

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Environment and Curriculum for Infants and Toddlers, CRN
Course No: ECE 320
Credits: 3 (2.5 +0+1.5)
Prerequisites: Engl 211X or 213X Recommended: ECE 104, ECE 220 or ECE 245
Instructor: Gara Bridwell
604 Barnette Street Suite 220

Phone: 455-2908
E-mail: gdbridwell@alaska.edu

Office or Contact hours: By appointment
Location: Fairbanks
Dates: Summer 2017 – June 1 – June 12
Times: 1:30 – 6:00 pm

Text :

Required

1. Dombro, A., Colker, L., Dodge, D., (2000). *The Creative Curriculum for Infants & Toddlers*. Washington, DC. Teaching Strategies.

Course Description:

Roles and practices adults take for supporting learning and development in infants and toddlers aged birth – 3 years of age. Stresses the adoption of the child's individual abilities and interests while supporting their exploration, discovery, relationship building and problem solving through environment development. Prominence for family inclusion in curriculum development through reciprocal relationships.

Course Goal:

Understanding of components needed for appropriate development of environments and curriculum for all children.

Course Information and Instruction methodology:

This class will be taught through face to face class meetings, hands-on practica/field experience. Written feedback on papers, blackboard discussions and final project will be used in teaching and assessing students work in this course.

Meeting time: 1:30 – 6:00 pm, Thursday, June 1 – Monday, June 12, 2017.

Student Learning Outcomes:

1. Upon completion of this course, students will be able to:
 - a. Explain what is meant by the terms and use of “environment” and “curriculum” for infants and toddlers. (NAEYC Standard 1c)
 - b. Articulate the distinctions between curriculum for infants and toddlers and curriculum for older children. (NAEYC Standard 1a)
 - c. Describe the influences of early care and education that are a part of an infant/toddler curriculum and environment. (NAEYC Standard 3d)
 - d. Outline strategies for engaging family collaboration in developing and implementing individualized curriculum for infants and toddlers.(NAEYC Standard 2c)
 - e. Explain how Individualized Family Service Plans can support curriculum and inclusion of infants and toddlers with special needs. (NAEYC Standard 4b)
 - f. Apply the concepts needed to design and assess an appropriate group space environment for infants and toddlers as well as plan for parental input. (NAEYC Standard 3d)
 - g. Apply assessment knowledge needed to support a wide variety of teaching approaches to create an individual curriculum accommodation plan for a specific infant or toddler. (NAEYC Standard 3b and 4c)

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Key elements

- 1a: Knowing and understanding young children’s characteristics and needs
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building and Community Relationships

Key elements

- 2c: Involving families and communities in their children’s development and learning

Standard 3: Observing, documenting, and assessing to support young children and Families

Key elements

- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 4: Teaching and learning

Key elements:

- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.

Instructional Methods:

The method of instruction will be a combination face to face time, reading and writing reflections. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion.

Course Evaluation:

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your Child Development Family Study BA Degree. Grading is based on:

Grading Policy:

Writing Assignment's	100	25%
Course Project Part 1(Environment Design)	100	25%
Course Project Part 2 (Curriculum Plan)	100	25%
Infant/Toddler Observation on Technology	100	25%
Total	400	100%

Grade	Points	Definition
A = 100% - 90%	400-360	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	359-320	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	319-280	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	279-240	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	239- 0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Course Calendar – Summer 2017

Date	Topic and Assignment
Thursday, June 1	In class today: <ul style="list-style-type: none"> Review course expectations; introductions. Lecture Topic: <i>Why a Curriculum for Infants and Toddlers?</i>

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read pages 1-22 Chapter 1 and 2 • Writing Assignment 1: Due June 2.
Friday, June 2	<p>In class today: <i>Building Relationships and Getting to Know Infants and Toddlers</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 3 and 4 • Writing Assignment 2: Due June 3.
Saturday, June 3	<p>In class today: <i>Families and Communities</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 5 and 6 • Writing Assignment 3: Due June 4
Sunday, June 4	<p>In class today: <i>Planning, Evaluating, Individualizing for Infants and Toddlers. Review of Head Start/EHS Standards.</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 7 and 8 • Writing Assignment 4: Due June 5
Monday, June 5	<p>In class today: <i>Creating Environments and Safety</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Review ITERS Scale • Writing Assignment 5: Due June 6
Tuesday, June 6	<p>In class today: <i>The Infant Toddler Environment Rating Scale Review and Infants/ Toddlers and Technology</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 9 and 10 • Writing Assignment 6: Due June 7 • Infant/Toddler Observation on Technology due Saturday, June 10.
Wednesday, June 7	<p>In class today: Field Work/Lab Day. Observations in Infant/Toddler Classrooms.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • No Chapter reading tonight • Writing Assignment 7: Write up your LAB findings for class tomorrow. Due June 8
Thursday, June 8	<p>In class today: <i>Lab Sharing/Field Work and Children's Health and Safety</i></p>

	<p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 11 and 12 • Writing Assignment 8: Due June 9
Friday, June 9	<p>In class today: <i>Routines: Hello's/Goodbye's, Diapering and Toileting</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Read Chapter 13, 14, 15 • Writing Assignment 9: Due June 10
Saturday, June 10	<p>In class today: <i>Importance of Meals, Napping and Dressing</i></p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Review pp. 221-317 • Writing Assignment 10: Due June 12
Sunday, June 11	<p>In class today: Lab Assignment Day.</p> <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Presentations presented tomorrow, last day.
Monday, June 12	<p>In class today: Presentations of Final Projects and Celebration!</p>

Guidelines for Writing Assignments:

Written assignments and projects are to be typed (computers and word processors okay). Font size should be 10-12, depending on the font style. Spacing between lines should be 2.0. Black Ink on white paper is strongly preferred. All writings will need to follow the APA format. Guidelines for APA writing will be provided on Blackboard.

For assistance in writing, the UAF Writing Center – 474-5314 can offer writing support by phone, fax or email and is a free service.

Within the course reading expectations, you will be providing 10 Written Reflections. . Please complete your reading response using APA formatting. Each should be at least 1 page in length.

Writing Assignment:

1. **Writing Assignment 1** – Please describe what you hope to get out of this class and what your goals for the course are. **Due on June 2.**
2. **Writing Assignment 2** -A personal reaction response will be written by each individual student and turned into the instructor. Writing response papers should address which article or chapter you have read, how any emotional responses that developed, questions and thoughts that may have come up, as well as any points you may have learned from the reading. What did you like? Was there anything that you found troublesome? Did you detect any errors in the material? Did it affirm your present beliefs? Reaction papers will be sent to the instructor through the assignment section of Bb. After reading Chapters 1 through 4, along with class discussions,

reflect on any new material or information. How might you use this information with your group of infants and toddlers this fall? **Due on June 3.**

3. **Writing Assignment 3** - Using the same guidelines as in Writing Assignment 2, and after reading Chapter 5 and 6, what do you find are most challenging aspects of individualizing care for Infant's and Toddlers? **Due on June 4.**
4. **Writing Assignment 4** – After reading Chapter 7 and 8 think about and write your thoughts regarding these questions. What are the most challenging areas of the classroom for you? Greeting, Resting, Eating, Diapering, Gross Motor Play, Quiet Play, other areas? What do you think might solve some of these challenges? **Due on June 5**
5. **Writing Assignment 5** – Ensuring children's Health and Safety is one of our most important tasks in early childhood education. What are your goals for your classroom to make the most safe and healthy environment possible for children and adults? **Due on June 6**
6. **Writing Assignment 6** - After review and practice with the ITERS scale, please describe your familiarity with it. Have you used it before? If so, how? If you have not used it before, could it be a helpful tool to look at Infants/Toddlers? **Due on June 7**
7. **Writing Assignment 7** - Using the text Observation models and Observations from Field Work/Labs, write up your notes and findings. **Due on June 8**
8. **Writing Assignment 8** - Please select any topic that you are most passionate about with regard to Infant, Toddler Curriculum and or Environments and write a 1 page paper. Why did you select this topic? Are there any new or different ways that you will try teaching very young children during this next school year? **Due on June 9**
9. **Writing Assignment 9** – Please address these questions: How can I organize meal times so that I can sit down and talk with children instead of running around? How can I create an environment that encourages napping or resting? How can I work with families on sleep issues? How can I use dressing to promote a child's sense of competence? **Due on June 10**
10. **Writing Assignment 10** - Ending Reflection – In this final writing assignment, go back through all of your previous reflections and class discussions. Have you met the goals you described in the first reflection? Why or why not? Describe your learning from this course. **Due June 12.**

Rubric - Basic Written Response for written assignments

CATEGORY	Target	Acceptable	Unacceptable
Quality of Entries	Response is clear, concise, coherent and easy to understand demonstrating elements of a strong writing style. Response demonstrates a polished, professional quality with few, if any, errors.	Response is mostly clear, concise, and coherent with a nice writing style. Response is polished but has some errors in standard written English that rarely interfere with understanding.	Response is not always clear and coherent making it difficult to understand at times. Response lacks publication quality as it contains several errors in standard written English that interfere with understanding.
	4	2.5	1

Critical Thinking	Response demonstrates use of upper level thinking (analysis, synthesis, and evaluation) and illustrates a thoughtful approach to the content. Author demonstrates growth in their thinking.	Response demonstrates upper level thinking (analysis, synthesis, and evaluation) and illustrates a thoughtful approach to the content. Author demonstrates growth in their thinking.	Response may not or may demonstrates little upper level thinking (analysis, synthesis, and evaluation) and illustrates a forced approach to content or does not align clearly with topic.
	6	4	1

Infants and Toddler and Technology Observation: A 2 hour observation with an individual infant or toddler with a focus on the use of technology, phones, ipads, lap tops, tv's etc. Using a running record format of observation, note how much interaction between adults/parents and child in 2 hours. (Rubric and detailed instructions will provided in class.)

Course Project:

There will be two projects due for ECE 320.

Part 1. Design and share a clearly written explanation of environment that will support the developmental and cultural learning needs of infants and toddlers. This will be shared with other students during the last day of class. (Detailed instructions and Rubric will be provided in class.)

Part 2. Development for possible implementation of a curriculum plan for infants/toddlers. A complete written reflection of design, plan, and implementation will be included. This will be shared in class on the final day. (Detailed instructions and Rubric will be provided in class.)

Course Policies:

1. Attendance: As part of the learning community, all students are expected to attend and participate in all classes.
2. Tardiness: Students are expected to arrive in class prior to the start of class. If a student does arrive late, they are expected to do so quietly and inform the instructor.
3. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the course calendar.
4. Assignments: All assignments must be received by the Instructor on the due date as noted in the course calendar unless otherwise prior-arranged with the instructor. Each assignment must have the following to ensure it is able to be graded. Your Name; Course Number; Semester/Year; Instructor Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page. 10 -20% of Assignment Points will be deducted if turned in after the due date.
5. Graded Assignments: It is this instructor's intention to grade and respond to student work within 24 hours of their receipt.
6. Reporting Grades: All student grades, transcripts and tuition information are available on-line at <http://ww.uaonline.alaska.edu>

- If you have difficulty accessing this information, contact the registrar at your local campus.
7. **Written Paper Assignments:** All papers are expected to be typed and double spaced. Please check for grammar and spelling. It is recommended that you have another person review your draft before final submission for a grade. Written assignments may be faxed or emailed to the instructor. When assignments are emailed, please type in the subject line ECE 320 and the assignment being turned in.
 8. **Plagiarism:** Plagiarism is using what someone else has written and then using it as one's own words and thoughts. It is never acceptable. Students are expected to attribute the source of information (with direct quotes or paraphrases) in compositions, theses and other reports.
 9. All UA student academics and regulations are adhered to in this course. You may find these in the UA catalogs.
 10. **Confidentiality:** An important part of this course is the sharing of insights and experiences with other students. To benefit from these discussions, it is essential that we all maintain the confidentiality of children, families, programs and staff. Please do not use names and talk and write with respect.
 11. **Incompletes, Withdrawal and No Basis Grading:** A student may request an Incomplete grade if there are factor beyond his/her control that affect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A faculty initiated withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop time frame. A No-Basis (NB) grade is provided if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop time frame.
 12. **Ethical Behavior:** It is expected that, while on the audio conference, you are present and paying attention. If you must leave the discussion, it is your responsibility to inform the instructor or the class.

Withdrawal & drops: Students are expected to withdraw from the class if they cannot complete the course. The instructor will not automatically withdraw students who do not attend or fall behind. Students who do not successfully complete the class and do not withdraw will receive an "F." The instructor appreciates hearing from students who drop or withdraw, it is sometimes possible to problem-solve so this action does not need to take place, or; your feedback can sometimes make the course better for others if the challenges are directly related to the class, instructor or materials.

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UA Online

<http://uaonline.alaska.edu>

Your resource for grades, transcripts and other personal information.

Disabilities Services:

The Child Development and Family Studies program works with the Office of Disability Services to provide reasonable accommodations to students with disabilities. The

Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities. Representatives from the office also regularly meet students in the CTCC building.

Check with the CTCC student services for more information, 455-2851 or 2849.

Disability services also provides assistance to the university's rural campuses; Community Technical College, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.

<http://www.uaf.edu/disability/>

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: fydso@alaska.edu

Representatives from the office also regularly meet students in the CTCC building.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

Title IX

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;

- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Notes: