

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide

DEPARTMENT: Early Childhood

COURSE: ECE 122 Infant & Toddler Methods Lab

INSTRUCTOR NAME Telephone: Email:

PREREQUISITES: ENG 051, RDG 051

CO-REQUISITES: ECE 121

COURSE HOURS and CREDITS:0:5:2

COURSE DESCRIPTION:

Accompanies Infant and Toddler Methods course with emphasis on developmentally appropriate activities for infants and toddlers. Activity areas include psychosocial development, cognitive and language development, and sensory motor skills development.

TEXT: (To be selected by each Campus)

MATERIALS: (To be selected by each Campus)

METHOD of INSTRUCTION:Campus Classroom

MANUALS: (To be selected by each Campus)

DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Plan environments, which promote psychosocial development in both the infant and toddler. (CCC 1, 2, 5, 8, and PGC 3, 4)
2. Implement appropriate activities for infants and toddlers in the psychosocial area of development. (CCC 1, 2, 3, 4, and PGC 1)
3. Plan environments conducive for growth in the sensory-motor skills area of development (CCC 1, 2, 5, and PGC 3, 4)
4. Implement appropriate activities for infants and toddlers in sensory-motor skills area of development. (CCC 1, 2, 3, 4, and PGC 1)
5. Plan environments, which promote cognitive and language development for both the infant and toddlers levels. (CCC 1, 2, 5, and PGC 3, 4,)
6. Implement appropriate activities to develop infants and toddlers in the cognitive and language areas of their development. (CCC 1, 2, 3, 4, and PGC 1)
7. Evaluate each activity and environment as planned and implemented. (CCC 1, 5, and PGC 9)
8. Compile a collection of activities appropriate for infants and toddlers in the psychosocial, sensory-motor, cognitive and language skills areas of development (CCC 1, 2, 5, and PGC 4,10)

MEASURABLE PERFORMANCE OBJECTIVES:

1. Plan environments, which promote psychosocial development in both infants and toddlers.
 - 1.1 Select and organize materials and equipment to create appropriate environments for infants and toddlers.
 - 1.2 Develop written guidelines for play areas to include preparation, supervision, and clean-up procedures.
2. Plan environments conducive for growth in the sensory-motor skills area of development

- 2.1 Select and organize materials and equipment to create appropriate environments for infants and toddlers.
 - 2.2 Develop written guidelines for sensory-motor play areas.
3. Plan environments, which promote cognitive and language development for both the infant and toddlers levels.
 - 3.1 Select and organize materials and equipment to create appropriate environments for infants and toddlers.
 - 3.2 Develop written guidelines for play in in the language and exploratory areas.
4. Implement appropriate activities for infants and toddlers in the psychosocial area of development.
 - 4.1 Create and share activity ideas that promote social skills.
 - 4.2 Develop written activity plans
 - 4.3 Present and direct activities that promote social development for infants and toddlers.
5. Implement appropriate activities for infants and toddlers in the sensory-motor skills area of development.
 - 5.1 Create and share activity ideas that promote the development of sensory-motor skills.
 - 5.2 Develop written activity plans for sensory-motor development.
 - 5.3 Present and direct sensory-motor activities with infants and toddlers.
6. Implement appropriate activities for developing infants and toddlers' cognitive and language skills.
 - 6.1 Create and share activity ideas that promote the development of cognitive and language skills.
 - 6.2 Develop written activity plans for cognitive and language activities.
 - 6.3 Present and direct activities that promote cognitive and language skill development for infants and toddlers
7. Evaluate each activity and environment as planned and implemented.
 - 7.1 Using the activity plan format, indicate progress toward meeting the stated objectives for each activity presented.
 - 7.2 Comment on the success of each activity as implemented and/or suggest any changes to be made.

8. Compile a collection of activities appropriate for infants and toddlers in the psychosocial, sensory-motor, cognitive and language skills area of development.

8.1 Develop a collection of appropriate activities for infants and toddlers.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Lab participation/Activity presentation	60%
Written Assignments	<u>40%</u>
	100%

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.