

Wilmington University
College of Education
Course Syllabus

Faculty Member:

Course Number: ECE 207

Course Title: Methods of Teaching Infants and Toddlers

Office Hours/Method of Contact:

Email:

Course Description: This course examines infant-toddler methods through a variety of foundational and current topics of inquiry. Students will examine the current demographics of infants and toddlers on a national and local level. Through the application of developmental knowledge for infants and toddlers, students will investigate the relationship of development to environments, learn about and practice planning developmentally appropriate activities and specific content area. Students will focus on better understanding strategies to support the social and emotional learning of infants and toddlers through best practice, cultural competence and positive guidance approaches. An additional focus on observation and assessment provides students with an opportunity to apply course objectives.

Use of Video: The use of technology is an integral part of the teaching / learning process and a necessary skill for success in teaching. As such, teacher candidates will engage in multiple forms of assessment including but not limited to creating and uploading digital recordings of various forms for evaluation and guidance. Student work is uploaded into secure sites and is not available to the public.

College Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: <ol style="list-style-type: none">1. ensuring that programs are knowledge-based;2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;3. contextual and cultural sensitivity;4. facilitating inquiry and reflection, i.e, providing structured opportunities for critical reflection on and taking action in one's daily work;5. enabling authentic participation, collegiality and collaboration;

	of theory and developmental milestones.
Standard 6 – Assessment	Students will develop skills in observing young children and relating observations to theory and research in preparation for assessments.
Standard 7 – Planning for Instruction	<p>Students will be able to define and discuss the relationships among developmental milestones and developmentally appropriate practices.</p> <p>Students will be able to integrate knowledge of the importance of social and emotional learning.</p> <p>Students will be able to articulate and apply the relationships among developmental milestones, developmentally appropriate practices and planning.</p> <p>Students will be able to reflect and demonstrate use of appropriate teaching and learning strategies that utilize best practice with research and theory of child development.</p>
Standard 10 – Leadership Collaboration	<p>Students will be able to critique their own efforts to become an ECE professional and to apply their current knowledge and experience to competencies</p> <p>Students will be able to articulate and apply the NAEYC code of Ethics</p> <p>Students will utilize knowledge of social and emotional strategies to analyze a case study and create and action plan.</p>

ASSIGNMENTS/EXAMS:

I. STRUCTURED ASSIGNMENTS

Structured assignments are due each week. There are rubrics for every assignment as well as a description of the assignment. These assignments
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provide the student an opportunity to research, write reflectively and analytically as well as to be creative in designing an infant toddler classroom.

II. Quizzes (also referred to as Exit Tickets)

There are a few weeks that have a required exit ticket built into the work based on assigned reading. There is no formal exam.

COURSE SCHEDULE:

Week 1 -

Essential Question(s)	Topic	Readings	Assignments with Points Possible
<p>What are the current demographics and needs of infants and toddlers?</p> <p>What developmental theories are important?</p>	<p>Current demographics</p> <p>Developmental theories</p>	<p>Posted on Canvas</p>	<p>Introductions</p> <p>Research Brief (50)</p> <p>Discussion Board (20)</p>

Week 2 -

Essential Question(s)	Topic	Readings	Assignments with Points Possible
<p>What is your perspective on yourself as a professional?</p> <p>What are the NAEYC Code of Ethics?</p> <p>What are key areas of development in the infant and toddler years?</p>	<p>Reflection and professionalism</p> <p>NAEYC Code of Ethics</p> <p>Development</p>	<p>Posted on Canvas</p>	<p>Discussion Board (20)</p> <p>Reflective Essay (75)</p> <p>Exit Ticket (20)</p>

Week 3 -

Essential Question(s)	Topic	Readings	Assignments with Points Possible
<p>Why is family</p>	<p>Family</p>	<p>Posted on Canvas</p>	<p>Family</p>

- a. This class is an online class, however every effort for interactive activities has been built into the course. This includes, discussion boards, videos, interactive PowerPoint's with lecture along with traditional reading assignments.

B. Evaluation Procedure and Grading Policy:

Wilmington University Grading System

Grade	Numerical Equivalent	Quality Points
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E. Structured External Assignment Rubric

SCORING ELEMENTS	UNSATISFACTORY	EMERGING	BASIC	PROFICIENT	DISTINGUISHED
References from the book and other resources are used /25 pts	No references used 0pts	One reference used 10pts	Two or more references were used 15pts	Two or more references were used and well integrated into the case study. 20pts	Two or more references were used and integrated into the case study in a scholarly manner. 25 pts
The case study organization structure is used fully. Each area is clearly articulated. 50 pts	No structure is utilized for the case study 0 pts	The case study structure is used in the document 20pts	The case study structure is used to help guide the reader through the case study. 30 pts	The case study structure is well developed, used to help guide the reader through the case study in a fluid manner tying each section together. 40 pts	The case study structure is well developed, used to help guide the reader through the case study in a fluid manner - tying each section together with a strong conclusion that clearly justifies the next course of action. 50 pts

