



Florida Gateway College Summer (A6) 2019 Infants and Toddlers

Course Number	CHD 1312-011 (online)
Date	Summer 2019 (May 6 th – June 17 th)
Instructor	Danielle Jennings, Ph.D. - Teacher Preparation Programs Academic Programs (850) 566-0375 danielle.jennings@fgc.edu Virtual office hours through email, phone or text Wednesdays 8:00 – 9:00 pm or by appointment

PREREQUISITE

None

COURSE DESCRIPTION

This course provides the students with information pertinent to the care of infants and toddlers. Special attention is given to selection of developmentally appropriate curriculum. Elective in A.S. Early Childhood Education degree. 3 credits

COURSE OBJECTIVES

The student will be able to:

1. Design a safe and healthy learning environment for infants and toddlers,
2. Demonstrate methods to advance physical and intellectual competence in infants and toddlers,
3. Demonstrate methods to support social and emotional competence in infants and toddlers,
4. Explain the attributes of a well-run, purposeful program responsive to participant needs, and
5. Establish and demonstrate a commitment to professionalism through work habits and attitudes towards infants and toddlers, parents, community agencies, and staff.

REQUIRED READINGS/TEXTBOOKS

Wittmer, D.S. & Petersen, S. (2018). *Infant and toddler development and responsive program planning: A relationship based approach* (4th edition). New Jersey: Pearson. ISBN-13: 452072-6

Florida Office of Early Learning. (2018). *Florida early learning and developmental standards 2017: Birth to kindergarten*. Retrieved from <http://flbt5.floridaearlylearning.com/docs/OEL-SR15BtoK.pdf>

LEARNING ACTIVITIES

Syllabus Quiz: Within the first 3 days of class, you are required to complete and submit the Syllabus Quiz. 5 points

Introduction Discussion: Within the first 3 days of class, you are required to post an introduction of yourself on the course discussion board. 5 points

Discussion Board: You have five (5) Discussion Board postings throughout the course.

- First, you must post an initial response to the assigned topic under the appropriate board by **Wednesday, 11:59 pm.**
- Then, you must post to one (1) peer response by **Sunday, 11:59 pm.** You must choose a classmate that have not received any responses, so that everyone gets a response.
- Your initial post must be thoughtful and relevant to the assigned topic and a minimum of 50 words: post to peers must be a minimum of 35 words. The peer response should be on topic and relevant. Asking questions for clarification (and to keep the conversation moving) is a good idea. The purpose of the discussion board assignment is to share your knowledge and understanding to help expand other people's critical thinking.
- Your initial post is due earlier than responses so everyone has a chance to read and think about what has been written.
- Late posts are not accepted.
- 20 points each (100 points total)

Exams: There are two (2) exams in the course based on the concepts covered in the assigned readings. **You must take both exams or you will fail the course regardless of total points earned in the course.** The exams consist of multiple choice, true/false, and matching questions. Your testing time limit is based on the number of textbook chapters covered. Once you start the exam you must complete it, you cannot save your answers and resume the exam at a later time. 10 points per chapter. (160 points total)

Infant-Toddler Lesson Plans: You will develop three (3) typewritten weekly lesson plans for infants, toddlers, or twos in learning environments. The skills and activities in your lesson plan should be based on the benchmarks in the *Florida Early Learning and Developmental Standards* for a specific developmental domain and age group. Lesson #1 is Social-Emotional Development in newborns up to eight (8) months old, Lesson #2 is Cognitive Development in babies and toddlers from nine (9) months to 18 months old, and Lesson #3 is Communication Skills in toddlers over 18 months old through two (2) years old. **You must use the lesson plan template provided in the course module for these assignments.** 39 each (117 total)

Reflective Essay: You will write a brief essay reflecting on specific content from the course that demonstrates your knowledge of positive guidance for infants and toddlers. The essay must be at least 200 words long and double-spaced. 50 points.

Expectations: All assignments will be professionally written in an academic format, at a minimum using complete sentences with correct grammar and spelling. All lesson plans must be typed. No handwritten work will be accepted. Your scores will be lowered for incomplete, incorrect or poorly written work.

GRADING SCALE

Grade	Percentage (%)	Point Total
A	90 – 100	393-437
B+	87 – 89.9	380-392.9
B	80 – 86.9	349-379.9
C+	77 – 79.9	336-348.9
C	70 – 76.9	306-335.9
D+	67 – 69.9	292-305.9
D	60 – 66.9	262-291.9
F	≤ 59	0-261.9

Grading is based on the following:

Item	Objectives	# of points	% of total
Syllabus Quiz		5	1%
Introduction Discussion		5	1%
Weekly Discussion Board (5 x 20)	1-5	100	23%
Lesson Plans (3 x 39)	1,3,4	117	27%
Exams (2 x 80)	1-5	160	37%
Reflective Essay	1-5	50	11%
Total Points Possible		437	100%

ATTENDANCE & TARDY POLICY

This class is entirely online. It is your responsibility to have regular access to the Internet and a reliable working computer in order to be successful in this course. You MUST sign-in to the online course and participate a minimum of two times per week. Otherwise, it will be counted as an absence. You are allowed to have one absence for the semester. For each additional absence five (5) points will be deducted from your final score. Additionally, in order to have access to the course material, you must complete and submit the Syllabus Quiz within the first three (3) days of class. Completing the Syllabus Quiz indicates you have received and read the syllabus, have accepted the requirements of this class, and intend to continue enrollment. Students who do not take the Syllabus Quiz will be considered non-participating, which may result in being dropped from the course or receiving a grade of “F”. Students’ level of activity on the course will be monitored.

You need to check your **FGC email account** every day, as this is the primary way of communicating with students individually. Students are expected to respond to any email messages from the instructor within 24 hours, or by the date requested in the email. A student who is traveling, moving, having medical problems, or any other reason they will be without Internet service for more than 24 hours must notify the instructor and give a contact phone number, preferably in advance when possible. This course is completely online and requires a high degree of individual student responsibility to stay on top of weekly assignments and quizzes, participate in discussion forums, and plan their study time well.

COURSE POLICIES

- Late discussion board posts will not be accepted and will receive a score of zero.
- If an assignment is going to be late, email me before the due date, and propose a new due date at that time. Otherwise your assignment will not be accepted and will receive a score of zero.
- It is your responsibility to communicate with me if something is confusing or unclear. If there are no questions, I will assume that there are no issues. It is always better to ask.
- Email is the best way to communicate with me. Emails go directly to my phone and I will respond as quickly as possible.
- Emails received between 9:00 pm and 8:00 am are not answered until after 8:00 am the next day. Otherwise they are answered in the order they are received, but could be up to 24 hours.
- This course utilizes the module view in Canvas. If you are not following the modules, you will miss content. You can change the settings in Canvas so that your home screen for our course is the modules, and you can “close” modules as you complete them.
- I post an announcement for you to read at the start of every week. This introduces the week’s topic and gives you an overview of the content of the readings and other materials you are responsible for in that week’s module. The announcements explain more about upcoming assignments.
- Standard spelling and grammar are expected on all assignments. While I am a bit more lenient with discussion boards, I do take off points for spelling and grammar. If this is not one of your strengths, please use a word processing program that has a grammar check (Microsoft Word has it built in, but it needs to be turned on sometimes) or getting a subscription to a grammar checker (I recommend Grammarly). Another idea is to have someone else proof read your papers. This is especially important for those who are not native English speakers, as the English language is weird and tough to write in.
- If I email you with a question, I expect a response within 24 hours. Remember, it is your responsibility to let me know if you are going to be out of contact for an extended amount of time. Special consideration will be given for weather related events that may disrupt communications. Not communicating with me may result in loss of points due to non-participation/unprofessional behavior.
- All communication between you and other students, as well as with me, should be civil and respectable. I reserve the right to deduct professionalism points for any and all occurrences of unprofessional behavior or communication.

SCHEDULE OF CLASS EVENTS

MODULE	READINGS	ASSIGNMENTS	DUE DATE
Week 1: May 6	Syllabus Chapter 1: <i>Relationship-Based Approach</i> Chapter 2: <i>Infants, Toddlers, & Their Families</i> Chapter 3: <i>Understanding & Using Theories</i> Supplemental Resources	Syllabus Quiz Introduction Discussion Discussion Board # 1	Quiz & Introduction May 8 th May 12
Week 2: May 13	Chapter 4: <i>Power of Observation</i> Chapter 5: <i>Genetics & Prenatal Development</i> Chapter 6: <i>Emotional Learning & Development</i> Supplemental Resources	Discussion Board #2 Lesson Plan #1: Social-Emotional (0-8 months)	May 19
Week 3: May 20	Chapter 7: <i>Social Development</i> Chapter 8: <i>Cognitive Development</i> Supplemental Resources	Discussion Board #3 Exam #1	May 26
Week 4: May 27	Chapter 9: <i>Language Development</i> Chapter 10: <i>Motor Learning & Development</i> Supplemental Resources	Discussion Board #4 Lesson Plan # 2: Cognitive (9-18 months)	June 2
Week 5: June 3	Chapter 11: <i>Responsive Programs</i> Chapter 12: <i>Relationship-Based Curriculum</i> Chapter 13: <i>Routines, Environments & Opportunities</i> Supplemental Resources	Discussion Board #5 Lesson Plan # 3: Language (19-24 months)	June 9
Week 6: June 10	Chapter 14: <i>The 3R Approach to Guidance</i> Chapter 15: <i>Infants & Toddlers with Disabilities</i> Chapter 16: <i>Infant & Toddler Professional</i>	Reflective Essay Exam #2	June 16
Please note: For initial discussion posts, the due date is Wednesday for each week			

THE STUDENT SUCCESS CENTER (SSC)

The Student Success Center is located in Building 059. SSC offers a variety of resources for students and faculty. The Success Center has over 60 computers with Internet and limited free printing for students. Copies of reference books, textbooks, access to course specific software, and access to tutors for all levels of math and writing are available in the Success Center. Tutoring for other subjects such as Chemistry, Accounting, Anatomy and Physiology, Physics, Spanish, and Public Speaking is available. Please stop by Building 059 for the current tutor schedule. The center also provides space for students to study in subject specific Learning Groups, which provide opportunities for students to work with a Tutor on particular competencies and to focus on strengthening their foundational skills. Proctored tests are available in the SSC by instructor approval only. SSC offers a PERT preparation Boot Camp for students to strengthen their skills with a personalized study plan. If you have any questions please call (386) 754-4479 or 754-4413, or email sandi.tomlinson@fgc.edu.

SSC also provides 24-hour online tutor services through Tutor.com. This service is accessed directly through students' Canvas courses. Online tutoring is limited to three hours per student per semester. If additional online tutoring time is needed, you must contact Robert Dawson in the Student Success Center by email: robert.dawsonjr@fgc.edu. Extensions will be granted on a case-by-case review of online tutoring sessions.

The TRiO program is also housed in the Student Success Center offering coaching to enhance, navigate, and simplify the college experience. Qualified students may participate in workshops, travel, individualized tutoring sessions and other educational experiences.

The SSC is open during the following hours:

- Monday – Thursday 8 am to 6 pm (All year)
- Friday 9 am to 4:30 pm (Fall/Spring)
- Saturday 10 am to 2 pm (Fall/Spring)

If you have any questions, you may contact the center by phone at (386) 754-4437, 754-4305, or 754-4307, or by email at robert.dawsonjr@fgc.edu.

GRADESFIRST

The Office of Academic Advising, located in Bldg. 14, offers early alert to the entire campus through GradesFirst/EAB. Twice during the semester we provide instructors with the opportunity to ALERT students of their course progress. This is done through the FGC Wolves email account. Students may receive an email stating their success may be at risk in a specific course. If you receive this email, DO NOT PANIC. Please contact your instructor directly, your Academic Advisor, and the Student Success Center. Your instructor's information is provided in the email.

Please do not allow yourself to struggle. We are here to help you achieve success. The mission of the Student Success Center is to help encourage and promote your educational journey here at FGC and beyond.

RESOURCE INFORMATION

If you think you might benefit from the guidance of a professional counselor for any school, work, or life issue, take advantage of the **free, confidential resources of BayCare Behavioral Health**. If you would like to speak to a Counselor over the phone, please call **(800) 878-5470**. It is a safe and secure way to get short-term counseling (up to 3 sessions) on issues including: managing stress/ school, work or life issues/ relationship issues/ family concerns/ anxiety, depression/ grief, trauma, loss/ self-esteem/ substance abuse. **Counseling sessions are completely confidential**. If you are in the need of additional resources please contact the Director of Student Life, Building 7.

ACADEMIC APPEAL; GRIEVANCES; GENERAL COMPLAINT

If a student wishes to file an academic appeal, grievance, or general complaint, please visit the college's website (www.fgc.edu) for more information. Under Student Resources and Student Complaints/Appeals, information regarding policy, procedure, and forms related to these topics is provided.

COLLEGE COURSE WITHDRAWAL AND DROP PROCESS

Students who register for classes are responsible for all fees associated with those classes. Students who decide not to attend or wish to withdraw from a class are responsible for dropping or withdrawing from class by the appropriate published date (see [Academic Calendar](#)). Students, who have not been identified by their instructor as never attending, will not be automatically dropped or withdrawn. Any student not dropped or withdrawn by the published dates will remain officially registered, liable for all fees, and assigned an earned grade at the end of the semester.

A course may be dropped only during the published add/drop period. The student may drop the course online through MyFGC or by submitting a form through the office of Enrollment Services. Dual Enrollment students should follow the established dual enrollment drop process.

To withdraw from a course, the student must complete the following before the published withdrawal deadline:

1. Complete the Withdrawal form and submit it to your instructor. The instructor should sign the form and fill in the last date of attendance.
2. The student must then meet with your academic advisor, who will sign the form (Building 027, Office 024).
3. Submit the form to the Director of Financial Aid or one of the Director's designees for signature.

4. Take the signed Withdrawal form to the Office of Enrollment Services for processing before the deadline for withdrawal.

A student will be permitted a maximum of two (2) withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for the course. Students, who take courses off campus or have extenuating circumstances that prevent submission of Withdrawal form in person, must:

1. Obtain the instructor's authorization and last date of attendance via email
2. Email the advisor a statement requesting a withdrawal from the course and include the instructor's email with the last date of attendance.
3. The advisor will complete a withdrawal form, attach the emails from the student and instructor in lieu of signatures and forward the form to Financial Aid.
4. A Financial Aid representative will complete and sign the form and forward the form to Enrollment Services to be processed.

It is the student's responsibility to ensure that the required documents are submitted to the advisor prior to the designated withdrawal deadline and to understand all financial and academic implications of the withdrawal. Absence from class or merely notifying the professor does not constitute withdrawal. A student who stops attending class without withdrawing will receive a grade from his/her instructor.

Critical Dates Summer 2019

Summer Semester Begins	May 6, 2019
Add/Drop Ends	May 8, 2019
First Day of Fall Registration	May 20, 2019
Last day for student initiated withdrawal	June 5, 2019
Last Day of Class before Finals	June 15, 2019
Final Exams	June 16, 2019

ACADEMIC HONESTY

Cheating, plagiarism, bribery, misrepresentation, and fabrication are not permitted and will be dealt with severely. Students should make themselves aware of the student code of conduct found in the Student Handbook.

Plagiarism: For each of the assignments above, plagiarism is very important to understand. All work should be your own. If you use another person's thoughts, ideas, or words you must give credit to the author. A link to the Florida Gateway College website regarding plagiarism is provided – <https://www.fgc.edu/students/library/research/>. Here you can watch an informational video.

Plagiarism Definition: A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Quoting oral or written materials including but not limited to those found on the Internet, whether published or unpublished, without proper attribution
- Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student
- Unauthorized use of materials or resources
- Prohibited collaboration or consultation
- Submission of paper or academic work purchased or obtained from an outside source

EQUITY AND DIVERSITY

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, ethnicity, national origin, gender, religion, disability, age, marital status, genetic information, sexual orientation, pregnancy, or any other legally protected status in accordance with the law. The equity officer is Sharon Best, Executive Director of Human Resources, 149 SE College Place, Lake City, FL 32025, and may be reached at (386) 754-4313.

DISABILITY STATEMENT

The Disability Services Office (DSO) is a resource for both students with disabilities as well as faculty. Students with disabilities in need of academic accommodations must first be registered with the Disability Services Office to verify the disability, establish eligibility, and determine reasonable academic accommodations.

After registering with the DSO, students must request their academic accommodation letters be sent each semester to their instructors. Upon receipt of the letter, the instructor will be available during office hours or via email to discuss the accommodations a student will need during the course. Students with disabilities who are not registered with the DSO or faculty who may have questions or concerns regarding an accommodation, please contact the office at the following:

In person: Building 17, Room 21

Phone: (386) 754-4393

Email: disability.services@fgc.edu

FERPA STATEMENT

The Family Educational Rights and Privacy Act (FERPA) provides certain privacy rights to students related to educational records. This information can be found in the College Catalog, at the Office of Enrollment Services in Building 015 or on the College Web site.

SACSCOC STATEMENT

Florida Gateway College is accredited by the Southern Association of Colleges and School Commission on Colleges to award the baccalaureate and associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call (404) 679-4500 for questions about the accreditation of Florida Gateway College.

Citation Formats for Assignments

You must use proper citation format in all reports and papers assigned in the course. The most commonly used format is APA 6th edition style, as shown in the examples below. If you more familiar with MLS or another format style, it is allowed. A specific style must be followed to cite all sources used in your paper that are not your own words or ideas.

Journal article:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Journal*, *Volume* (number), pages.

Magazine article:

Author, A. A. (year, month). Title of article. *Title of Magazine*, *Volume* (number), pages.

Online magazine article:

Author, A. A. & Author, B. B. (year, month). Title of article. *Title of Magazine*, *Volume* (number). Retrieved from <http://www.websiteaddress.com>

Book:

Author, A. A. (year). *Title of book*. Location: Publisher.

Web site: Identify author if provided or identify publisher as author of web site. Year and publisher information is usually given at the bottom of the website.

Author, A. A. (year). *Title of website*. Retrieved from <http://www.websiteaddress.com>