

<b>HDFS 470</b> <b>Infants and Toddlers:</b> <b>Care and Learning</b>
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**Spring 2007**

**Monday 5:30-8**

**SoHE 118**

Lucinda Heimer, Lecturer  
[lqheimer@wisc.edu](mailto:lqheimer@wisc.edu)  
Home: 233-3460  
Office Hours By Appointment

### **Course Objectives**

This course will provide an overview of the theory and care of infants and toddlers and their physical, cognitive, social and emotional development. Included will be information on:

Appropriate, safe and healthy growth in all domains of infant and toddler development;

- Identifying and implementing quality, caregiver relationships with all children and families - including those living in poverty, non-English speaking, those who are "at risk" and those with special needs.
- Emergent language, literacy and numeracy and its implication in early care and education;
- Planning, implementing and evaluating high quality, developmentally appropriate care and education programs for infants and toddlers.
- Applying current research and research based information to infant and toddler development, programming and public policy.

### **Required Readings**

On-line reader through library reserves.

Text at University bookstore. O'Brien, M. (1997)  
Inclusive Child Care for Infants and Toddlers. Paul H.  
Brookes Publishing, Baltimore, MD.

*Please let me know if you need any special accommodations as soon as possible. Information will be kept confidential whenever possible. For questions regarding the University's disability policies and services, contact the McBurney Disability Resource Center, 905 University Avenue, 263-2741. A large type syllabus is available upon request.*

### **Assignments and Grading**

- **Class in - depth topic presentation and written reflection on topic in relation to lecture and course materials. (presentation 10 points , write up 20 points, total 30 % of course grade)**

Students will work with a partner and choose one topic from a provided list to present to the class. Presentations may include discussion, integration of media, small group activities, games and lecture. Each topic will be covered completely using course readings as well as supplemental information.

The paper will synthesize course materials (lecture, books, articles) with at least two other related outside resources to illustrate a deep understanding of the topic chosen in relation to the course.

- **Observations (1 at 15 points total 15%)**

A site list will be available for students to choose from. Each observation requires reflection on Developmental Milestones, Adult/Infant-Toddler Interaction, Environment, and Curriculum. This exercise will help prepare students for their group project in which they design their own environments. In addition, this assignment will strengthen critical observation skills and let students practice using a common tool for evaluating environments and writing reports about what they have seen. Each student will post an observation summary to the [Learn@UW](#) website and respond to his/her classmates postings. This will provide insight into a variety of caregiving settings.

- **Take home essay questions (10 points 10%)**

Take home short answer essay questions covering course material. Students are not to share answers. Students will choose 3 of 5 questions to answer.

- **Infant/Toddler Program Design (40 points 40%)**

Students will choose teams to develop a hypothetical design for a high quality infant and toddler program. The program should have a well thought out mission statement and vision for children birth to three years. Each team will receive a single grade for the effort. Projects should reflect the students own work. If you borrow something from another program, be sure to site text with specific reference. Finally, a reflection of your role in the development of your group project and an explanation of the pieces you produced will be provided by each student to turn in with the program design.

1	Layout & design of floor plan for indoor and outside environments (include list of basic furnishings, equipment and supplies for start up).	7 points
2	Curriculum: Choose a curriculum, develop a sample weekly sample lesson plan, and discuss how you will assess children's progress and how you will provide information to parents.	8 points
3	Parent Handbook: Mission & vision statement; child guidance policies, daily activities, general policies and procedures relating to safety, health, social, emotional and cognitive development of the children and staff qualifications and expectations. Ensure you are culturally and linguistically sensitive to the target population of your program.	15 points
5	Brochure that "sells" your program to parents and the public and includes a description of your program, the staff, and its philosophy. Describe how parents & the community are involved in your program (Advisory Board, volunteers, matching the needs of your community).	5 points
6	Create a budget for on-going expenses. Include expected income (parent fees, fund raisers, grants, etc. ) on-going expenses (salaries, supplies, professional development, insurance, maintenance. etc.), and start-up materials and equipment.	5 points

➤ **Participation/Cooperation (5 points 5%)**

All members of this learning environment are to treat their colleagues and the instructor and any guests with respect and consideration. Students are expected to attend all classes, to behave responsibly in group work, to be on time for class, and to stay for the entire class period.

<b>Total Points</b>	<b>100</b>
93-100	A
88-92	AB
83-87	B
78-82	BC
73-77	C
68-72	CD
63-67	D
< 62	F

**MISSING CLASSES:** This is a 3 credit course that meets once a week, therefore, missing one class means a weeks worth of material is missed. You will need to e-mail me as early as possible if you believe you will miss a class. You are responsible for obtaining all material presented during the class that you missed. If you miss more than one class- a 2-3 page abstract will be required for each class missed. The abstract

will include a personal reflection about the articles and chapter information that was assigned to the class you missed.

**REFERENCE CITATION:** All papers and projects must be your own, original work. If you have questions about when to cite references please refer to: Writing Center at [www.wisc.edu/writing/Handbook/QuotingSources.html](http://www.wisc.edu/writing/Handbook/QuotingSources.html)

**THE WRITING CENTER:** The Writing Center is located in Room 6171 of College Library and offers free classes and individual help with written assignments. Information and a listing of services is available at [www.wisc.edu/writing](http://www.wisc.edu/writing) or by calling 263-9305.

Date	Assignment	Due
1/22	<b>Introductions/ Course Overview /Syllabus/Theoretical Perspectives</b>	
1/29	<b>Theory Review</b> <b>Developmental/Ecological and Cultural Foundations</b> O'Brien Chapter 1 Reader- Gonzalez-Mena	Sign up for observations  Choose partners for presentation and sign up for topic
2/5	<b>Inclusion and Theories of Development Observation insights 101</b> Reader- Klein, Greenspan, Jablon - You as Observer O'Brien Chapter 2	
2/12	<b>Infant/Toddler Development (con't)</b> Reader- Siegel, Zero to Three Ages and stages in the reader - a resource for you but not required reading.	Final project groups created
2/19	<b>Parent and Community Relationships</b> O'Brien - Chapter 3 (43-60) Reader- Ballenger, NYT	Presentations begin Team a  Team b
2/26	<b>Organizing Inclusive Infant Toddler Care/Environments</b> O'Brien - Chapter 4 (61-78)	Team a  Team b
3/5	<b>Exploration and Experience</b> O'Brien - Chapter 5 (79-106) Reader- Owocki	Team a
3/12	<b>Exploration and Experience (con't)</b> Reader-Gerber Chapters 1 & 3 , NAEYC, Gonzalez-Mena	Team a
3/19	<b>Responsive Teaching Techniques for Infants and Toddlers</b> O'Brien - Chapter 6 (107-126) Appendices A,B, & C Reader - Elicker/Fortner-Wood, Bigelow, Menkart	Take home questions out.
3/26	<b>Responsive Guidance for Infants and Toddlers</b> O'Brien - Chapter 7 (127-152) Reader - <i>Perspectives on Discipline</i>	Team a  Take home questions due.
4/2	<b>Spring Break</b>	

4/9	<b>Food and Nutrition &amp; Routines</b> O'Brien - Chapter 8 &9 Appendix D Reader- Clark, NAEYC	Team a  Team b
4/16	<b>Transitions</b> O'Brien Chapter 10 (193- 214) Reader- <i>Extending the Dance</i>	Team a  Class time for projects
4/23	<b>Administration of Infant and Toddler Care</b> O'Brien - Chapter 11 (215-242) Reader - examples of forms	Team a  Team b
4/30	<b>Evaluation of Programs &amp; Policy implications</b> O'Brien - Chapter 12 (243-253) Reader- Polakow, Schweinhart, Lally	Class time for final projects
5/7	<b>Culmination and celebration of our semester together</b>	Infant/Toddler Program Presentation Due

**Extra Credit Options (Points determined as work is completed up to 5)**

- Write a one page abstract for 2 research articles .  
Format provided by the professor.
- Provide current events articles for class (1 pt. Each for up to 5).
- Write journal style reflection entries after 2 classes of your choice. The entry should include integration of class material with your own experiences.