look around the child’s infant-toddler environment.
   - List the experiences, objects, or elements of the environment that you feel promote perceptual development for the child you observing. Fully describe.
   - Are there too little or too much of anything? Fully describe.

Observation D: Social Skills, Physical & Social Environment

Observation D Due: Saturday, May 1, 2010

For this assignment, following the written assignment guidelines on page 6 of this course syllabus, do the following and submit a written response of at least two pages.

1) What is the pseudo name of child and their current age? (e.g., “Rosalba is a one year, two month old girl”)

2) Where was the child was observed (remembering to maintain confidentiality)? (e.g., “Tito was observed at a child development center in Milpitas, California” “Tsu-mei was observed while she was at a community park with her mother, and two male cousins. Four other children were present.”)

3) Observing the same infant or toddler age child during Observations A, B & C respond to the following questions after observing the child for 60-90 minutes in their daycare or home environment:
   - Using pages 277-289 in your text, assess if the child’s environment is considered high quality based on the following standards: soft-hard, intrusion-seclusion, high mobility-low mobility, open-closed, scale, aesthetics, acoustics, and order.
   - What standards are met? Fully explain.
   - What are standards are not met? Fully explain.
   - What are low-cost ways the caregiver could change their environment to become a high quality infant-toddler environment?

4) Review the *Behaviors Showing Development of Social Skills* on page 250 of your text (Chapter 11: Social Skills).
   - Which of these behaviors does the child you are observing exhibit? Describe what you have observed being mindful to use language that is specific, observable, measurable, and objective.

5) Review the Checklist for Equity in Identity Formation in Infant-Toddler Programs on page 295 of your text (Chapter 13: The Social Environment).
   - Which of the items in this list are evident in this child’s program/environment? Fully describe.
   - Which of the items in this list are missing in this child’s program/environment? How could they be included? Fully define.
CRITICAL ASSIGNMENT: TEN PRINCIPLES OF RESPECTFUL INFANT-TODDLER CARE

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- Part A Due: Saturday, March 20, 2010
- Part B Due: Saturday, May 22, 2010

A research paper on the social-emotional, cognitive, communicative and physical development of infants and toddlers, including (a) how knowledge about infant-toddler development can be applied to early childhood education settings and (b) planning classroom activities involving exploratory activities, teacher-mediated activities and routine that promote developmental appropriate practices within an infant/toddler curricula. (Standard 1 – Promoting Child Development and Learning. Key elements of Standard 1 - 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments).

The purpose of this assignment is to determine mastery of CD Student Learning Outcome 2: Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families.

Completion and a grade of ‘C’ or above for all critical assignments is necessary for students to meet graduation requirements. Students need to keep their graded critical assignments in a binder, which in turn needs to be presented to the Chair of the Child Development Program upon completion of coursework.

In order to complete this assignment, students need to do the following:

Throughout this course we will be defining, discussing, and critically analyzing the following ten principles of infant-toddler pedagogy: 1) Involve infants and toddlers in things that concern them; 2) Invest in quality time; 3) Learn each child’s unique ways of communicating and teaching yours; 4) Invest time and energy to build a total person; 5) Respect infants and toddlers as worthy people; 6) Be honest about your feelings; 7) Model the behavior you want to teach; 8) Recognize problems as learning opportunities, and let infants and toddlers try to solve their own; 9) Build security by teaching trust, and 10) Be concerned about the quality of development in each stage. For this assignment you will summarize the findings of your observations of an infant-toddler age child, an assessment of that child using a professional assessment tool, course readings, and write a critical analyses.

Part A: You will conduct an assessment using a professional assessment tool on the child you have chosen to observe and reflect on the findings.

1) Conduct an assessment on the child you are observing, by completing an instructor-provided Hawaii Early Learning Profile (H.E.L.P.) assessment tool.
2) Compare the results of the assessment with an infant-toddler developmental milestones chart
3) Following the written assignment guidelines on page 6 of this course syllabus, write a two or more page reflection paper discussing the following:
What did the assessment tool reveal about this child’s development? Based on developmental charts, is this child considered “typically” or “atypically” developing?

Based on the results of the assessment, what types of curricular or environmental modifications should be added? Based on what you observed, do these seem appropriate? What is missing?

Do you feel the assessment tool provides a complete picture of this child’s strengths? Fully explain your answer.

What would you need to add to this assessment tool to ensure it provides a more authentic and/or complete picture of this child?

Part B: Following the written assignment guidelines on page 6 of this course syllabus, your paper must be no less than eight pages in length. Your critical assignment is to include a references page (bibliography) and in-text citations following APA formatting guidelines.

1) In your own words, define each of these ten principles and provide examples of how they actually “look like” in real life practice within a child development center or home daycare environment.

2) Using direct quotes from the required text, journal articles, or other peer-reviewed resources, support and expand upon your definition. Be certain to cite your resources following APA format and include these resources in your references page (bibliography).

3) Provide anecdotal examples from your infant-toddler child observations or other anecdotal observations of children in your care (including children related to you) that illustrate this principle in action and/or when it does not exist.

4) Why are these principles important in providing quality infant and toddler care?

5) In what specific ways does understanding child development assist a caregiver in implementing and supporting these ten principles in an infant-toddler learning environment?

SMALL GROUP TEXT KIT PROJECT: THIS IS WHAT INFANT-TODDLER RESPECTFUL CARE LOOKS LIKE

Due: Saturday, May 22, 2010

Your small group will illustrate what respectful infant-toddler care by creating a display which illustrates all of the ten principles of respectful care. This is not a written assignment nor will it be a formal presentation, but rather a display that should speak for itself.

The requirements for this small group text kit display are as follows:

Create a display illustrating all ten principles of respectful infant-toddler care in such a way individuals that didn’t know (or fully understand) these ten principles would now have a solid understanding of them. Your display should be large enough so that they viewable from four or more feet away. Please avoid photo collages unless it is only a smart part of your display. Think creatively and definitely outside of the proverbial “box.” Let your imagination soar and have fun with this assignment!
Small Group Presentation Grade:
Your grade for this assignment will be based on your group participation (100 points) and your group presentation (100 points). The group presentation aspect of your grade includes the presentation itself. **If you miss your small group presentation on the final day of class, you will receive partial credit no greater than 100 points (50%) for the small group assignment resulting in a failing grade for the assignment.**

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**FINAL COURSE REFLECTION LEARNING WEB**

- Due: Saturday, May 22, 2010

For this assignment, you will create a learning web illustrating your learning in this class and any “A-Ha!” moments you had along the way. This assignment is intended for you to reflect on your growth as a member of our ECE 216 learning community and on what you learned as student and person. Reference the learning goals you wrote during the first day of class as a starting point, if you feel you have met them, and in what ways they were met.

This assignment is due by our last class meeting on Saturday, May 22, 2010. The earliest this assignment will be accepted is on this due date, as it is intended for you to reflect upon your learning throughout the entire course.

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**WEEKLY SCHEDULE**

**Week 1:** Saturday, January 30, 2010  
**Assignment due today (in class):** Complete the “A little about you” handout and place it into your student folder before you leave today.

**Week 2:** Saturday, February 6, 2010  
**Reading due today:** Chapter 1 (Principles, Practice, and Curriculum)

**Week 3:** Saturday, February 13, 2010  
**Reading due today:** Chapter 2 (Infant-Toddler Education)  
**Assignment due today:** Observation A: Ten Principles Based on a Philosophy of Respect

**Week 4:** Saturday, February 20, 2010  
**Reading due today:** Chapter 3 (Caregiving as Curriculum) & Chapter 4 (Play as Curriculum)

**Week 5:** Saturday, February 27, 2010  
**Reading due today:** Chapter 5 (Attachment) & Chapter 10 (Emotions)

**Week 6:** Saturday, March 6, 2010  
**Reading due today:** Chapter 6 (Perception)  
**Assignment due today:** Observation B: Attachment & Emotions

**Week 7:** Saturday, March 13, 2010
Reading due today: Chapter 7 (Motor Skills)

Week 8: Saturday, March 20, 2010
Reading due today: Chapter 8 (Cognition)
Assignment due today: Critical Assignment: Ten Principles of Respectful Infant-Toddler Care (Part A)

Week 9: Saturday, March 27, 2010
** NO CLASS TODAY: SPRING BREAK **

Week 10: Saturday, April 3, 2010
Reading due today: Chapter 9 (Language)

Week 11: Saturday, April 10, 2010
Assignment due today: Observation C: Perception, Motor Skills & Language

Week 12: Saturday, April 17, 2010
Reading due today: Chapter 11 (Social Skills)

Week 13: Saturday, April 24, 2010
Reading due today: Chapter 12 (The Physical Environment)

Week 14: Saturday, May 1, 2010
Reading due today: Chapter 13 (The Social Environment)
Assignment due today: Observation D: Social Skills, Physical & Social Environment

Week 15: Saturday, May 8, 2010
Reading due today: Chapter 14 (Adult Relations in Infant-Toddler Care and Education Programs)

Week 16: Saturday, May 15, 2010
** NO CLASS TODAY: STUDY WEEK **

Week 17: Saturday, May 22, 2010
Written assignments due today: 1) Critical Assignment: Ten Principles of Respectful Infant-Toddler Care (Part B) and 2) Final Course Reflection

Final Displays: Small Group Text Kit Project: This is what respectful infant-toddler care looks like
Observation A: Ten Principles Based on a Philosophy of Respect
Your full name as listed on roster
The National Hispanic University (not NHU)
Critical Assignments will be graded according to the following scoring rubrics:

### C.D. Scoring Rubric for Program Learning Outcome 2:

*Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families.*

<table>
<thead>
<tr>
<th>Scoring</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Demonstrates and applies knowledge of child development to implement best practices for children that meet developmental and individual needs of children</strong></td>
<td>Coherent and relevant application of concepts. Clearly demonstrates implementation of developmentally appropriate practices for children. Thorough evidence provided.</td>
<td>Applies concepts of developmentally appropriate practices for children. Evidence provided.</td>
<td>Exhibits some evidence of applying concepts of developmentally appropriate practices for children. Little support or evidence provided.</td>
<td>Missing areas or lacking recognizable evidence of concepts of developmentally appropriate practices for children.</td>
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<tr>
<td><strong>Understand and implement evidence-based &amp; comprehensive curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, and likely to promote positive outcomes for children</strong></td>
<td>Critically analyzes and evaluates various curriculum approaches. Clearly and consistently integrates all aspects of evidence-based curriculum approaches. Thorough evidence provided.</td>
<td>Analyzes and evaluates various curriculum approaches. Integrates all aspects of evidence-based curriculum approaches. Evidence provided.</td>
<td>Exhibits some evidence of analyzing and evaluating various curriculum approaches. Partially integrates aspects of evidence-based curriculum approaches. Little support or evidence provided.</td>
<td>Missing areas or lacking recognizable evidence of various curriculum approaches.</td>
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<td><strong>Demonstrate knowledge on indicators of effective assessment strategies: a) what is assessed is developmentally and educationally significant; b) assessment evidence is used to understand and improve learning; and c) assessment evidence is gathered from realistic settings and situations that reflect children’s actual performance.</strong></td>
<td>Critically analyzes and evaluates indicators included in assessment strategies. Clearly and consistently integrates all aspects of assessment strategies. Thorough evidence provided.</td>
<td>Analyzes and evaluates indicators included in assessment strategies. Integrates all aspects of assessment strategies. Evidence provided.</td>
<td>Exhibits some evidence of analyzing and evaluating indicators included in assessment strategies. Partially integrates all aspects of assessment strategies. Little support or evidence provided.</td>
<td>Missing areas or lacking recognizable evidence of indicators included in assessment strategies.</td>
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<tr>
<td><strong>Develop and implement environments for children that respects diversity, supports children’s ties to their families and community</strong></td>
<td>Clearly, thoroughly, and convincingly demonstrates knowledge and ability to implement environments for children that respects diversity and supports children’s ties to their families and community. Thorough evidence provided.</td>
<td>Demonstrates knowledge and ability to implement an environment for children that respects diversity and supports children’s ties to their families and community. Evidence provided.</td>
<td>Exhibits some evidence of demonstrating knowledge and ability to implement an environment for children that respects diversity and supports children’s ties to their families and community. Little support or evidence provided.</td>
<td>Missing areas or no recognizable evidence of knowledge and ability to implement an environment for children that respects diversity and supports children’s ties to their families and community.</td>
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**Course Assignments will be graded according to the following scoring rubrics:**

| Scoring Rubric for NHU Student Learning Outcome  Analytical Assessment of Critical Thinking: 
*Think critically, independently, and creatively to evaluate, organize, solve problems, and make decisions.* |
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<tbody>
<tr>
<td><strong>Level of Achievement</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Analyzing information: data, ideas, or concepts</strong></td>
<td>Interprets and analyzes information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts</td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions</td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information</td>
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<tr>
<td><strong>Applying formulas, procedures, principles, or themes</strong></td>
<td>Employs formulas, procedures, principles, or themes accurately, appropriately and/or creatively in new contexts</td>
<td>Applies formulas, procedures, principles, or themes appropriately and accurately in familiar contexts</td>
<td>Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies</td>
<td>Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them</td>
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<tr>
<td><strong>Presenting multiple solutions, positions or perspectives</strong></td>
<td>Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view</td>
<td>Describes two or more solutions, positions, or perspectives accurately</td>
<td>Identifies simple solutions, over-simplified positions, or perspectives with minor inaccuracies</td>
<td>Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective</td>
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<tr>
<td><strong>Drawing well-supported conclusions</strong></td>
<td>Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique</td>
<td>Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented</td>
<td>Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions</td>
<td>Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether</td>
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<td><strong>Synthesizing ideas into a coherent whole</strong></td>
<td>Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive</td>
<td>Connects ideas or develops solutions in a clear and coherent order</td>
<td>Arranges ideas or solutions into a simple pattern</td>
<td>Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</td>
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### Scoring Rubric for NHU Student Learning Outcome Written Communication:
*Present, develop, analyze and communicate ideas effectively for a variety of audiences in any setting.*

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<tr>
<td><strong>Rhetorical Force</strong></td>
<td>The clarity with which the student states and maintains the thesis, central idea, or point of view; the coherence, logic, and unity of the student’s reasoning</td>
<td>Clearly presents a thesis and maintains focus on the topic; the response is well reasoned.</td>
<td>Presents a thesis or central idea and maintains focus on the topic in general; the response is adequately reasoned.</td>
<td>Presents central idea and/or point of view but does not maintain focus on the topic; the response is simplistically reasoned.</td>
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<tr>
<td><strong>Style</strong></td>
<td>The strength of the student’s voice and appropriateness of the student’s tone</td>
<td>Writes with a clear, strong voice and in a tone that complements the topic and is appropriate for an academic audience.</td>
<td>Writes with adequate voice and generally appropriate tone for the topic and an academic audience.</td>
<td>Writes with an inadequate voice and in a tone that is inappropriate for the topic and an academic audience.</td>
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<tr>
<td><strong>Structure</strong></td>
<td>The extent to which the writing displays college-level syntax, diction, grammar punctuation, and spelling</td>
<td>Uses complex and varied sentences; the paragraphs are well developed with supporting details; although the response may contain minor errors in diction, grammar, punctuation, or spelling, it is easy to read.</td>
<td>Response may have errors in sentence and paragraph construction, grammar, punctuation, or spelling, but they are neither serious nor frequent enough to distract the reader.</td>
<td>Response has distracting errors in sentence and paragraph construction, grammar, punctuation, or spelling; student uses short, choppy sentences with minimal modification.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>The relevance, depth, analysis, synthesis, and specificity of the supporting information</td>
<td>Assertions and generalizations are consistently supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are generally supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are inadequately supported with specific, relevant, and detailed evidence.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The degree in which the conclusion follows the logic of the written work</td>
<td>Conclusion clearly synthesizes arguments and evidence. Topic is addressed. Conclusion is warranted, judicious, non-fallacious. Topic is comprehensively addressed.</td>
<td>Conclusion synthesizes arguments and/or evidence. Conclusion is frequently warranted, judicious, non-fallacious. Topic is addressed.</td>
<td>Conclusion lacks synthesis of arguments and evidence. Sometimes draws unwarranted or fallacious conclusions. Topic is somewhat addressed.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>The degree to which the student analyzes and/or questions underlying assumptions, beliefs, and biases</td>
<td>Effectively questions and analyzes the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays a high degree of inferential thinking.</td>
<td>Adequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays some inferential thinking.</td>
<td>Inadequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays little or no inferential thinking.</td>
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### Scoring Rubric for NHU Student Learning Outcome Oral Communication:  
Communicate effectively with a variety of audiences in any setting.

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<tr>
<td><strong>Subject knowledge demonstrated in oral presentation</strong></td>
<td>Demonstrates complete comfort with presenting and has knowledge (possibly more than required) of topic which is demonstrated by answering all questions with expanded explanations</td>
<td>Comfortable presenting information and is at ease with questions but does not elaborate</td>
<td>Uncomfortable in presenting the information. Is able to answer simple questions. Does not show depth of knowledge.</td>
<td>Does not have grasp of information. Is unable to answer simple questions. Does not show mastery of topic.</td>
</tr>
<tr>
<td><strong>Ability to deliver oral presentation and retain Eye-contact with audience</strong></td>
<td>Maintains eye contact with audience throughout presentation</td>
<td>Maintains eye contact most of the time</td>
<td>Occasionally uses eye contact</td>
<td>Fails to maintain eye contact with audience</td>
</tr>
<tr>
<td><strong>Graphics/Visuals</strong></td>
<td>Graphics/visuals are of high quality and clearly explain/reinforce/expand on information in oral presentation</td>
<td>Graphics/visuals relate to oral presentation and explain/expand/reinforce the oral presentation.</td>
<td>Graphics/visuals do not support oral presentation or are not visible</td>
<td>Uses no graphics or visuals during oral presentation</td>
</tr>
<tr>
<td><strong>Engage Audience</strong></td>
<td>Actively and effectively engages audience through more than one method</td>
<td>Actively engages audience.</td>
<td>Occasionally engages audience but is not consistent</td>
<td>Student does not engage audience.</td>
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