Professor Melodie Spencer
spencm17@mcmaster.ca
Office Hours: Thursdays 11:30-2 by appointment or by appointment at another agreed upon time.

Lecture: Thursday, 8:30 – 11:20 am, ABB 162

Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Description: Explore positive, respectful, and responsive communication in working with infants and toddlers. Examine the characteristics of infant and toddler development and explore the processes of secure attachment. By relating concepts and principles of child development to an infant and toddler curriculum, students will be able to explain strategies that support, encourage, and extend learning in an infant and toddler environment. While learning how to present experiences and stimulate development in infants and toddlers, students will be able to design an appropriate infant and toddler environment and develop curriculum to support developmentally appropriate practice.

Course Learning Outcomes/Elements of Performance: When you have earned credit for this course, you will have demonstrated the ability to:

1.) Explain the key elements of providing sensitive and responsive care to Infants and Toddlers
   1.1.) Describe licensing requirements for Infant and Toddler environments
   1.2.) Examine the effects of schedules and routines on Infant and Toddler development
   1.3.) Define techniques to promote the development of pro-social skills
   1.4.) Describe the collaborative relationship between Early Childhood Educators and families

2.) Design a developmentally appropriate Infant and Toddler Learning Environment
   2.1.) Examine the key principles unique to Infant and Toddler settings
   2.2.) Research learning materials and equipment for Infants and Toddlers
   2.3.) Draft a floor plan for an Infant and Toddler environment
   2.4.) Demonstrate an understanding of Infant and Toddler learning experiences
   2.5.) Reference current legislation, agency policies, and evidence-based practices in the planning and implementation of curriculum
   2.6.) Evaluate the quality of the learning environment

3.) Plan curriculum based on identified interests and emerging skills of Infants and Toddlers.
   3.1.) Examine theoretical perspectives of an Infant and Toddler curriculum
   3.2.) Apply the principles of anti-oppressive practice
   3.3.) Reference current legislation, agency policies, and evidence-based practices in the planning and implementation of curriculum
   3.4.) Observe Infant and Toddler development
Relationship to Vocational Learning Outcomes: This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
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<tr>
<td><strong>VLO 1</strong> Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children’s holistic development and are responsive to individual children’s and groups of children’s observed abilities, interests and ideas.</td>
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<td><strong>VLO 3</strong> Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children’s learning across the continuum of early childhood development.</td>
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<td><strong>VLO 4</strong> Establish and maintain responsive relationships with individual children, groups of children and families.</td>
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<td><strong>VLO 5</strong> Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.</td>
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<td><strong>VLO 7</strong> Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment.</td>
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<td><strong>VLO 10</strong> Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.</td>
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Required Texts: These are available at the university bookstore.


Required Resources: These are available on-line.


Course Evaluations:

**Overall Values**
Assignments and Reflections: 75%
Final Exam: 25%
See individual assignment outlines for details and rubrics

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**Student Regulated Learning (SRL) Activities- Total Value: 10%**
“Student regulated learning (SRL) is the conscious planning, monitoring and evaluation of one’s own learning in order to maximize it.” (L. Nilson, 2016)

This method of teaching and assessing is evidence based and increases your retention of material and is proven to increase success. As such, this course will have a series of SRL in-class and at home activities/assignments. Although there are length requirements and questions must be answered, there are no rubrics and the grade is either provided or not.

**SRL Activities/Assignments Breakdown:**

**Pre-Assessment Reflection- Value: 2%**
Answer three short reflection questions on your knowledge of infants and toddlers. There are no wrong answers- this is a pre-assessment of your knowledge/understanding/views of the child.
Minimum 200 words, maximum 400 words.
Due to Drop Box: **Week 2** by 11:59 pm of the day of class

**Blended Week Reading and Video Wrappers- Value: 4%**
Answer three short questions on the readings and videos. There is no rubric. All questions must be answered and a minimum length of 300 words is required. Maximum 600 words.
Due to Drop Box: **Week 6** by 11:59 pm of the day of class

**In-Class “One Minute Paper” –Value: 2%**
(*must attend class to complete this assignment)
You will be given two or three questions at the end of the class. You will choose one question to answer and hand in before you leave. There is no rubric but the question must be answered with a minimum of 100 words. You must be present in class to participate in this assignment.
Due at the end of class: **Week 8 OR Week 11**

**Post Assessment Reflection (same questions as Pre)- Value 2%**
Answer three short reflection questions on your knowledge of infants and toddlers. There are no wrong answers- this is a pre-assessment of your knowledge/understanding/views of the child.
Minimum 200 words, maximum 400 words.
Due to Drop Box: **Week 11** by 11:59 pm of the day of class

**Materials Assessment Assignment - 17% (7% Group, 10% Individual)**
*Please put all group members names on the group assignment (max. 4 members).
There are two parts to this assignment.

PART 1 (7%) Materials Assessment- using a tool provided, the group will assess toys in a learning environment following a materials review via video. The goal will be to determine the spaces/equipment suitable for infants/toddlers.

PART 2 (10%): Individual written reflection- Using the textbooks for the course and eLearn content, students will discuss components of the indoor and outdoor learning environment.

Due to Drop Box: **Week 5** by 11:59 pm of the day of class

*In-Class Floor Plan Assignment* - **Value: 10%**
(*must attend class to complete this assignment*)
During class time, you will form groups and design an appropriate Infant/Toddler setting for 10 infants or 10 toddlers.

Each small group will design an indoor environment using an original floor plan drawing or digital format.

Your floor plan must include learning centres (at least 5), flooring type, tables for activities and meal time, diapering area, washroom area, doors, windows and any other elements that you feel are necessary to include.

Due in class: **Week 5**

*Schedules and Routines Individual Reflection Assignment* - **15%**
For this assignment, you will examine the effects of schedules and routines for an Infant and Toddler learning environment. This assignment involves providing a written reflection on schedules and routines in an Infant and Toddler program.

The reflection must be no less than 4 and no more than 8 word processed pages, double-spaced, Arial or Times New Roman, 12 point font. Refer to the assignment rubric on eLearn.

Due to Drop Box: **Week 10** by 11:59 pm of the day of class

*Planning Infant and Toddler Experiences /Presentation* - **Value: 23%**
(Group - 15% & Peer Evaluation 5%, Personal Reflection 3%)

Group- Value 15% + 5% for Peer Eval (total 20%)

Based on the field trip observation at a community site, students will work in groups of four to observe infants or toddlers and identify one interest. They will then create an interest web and activity plan that will build on the interests and development observed.

Using the activity plan format, students will create an activity plan for one small group experience. Each group member is responsible for brainstorming ideas, co-planning activities/experiences, and submitting relevant forms in a typed format. Each group member will play a role in the class presentation of the activity.

Due in class presentation (and to drop box day of presentation): **Week 12**
Individual- Value 3%
A brief individual personal reflection submitted by one week after the presentation. Minimum 200 words, maximum 400 words.

Peer Evaluation- Value 5%
You will complete a form to evaluate the participation/contribution of your team members. Failure to complete the form will result in a zero.
Marks will be assigned based on scoring of the peer evaluations.

Due to Drop Box: See specific due dates for each component in the assignment outline

Reflection, Activity Plan and Peer Evals due end of **Week 12**

**Final Exam – 25%**
A comprehensive final exam including multiple-choice and short-answer questions will be given during exam week.
**Date and time TBD.**

**Written Work and Late Submissions:**
All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre’s other services, visit the Centre’s website: [http://csd.mcmaster.ca](http://csd.mcmaster.ca)

All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

**Academic Integrity:**
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.
It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

**Academic Accommodation of Students with Disabilities:**
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study.

Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](http://www.mcmaster.ca/academicintegrity).

### LEARNING ACTIVITIES

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<tr>
<th>Week</th>
<th>Hours</th>
<th>Activity Details</th>
<th>Resources</th>
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| Week 1<br>Sep 7 | 3 | **Orientation & Overview of Course**  
- Introductions  
- Course Syllabus  
- Assignment overview  
- Outline the Major History and Current Trends of Infant & Toddler Education & Care  
- Meeting Children’s Basic Needs (Maslow’s Hierarchy)  
- Introduction to Real Care Baby |  
* A2L Notes  
* Foundations Text: pp. 1-6  
* Activities Text: Introduction, pp. 1-11 |
| Week 2<br>Sep 14 | 3 | **Supportive Adult-Child Interactions**  
- Characteristics of a Responsive Caregiver  
- Forming Attachment with Children  
- How Does Learning Happen?: Exploring the 4 Foundations  
**Establishing Schedules & Routines**  
- The Importance of Play  
- Guidelines for Organizing Daily Schedule and Routines  
- Free Play  
Activity: SRL Pre-Assessment Due 2% |  
* A2L Notes  
* Foundations Text: Chapters 1, 2, 3  
* How Does Learning Happen?: pp. 4 – 23  
* Activities: pp. 14; 32; 86; 92; 204 |
| Week 3 | 3 | **Schedules & Routines- Critical Elements to Responsive Care**  
- Arrival & Departure  
- Feeding & Mealtimes |  
* A2L Notes  
* Foundations Text: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Sections</th>
<th>Notes</th>
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<tr>
<td>Sept 21</td>
<td>Diapering &amp; Toileting, Nap/Sleep Time</td>
<td>Chapters 4 &amp; 5, How Does Learning Happen: Pages 24-25, 29-31, 35-36, 41-42, Activities Text: pp. 12; 16; 32; 70; 84</td>
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<td>Week 4, Sept 28</td>
<td>Room Arrangement - The Indoor Environment</td>
<td>A2L Notes, Foundations Text: Chapter 4, Activities Text: Introduction, pp. 1-11; 20; 120</td>
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<td>Week 5, Oct 5</td>
<td>Infant/Toddler Learning Environments - Unique Elements</td>
<td>A2L Notes, Foundations Text: Chapter 9, Activities Text: See list on p. 216</td>
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<td>Oct 12</td>
<td>Mid-term Recess</td>
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<td>Week 6, Oct 19</td>
<td>The Outdoor Environment:</td>
<td>A2L Notes, Foundations Text: Pages 53-54, 76</td>
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**HUMBEHV 2TL3 – C01**  
**Infant & Toddler Learning Environment**  
**Fall 2017**

| Week 7 | Outdoor Play Arrangement for Infants & Toddlers  
|  | Materials and Equipment  
|  | CCEYA Requirements  
|  | **BLENDED- FULLY ONLINE for 3 hours**  
|  | SRL Activity: Reading & Video Wrappers Due 4%  
|  | Activities Text: pp. 148; 168; 192; 204  
|  | Activities Text: pp. 148; 168; 192; 204  

| Week 8 | **Small Group Experiences**  
|  | Creative Art  
|  | Moulding  
|  | Blocks  
|  | Music and Movement  
|  | Sensory (Wet/Dry)  
|  | ELECT  
|  | Activities Text: pp. 148; 168; 192; 204  
|  | A2L Notes  
|  | Foundations Text: Chapter 6, 7, 8  
|  | Activities Text: pp. 22; 28; 36; 44; 46; 58; 62; 88; 90; 94; 122; 156  

| Week 9 | **Principles Unique to Infants and Toddlers**  
|  | Quality care  
|  | Time with Toddlers  
|  | General Modifications  
|  | Food or Art  
|  | Influences of Society  
|  | Home base versus Centre base  
|  | Best Start/ Healthy Mums/Healthy Babies  
|  | **Opportunity for In-Class Group Presentation Meetings- Team Contracts, Prep**  
|  | An introduction to Developmentally Appropriate Practice  
|  | SRL Activity: In-Class “One Minute Paper” –Value: 2% (First opportunity)  
|  | A2L Notes  
|  | Foundations Text: Pages 112-116  
|  | ELECT: Pages 3-23  

| Week 10 | **Field Visit to site in Community** (tentative – details TBA)  
|  | **Developmentally Appropriate Practice**  
|  | Meeting the developmental needs in planning and activities  
|  | Exploring PCCES  
|  | Schedules & Routines Assignment Due-15%  
|  | A2L Notes  
|  | Foundations Text: Pages 112-116  
|  | ELECT: Pages 3-23
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<tr>
<th>Week</th>
<th>Nov 23</th>
<th>3</th>
<th>Partnerships with Parents</th>
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<td>• Communication with Families</td>
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<td>• Guidelines for Effective Partnerships</td>
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<td>• Strategies for Engaging Parents &amp; Families</td>
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<td>** Preparation for Assignment 3 **</td>
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<td>• In-Class Group Presentation Meetings</td>
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<td>Activity Plan Review</td>
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<td><strong>Exam format explained</strong></td>
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<td>SRL Activity: Post-Assessment Due 2%</td>
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<td>SRL Activity: In-Class “One Minute Paper” – Value: 2% (or Week 8)</td>
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<th>Week</th>
<th>Nov 30</th>
<th>2</th>
<th>1 hour blended</th>
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<td>Assignment #3 – Group Presentations – Mandatory Attendance 23%</td>
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<td>Exam Review</td>
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| Exam Week | Final Exam to be announced (25%) |