**Course Description:**
This course is designed to examine, integrate, and evaluate practical and theoretical issues related to developing curriculum for infants and toddler’s. Discussion focuses on infant/toddler development, teacher and caregiver roles, working with families, and working with special populations.

**InTASC Standards ADDRESSED:**
* Standard 1.0 Learner Development
* Standard 2.0 Learning Differences
* Standard 3.0 Learning Environments
* Standard 4.0 Content Knowledge
* Standard 5.0 Application of Content
* Standard 6.0 Assessment
* Standard 7.0 Planning for Instruction
* Standard 8.0 Instructional Strategies
* Standard 9.0 Professional Learning and Ethical Practices
* Standard 10.0 Leadership and Collaboration

**NAEYC (NAEYC) Standards Addressed:**
* Standard 1: Promoting Child Development and Learning
* Standard 2: Building Family and Community Relationships
* Standard 3: Observing, Documenting, and Assessing to Support Young Children
* Standard 4: Using Developmentally Effective Approaches
* Standard 5: Using Content Knowledge to Build Meaningful Curriculum
* Standard 6: Becoming a Professional
* Standard 7: Field Experiences
Course Objectives Aligned with Professional Standards

Knowledge
(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional Knowledge)
Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic developmental of all young children from birth through age eight. (InTASC1.b, InTASC1.d, InTASC.c, InTASC2.a, InTASC2.c, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Developmental Kit
Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (InTASC5.g, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Exam, Developmental Kit
Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (InTASC1.b, InTASC1.d, InTASC2.a, NAEYC1.a, NAEYC1.c, NAEYC2.a, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Journal Article Critique, Observation Paper

Performance (Skills)
(The ability to used content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures all students are learning.)
Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (InTASC5.e, InTASC8.a, NAEYC1.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Developmental Kit
Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEPs and IFSPs into daily activities and routines. (InTASC5.g, InTASC8.a, InTASC10.j, NAEYC1.a, NAEYC1.b, NAEYC2.b)
Measurement/Evaluation: Developmental Kit, Journal Article Critique, Observation Paper
Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC3.k, NAEYC1c, NAEYC2.a, NAEYC2.b, NAEYC2.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Journal Article Critique, Reflection Paper
Disposition(s)
(Values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator’s own professional growth-guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)
Establish and maintain positive, collaborative relationships with families. (InTASC9.m, NAEYC2.a, NAEYC2.b)
Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (InTASC2.j, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (InTASC4.m, InTASC5.g, InTASC9.d, NAEYC2.a, NAEYC2.b)
Link families with a range of family-oriented services based on identified resources, priorities, and concerns. (InTASC10.q, NAEYC2.b)
Measurement/Evaluation: Developmental Kit
Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children’s development, learning, and well-being. (InTASC10.d, NAEYC2.b)
Measurement/Evaluation: Observation Paper
Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession (InTASC4.e, InTASC9.g, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c.)
Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (InTASC1.d, NAEYC1.b)
Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhances professional status and working conditions for early childhood educators. (InTASC10.j, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC2.a, NAEYC2.b)
Measurement/Evaluation: Observation Paper
Texts, Readings, and Instructional Resources:

Required Text:

Supplemental Texts/Materials:

Additional articles and chapter reads will be provided through WebCampus.

Internet Resources:
The Council for Exceptional Children (CEC)  
http://www.cec.sped.org
The Division for Early Childhood (DEC)  
http://www.dec-sp.ed.org
Early Childhood Technical Assistance System  
http://www.nectas.unc.edu
National Association for the Education of Young Children  
http://www.naeyc.org/default.htm
Zero to Three  
http://www.zerotothree.org
UNLV Library:  
http://www.library.unlv.edu/
Assignments and Evaluation Procedures

1. Infant Toddler Developmental Kits (GROUP assignment)  
   A Developmental Kit will be designed and made into a presentation. Student will get together in small groups, and each group will create and present twice a set / kit of age appropriate materials for two of the following age groups: 6 months, 12 months, 18 months, 24 months, and 36 months. The sets of materials / kits will focus on two different age groups. Student small groups will present their sets of materials / kits to the class (using realia and tangible materials, not merely descriptions or pictures), and will accompany their presentation by a short PowerPoint presentation. Each student small group will present twice (one for each set of materials / kit). Presentation duration: approx. 10 minutes per presentation. Students will be graded for the sets of materials/ kits they developed (25 points max. per kit), and for their presentation (both personal explanation and submitted PowerPoint slides) (25 points max. per presentation).

   Kit #1  25 points Presentation of Kit #1  25 points
   Kit #2  25 points Presentation of Kit #2  25 points

2. Classroom Observation Narratives (GROUP assignment)  
   Students will make two observations of infants and toddlers in child care settings. Additionally, students will generate a comparison summary of the two different classrooms they observed. Students must have their observation locations approved with the instructor prior to the observations.

   Observation Narrative #1  50 points
   Observation Narrative #2  50 points
   Comparison of #1 and #2  50 points

3. Journal Critiques (INDIVIDUAL assignment)  
   Students will complete TWO peer-reviewed journal articles relating to infant/toddler childhood curriculum. Each review must be typed, a minimum of two pages in length, and free of spelling and grammatical errors. The review must contain the following five components: a) summary, b) methods, c) findings, d) implications, and e) reflection (your opinion). A copy of the article must be submitted with your review. The instructor must approve each article. Please plan in advance and do not wait until the last minute for article approval.

   Journal Critique #1  50 points
   Journal Critique #2  50 points

4. Class participation / PAAPL points (INDIVIDUAL performance measure)  
   Participation points will be assigned for Preparation (2 points), Attendance (2 points), Arrival (2 points), Participation (2 points), and Longevity (2 points). 10 points total can be earned during each in-class meeting (12 in-class meetings x 10 points). Note: There will be no PAAPL points for online modules, exams, and semester break weeks.

5. Online Modules (INDIVIDUAL performance measure)  
   There are two online modules to be completed during the semester. Each online module can be accessed through WebCampus. Several self-directed learning tasks are to be completed (e.g. reading provided research article, watching example video clips, reviewing instructional presentations, reflecting, or applying curricular content, and discussion boards). All outlined tasks need to be completed in the given time frame. Students will receive points for completeness, timeliness, quality of the work, and interaction with peers. Each Module can provide up to 15 points.

   Online Module #1  15 points
   Online Module #2  15 points

6. Exams (INDIVIDUAL performance measure)  
   Two exams will be completed.

   Midterm Examination  100 points
   Final Examination  100 points

Total available points= 700
Administrative Requirements:
1. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late, up to 2 days. If an assignment is turned in later than 2 days, then the assignment will be considered missed. Missed assignments cannot be made up and will result in a score of 0 (zero).
2. A grade of “incomplete” will be granted only if the student has
   a) Completed 75% of the course,
   b) Earned a grade of “C” or better at the time the incomplete grade is requested
   c) The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
   d) The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.
3. All assignments must be typed, double spaced, and adhere to APA Manual 6th Edition guidelines. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance

Changes to Syllabus. My belief is that classroom instruction should be directly tied to practical experience. The purpose of this class is to address real-world-issues with the education of ELLs, specifically to methods of instructions. Consequently, while the objectives and assignments for this course will not change, this course will be aligned and adjusted to address the teaching challenges of the educators enrolled in this class. Readings and grouping may be adjusted to be specific to the needs regarding grade levels, content, and specializations of enrolled students.

Academic Misconduct. Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism.

Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at https://www.unlv.edu/studentconduct/student-conduct.

Classroom Conduct. Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.
Classroom Surveillance. Nevada Revised Statutes (State Law) 396.970  Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.

2. Subsection 1 does not apply to any electronic surveillance:
   a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
   b) By a law enforcement agency pursuant to a criminal investigation;
   c) By a peace officer pursuant to NRS 289.830;
   d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
   e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
   f) Of a class or laboratory when authorized by the teacher of the class or laboratory.

(Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

Copyright. The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for an employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC). The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations. The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.
**Incomplete Grades.** The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources.** Students may consult with a librarian on research needs. For this class, the subject librarian is [https://www.library.unlv.edu/contact/librarians_by_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [https://www.library.unlv.edu/](https://www.library.unlv.edu/).

**Rebelmail.** By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Religious Holidays Policy.** Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Transparency in Learning and Teaching.** The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: [https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning) / [https://www.unlv.edu/provost/transparency](https://www.unlv.edu/provost/transparency)

**Tutoring and Coaching.** The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services,
visit [http://www.unlv.edu/asc](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center.** One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/).

**Late Assignment Submissions.** Submitting assignments on time is required and impacts the assignment grade. Late submissions may not be accepted or may receive a one letter reduction (e.g., a “B” scored on an assignment will receive a “C” in the grading system). Discussion with the instructor is mandatory.

**Group Work.** All group members are required to participate and to involve all group members equally in the development and presentation of group assignments. Exclusion of group members in the process or the lack of participation of group members may have an impact on the grade of individuals of the group, or on the group as a whole.

**Individual Work.** Individual work assignments cannot be completed as group- or pair- assignments. Written assignments may be checked for plagiarism and similarities with assignments of peers (current and past classes). Evidence of excessive collaboration such as copying or matching, and plagiarism may impact the grade of the assignment, and department and university policies will be followed. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at [https://www.unlv.edu/studentconduct/student-conduct](https://www.unlv.edu/studentconduct/student-conduct).

**Clarification of assignment requirements or rubrics, and individual appointments.** Students are encouraged to schedule individual appointments or to consult with the instructor via email to discuss questions regarding the course, assignments, or other related issues. It is the responsibility of the student to contact the instructor as needed.

**Instructor contact and responses.** Students can reach the instructor during office hours, by appointment, or via email at ruedenau@unlv.nevada.edu. Students are asked to confirm in-person appointments during office hours with the instructor via email for ensuring availability (there may already be other student appointments scheduled). Office hours are subject to change. During regular business days and hours Monday through Friday afternoon, the instructor will typically check emails twice daily and will typically answer emails within 24 hours. During weekends or holidays, the instructor may not respond. During semester-breaks or conference-travels, responses may be delayed.
**Use of Technology in Class.** Laptops, smartphones, tablets and similar devices may be used during class time for all course-related issues as discussed in class. For some in-class work, students will need access to the internet on a device such as a laptop, tablet, or smartphone. Students may not engage in social media, unrelated internet browsing, unrelated emails, private text messaging, or similar activities during class time whatsoever. Unrelated use of technology and media in class may be considered as absence from class and may impact a students’ grade. Patterns of non-compliance may be considered unprofessional conduct, and the student may be dismissed for parts or all of a class. In case of an emergency: if a student needs to attend to a call or other notification immediately during class time, the student may step out of the classroom for doing so. The interruption must be discussed with the instructor after class.

**Performance Assessments and Grading Policy:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Infant Toddler Developmental Kit age group #1</td>
<td>Group assignment</td>
<td>25</td>
</tr>
<tr>
<td>Presentation of Kit #1</td>
<td></td>
<td>2/21/18</td>
</tr>
<tr>
<td>Infant and Toddler Developmental Kit age group #2</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Presentation of Kit #2</td>
<td></td>
<td>4/11/18</td>
</tr>
<tr>
<td>2 Classroom Observation Narrative #1</td>
<td>Group assignment</td>
<td>50</td>
</tr>
<tr>
<td>Classroom Observation Narrative #2</td>
<td></td>
<td>4/4/18</td>
</tr>
<tr>
<td>Comparison Summary of Observation #1 and #2</td>
<td></td>
<td>4/25/18</td>
</tr>
<tr>
<td>3 Journal Critique #1</td>
<td>Individual</td>
<td>50</td>
</tr>
<tr>
<td>Journal Critique #2</td>
<td></td>
<td>2/14/18</td>
</tr>
<tr>
<td>4 PAAPL Points (Preparation, Attendance, Arrival, Participation, Longevity) 12 in-class meetings x 10 points</td>
<td>Individual performance measure</td>
<td>120</td>
</tr>
<tr>
<td>5 Online Module #1</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>Online Module #2</td>
<td></td>
<td>2/10/18</td>
</tr>
<tr>
<td>6 Midterm Exam</td>
<td>Individual</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>5/9/18</td>
</tr>
<tr>
<td><strong>Total available</strong></td>
<td></td>
<td>700</td>
</tr>
</tbody>
</table>

Final grades will be based upon the total number of points earned:

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>651 -700</td>
<td>93 -100</td>
<td>A</td>
</tr>
<tr>
<td>630 - 650</td>
<td>90 -92</td>
<td>A-</td>
</tr>
<tr>
<td>609 - 629</td>
<td>87 -89</td>
<td>B+</td>
</tr>
<tr>
<td>581 - 608</td>
<td>83 -86</td>
<td>B</td>
</tr>
<tr>
<td>560 - 580</td>
<td>80 -82</td>
<td>B-</td>
</tr>
<tr>
<td>539 - 559</td>
<td>77 -79</td>
<td>C+</td>
</tr>
<tr>
<td>511 - 538</td>
<td>73 -76</td>
<td>C</td>
</tr>
<tr>
<td>490 - 510</td>
<td>70 -72</td>
<td>C-</td>
</tr>
<tr>
<td>420 - 489</td>
<td>60 -69</td>
<td>D</td>
</tr>
<tr>
<td>419 or less</td>
<td>0 -59</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: Please pay attention to the grade level deductions for class absences described in the PAAPL point paragraph above.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Subject</th>
<th>Question</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17/18</td>
<td>Week 1</td>
<td>Syllabus, Course expectations Relationship-based model and the importance of Curriculum</td>
<td>What is this course about, and how is it important for early childhood professionals? Provide a short written response.</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/24/18</td>
<td>Week 2</td>
<td>Infants, Toddlers and their Families and Understanding and using theory.</td>
<td>Question: Why is it important to develop a partnership with families? Provide a strategy you will apply in order to build teacher-family partnerships.</td>
<td>Chapter 2, 3 &amp; 15 Additional Reading</td>
</tr>
<tr>
<td>1/31/18</td>
<td>Week 3</td>
<td>Responsive Environments: Qualities, health, safety, and nutrition.</td>
<td>Question: Why do infant and toddler care teachers need to know and practice safe and healthy procedures when caring for young children? Provide 1 or more procedure(s) with your written response.</td>
<td>Chapter 11 &amp; 15 Additional Reading</td>
</tr>
<tr>
<td>2/7/18</td>
<td>Week 4</td>
<td>Online Module #1 – No in-class meeting Creating a relationship-based curriculum</td>
<td>Question: Why is it important to know the 4 components of a responsive, relationship-based environment? To what degree could disability status impact the needs for relationship-based environments?</td>
<td>Chapter 12 &amp; 15 Online Module #1 Due on Sat, 2/10/18, noon</td>
</tr>
<tr>
<td>2/14/18</td>
<td>Week 5</td>
<td>Respect, Reflect, and Relate: the 3R approach to guidance</td>
<td>Question: Examine the 3 Rs from your reading. Describe the difference between what you may have seen or experienced vs the 3 Rs. Discuss the possible impact on child, family, teacher, and environment. Include a strategy that care teachers and families could use together.</td>
<td>Chapter 14 &amp; 15 Additional Reading Journal Critique #1 due by or before class</td>
</tr>
<tr>
<td>2/21/18</td>
<td>Week 6</td>
<td>The power of observation; Learning about infants and toddlers.</td>
<td>Question: Describe the value of observation and assessment.</td>
<td>Chapter 4 &amp; 15 Additional Reading Developmental Kit #1 due, paper and presentation, by or before class</td>
</tr>
<tr>
<td>2/28/18</td>
<td>Week 7</td>
<td>Online Module #2 – No in-class Meeting Attachment and Emotional Relationships</td>
<td>Question: What type of experiences would you use/set up to promote attachment and emotional development?</td>
<td>Chapter 6 &amp; 15 Online Module #2 due on Sat, 3/3/18, noon</td>
</tr>
<tr>
<td>3/7/18</td>
<td>Week 8</td>
<td>Social development and learning with peers.</td>
<td>Question: Describe how culture may influence a child’s attitudes, families’ attitudes, and your own attitudes about creative, sensory and symbolic dramatic play</td>
<td>Chapter 7 &amp; 15 Additional Reading In Class Presentations Developmental Kit #1, Part 1 Classroom Observation Narrative #1 due by or before class</td>
</tr>
<tr>
<td>3/14/18</td>
<td>Week 9</td>
<td>Midterm Exam</td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>3/21/18</td>
<td>Week 10</td>
<td>Cognitive Development and Learning.</td>
<td>Question: How would you interact and change the environment for a child who is exploring object permanence and spatial relationships?</td>
<td>Chapter 8 &amp; 15 Additional Reading In Class Presentations Developmental Kit #1, Part 2 Journal Critique #2 due by or before class</td>
</tr>
<tr>
<td>3/28/18</td>
<td>Week 11</td>
<td>Spring Break. No class.</td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>4/4/18</td>
<td>Week 12</td>
<td>Language Development and Learning</td>
<td>Question: What type of experiences would you provide for a toddler who loves to sing? Incorporate concepts covered in the text.</td>
<td>Chapter 9 &amp; 15 Additional Reading Classroom Observation Narrative #2 due by or before class</td>
</tr>
<tr>
<td>4/11/18</td>
<td>Week 13</td>
<td>Motor development and learning</td>
<td>Question: Why do major changes in motor development evoke changes in cognitive development?</td>
<td>Chapter 10 &amp; 15 Additional Reading Developmental Kit #2 due, paper and presentation by or before class</td>
</tr>
<tr>
<td>4/18/18</td>
<td>Week 14</td>
<td>Brain and Prenatal Development, Birth, and the Newborn</td>
<td></td>
<td>Chapter 5 &amp; 15 Additional Readings In Class Presentations of Kit #2, Part 1</td>
</tr>
<tr>
<td>4/25/18</td>
<td>Week 15</td>
<td>Routines, Environments, and Opportunities: Day to day the relationship way</td>
<td>Question: How would you organize the environment to encourage creativity?</td>
<td>Chapter 13 &amp; 15 Additional Reading In Class Presentations of Kit #2, Part 2 Classroom Observation Comparison Summary due by or before class</td>
</tr>
<tr>
<td>5/2/18</td>
<td>Week 16</td>
<td>Infant and Toddler Professionals Review and Study Week</td>
<td></td>
<td>Ch 16 &amp; 15 Additional Reading</td>
</tr>
<tr>
<td>5/9/18</td>
<td>Week 17</td>
<td>Final Exam</td>
<td></td>
<td>Final Exam</td>
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