

# HDEV 0011 - INFANT AND TODDLER DEVELOPMENT

## Catalog Description

Hours: 54 lecture

Description: A study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Emphasizes the role of family and relationships in development. (CSU)

## Course Student Learning Outcomes

- CSLO #1: Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
- CSLO #2: Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
- CSLO #3: Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environment.

## Effective Term

Fall 2018

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Summarize developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
2. Use current research to evaluate the impact of various birth practices on the newborn and family.
3. Describe the primary role of the family in the development of the child.
4. Link neurobiological processes to infant and toddler development
5. Relate developmental theory to infant and toddler development, interactions, and relationships.
6. Compare and contrast caregiving practices and environments that support optimal development.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)

- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable

## Methods of Evaluation

- Essay Examinations
  - Example: Write an essay of 1500 words analyzing the development of an infant or toddler they have observed. Apply concepts from the readings to explain the child's behaviors. Give concrete, specific examples to illustrate general statements and to support your conclusions. Rubric Grading.
- Objective Examinations
  - Example: Instructor will give a multiple choice test to students covering subject matter. Example: When studying language development in infants and toddlers, which of the following is the best predictor of healthy future language development?
    - a. Articulation
    - b. Production of language/vocabulary
    - c. Comprehension
- Projects
  - Example: Students will work in groups to develop a presentation on atypical development. Rubric Grading.
- Reports
  - Example: Students will write a report on a specific milestone of development. Rubric Grading.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will lecture on various theories of infant development. Students will be placed in groups to develop a concept map of a theory. When the maps have been completed the groups will be asked to present their theoretical map to the class. The instructor will ask critical thinking questions and facilitate discussion.
2. Instructor will lecture on facilitating language development, then divide students into groups. Each will be given scenarios of an infant or toddler engaged in an activity or at play. Groups will decide what to say in order to: (1) describe what happened to the child; (2) ask an open-ended question; (3) promote problem solving; and (4) build vocabulary. The instructor will ask critical thinking questions and facilitate discussion.

Distance Learning

1. Students will answer a discussion board question about how Erikson's theory/stage of trust and mistrust is applied to the developmental milestones of crawling and walking.

## Typical Out of Class Assignments Reading Assignments

1. Students read section in text on Social Interaction in Infants and be prepared to discuss in class.
2. Students read chapter in text on

the Association between parental depressive symptoms and impaired bonding with the infant. Students will then write a brief report comparing and contrasting the symptoms.

## Writing, Problem Solving or Performance

1. Observe an infant and write an analysis describing and explaining changes in developmental domains over a 3 month period. 2. Interview the parent of a toddler around language development and write a paper around your findings. Does this child show typically developing language at this time and why or why not?

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins
  - Author: Maguire-Fong, Mary Jane
  - Publisher: Teachers College Press
  - Publication Date: 2014
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Infant/Toddler Learning & Development Foundations
  - Author: California Dept. of Education
  - Publisher: California Dept. of Education
  - Publication Date: 2009
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Infant/Toddler Environment Rating Scale
  - Author: Thelma Harms, Debby Cryer, Richard M. Clifford, & Noreen Yazejian
  - Publisher: Teachers College Press
  - Publication Date: 2017
  - Text Edition: 3rd
  - Classic Textbook?:
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**