Professor Melodie Spencer  
spencm17@mcmaster.ca  
Virtual Office Hours: By appointment at an agreed upon time.

**Lecture:** Wednesdays, 11:30-14:20, Virtual/Online Delivery (no Face to Face)

**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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<tbody>
<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*

*Note: Due to the virtual delivery of this course, all due dates have been adjusted to reflect a flexible learning schedule and due dates will be the Sunday of the week in which they are due.*

**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 (Sunday)

**Reading and Video Wrappers - Value: 4%**
Using the discussion tool, answer one of the three questions on the readings and videos provided and respond to two other discussion posts. There is no rubric. Full participation is required for the 4% grade.
Due: Week 7 by 11:59 pm (Sunday)

**3-2-1- Discussion Reflection – Value: 2%**
Using the discussion tool, discuss 3 new learnings, 2 reinforced concepts or 1 question you have from the lecture/content
Due: Week 8 OR Week 11 (Sunday)

**Post Assessment Reflection - Value 2%**
Using your pre-assessment reflection paper, provide a paragraph about any changes to your thinking or any new perspectives. There are no wrong answers- this is a post-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 (Sunday)
Materials Assessment Assignment - 20% (10% 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- (10%) Materials Assessment Group- 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 (Sunday)

Floor Plan Assignment- Value: 10%
You will form/be included in virtual 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: Week 4 (Sunday)

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 (Sunday)

Planning Infant and Toddler Experiences /Presentation- Value: 20%
(Group - 15% & Peer Evaluation 5%)

Based on faculty chosen Videatives (videos), students will work in groups of four to six people to observe infants or toddlers and identify one interest. They will then create an interest web and learning experience plan that will build on the interests and development observed.

Using the learning experience planning format, students will create an experience/activity 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 but only one set of documents is required for the group. Each group member will play a role in the virtual class presentation of the activity.

Due in virtual class presentation (and to drop box day of presentation): Week 12
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 for your 5% grade. Marks will be assigned based on scoring of the peer evaluations.

Learning Experience Form and Peer Evals due Week 12 (Sunday)

Final Exam – 25%
A comprehensive final exam including multiple choice and short-answer questions will be given during exam week online using Avenue to Learn.

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

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

McMaster University Statement on Inclusivity and Academic Integrity:

The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community.

These values are foundational to ensuring campus environments – both in-person and virtual – are conducive to personal wellbeing and academic success.
As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Expectations are described in the Code of Student Rights & Responsibilities.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Additional information about the Code and netiquette can be found here.

Academic Integrity and Honesty

As a McMaster student, you are expected to exhibit honesty and ethical behaviour in all aspects of the learning process. The academic credentials that you earn are rooted in the 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 which reads: “Grade of F assigned for academic dishonesty”) and/or suspension of 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.

Some helpful information can be found here.

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.
**LEARNING ACTIVITIES- Responsive Care for Infants and Toddlers- Fall 2020**

**IMPORTANT NOTE:** Any live classes will be held during your scheduled class time but will be recorded and posted for review within A2L. Due to Covid 19 and the complexity it adds to our daily living, course materials and delivery will be flexible to be completed in a Monday to Sunday format with any new materials/direction posted Monday of each week at the latest. The exception to this rule is any presentations that need to take place. Special permission to reschedule will be granted on a case by case basis.

<table>
<thead>
<tr>
<th>Week</th>
<th>Teaching Method</th>
<th>Activity Details</th>
<th>Resources (Read before class)</th>
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<tr>
<td>Week 1</td>
<td>Zoom Live Virtual Class</td>
<td><strong>Orientation &amp; Overview of Course-</strong>&lt;br&gt;• Introductions, Course Syllabus &amp; Assignment Overview&lt;br&gt;• Outline the Major History and Current Trends of Infant &amp; Toddler Education &amp; Care&lt;br&gt;• Meeting Children’s Basic Needs (Maslow’s Hierarchy)&lt;br&gt;• Introduction to Real Care Baby</td>
<td>A2L Notes&lt;br&gt;&lt;i&gt;Foundations&lt;/i&gt; Text: pp. 1-6&lt;br&gt;&lt;i&gt;Activities&lt;/i&gt; Text: Introduction, pp. 1-11</td>
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<td>Week 2</td>
<td>Recorded Lecture</td>
<td><strong>Supportive Adult-Child Interactions-</strong>&lt;br&gt;• Characteristics of a Responsive Caregiver&lt;br&gt;• Forming Attachment with Children&lt;br&gt;• How Does Learning Happen?: Exploring the 4 Foundations&lt;br&gt;<strong>Establishing Schedules &amp; Routines-</strong>&lt;br&gt;• The Importance of Play, Free Play&lt;br&gt;• Guidelines for Organizing Daily Schedule and Routines&lt;br&gt;&lt;br&gt;&lt;i&gt;Activity: SRL Pre-Assessment Due 2%&lt;/i&gt;</td>
<td>A2L Notes&lt;br&gt;&lt;i&gt;Foundations&lt;/i&gt; Text: Chapters 1, 2, 3&lt;br&gt;&lt;i&gt;How Does Learning Happen?:&lt;/i&gt; pp. 4 – 23&lt;br&gt;&lt;i&gt;Activities: &lt;/i&gt; pp. 14; 32; 86; 92; 204</td>
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<td>Week 3</td>
<td>Annotated PowerPoint</td>
<td><strong>Schedules &amp; Routines- Critical Elements to Responsive Care-</strong>&lt;br&gt;• Arrival &amp; Departure&lt;br&gt;• Feeding &amp; Mealtimes&lt;br&gt;• Diapering &amp; Toileting&lt;br&gt;• Nap/Sleep Time</td>
<td>A2L Notes&lt;br&gt;&lt;i&gt;Foundations&lt;/i&gt; Text: Chapters 4 &amp; 5&lt;br&gt;&lt;i&gt;How Does Learning Happen: Pages 24-25, 29-31, 35-36, 41-42&lt;/i&gt;&lt;br&gt;&lt;i&gt;Activities Text: pp. 12; 16; 32; 70; 84</td>
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<td>Week 4</td>
<td>Zoom Live Virtual Class &amp; Group Work</td>
<td><strong>Room Arrangement -The Indoor Environment</strong>&lt;br&gt;• Active Learning Environments for Infants &amp; Toddlers&lt;br&gt;• How and What Infants &amp; Toddlers Learn&lt;br&gt;• How Adults Support Growth and Development</td>
<td>A2L Notes&lt;br&gt;&lt;i&gt;Foundations&lt;/i&gt; Text: Chapter 4</td>
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<td>Week</td>
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<td>5</td>
<td>Oct 7</td>
<td>Online resources, independent reading</td>
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<td><strong>Infant/Toddler Learning Environments</strong> - Unique Elements</td>
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<td>- Critical considerations</td>
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<td>- Beyond safety</td>
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<td><strong>Celebrating Language and Literacy for Infants, Toddlers and Twos</strong></td>
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<td>- Stories and Books</td>
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<td><strong>Working in Groups</strong></td>
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<td>- Why group work? &amp; Elements of Group Work</td>
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<td>- Group formation for final assignment</td>
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<td>- Expectations and group contracts</td>
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<td><strong>Materials Assessment Assignment</strong> - 20%</td>
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<td>Oct 12-18</td>
<td><strong>Mid-term Recess</strong></td>
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<td>No Classes</td>
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<td>6</td>
<td>Oct 21</td>
<td>Zoom Live Virtual Class</td>
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<td><strong>Small Group Experiences</strong></td>
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<td>- Creative Art</td>
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<td>- Moulding</td>
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<td>- Music and Movement</td>
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<td>- Sensory (Wet/Dry)</td>
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<td>- Understanding ELECT</td>
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<td>7</td>
<td>Oct 28</td>
<td>Online resources, independent reading</td>
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<td><strong>The Outdoor Environment</strong>:</td>
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<td>- Evaluations for the Outdoor Learning Environments &amp; Safety Checklists</td>
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<td>Week 8</td>
<td>Recorded Lecture</td>
<td>SRL Activity: Reading &amp; Video Wrappers Due 4%</td>
<td>Activities Text: pp. 148; 168; 192; 204</td>
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**Week 8**  
Nov 4  
**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 Virtual Group Presentation**  
Meetings- Team Contracts, Prep  

**An introduction to Developmentally Appropriate Practice**  

**SRL Activity: 3-2-1 Discussion –Value: 2%**  
(First opportunity)  

| Week 9 | Independent video viewing | Videatives Viewing  
Faculty will provide information for videos to view for final assignment of Small group experiences. |  |
|--------|---------------------------|-------------------------------------------------|---|

**Week 9**  
Nov 11  
**Developmentally Appropriate Practice**-  
- Meeting the developmental needs in planning and activities  
- Exploring PCCES  

**Schedules & Routines Assignment Due-15%**  

| Week 10 | Online resources, independent reading | Partnerships with Parents  
- Communication with Families  
- Role of the Educator  
- Guidelines for Effective Partnerships  
- Strategies for Engaging Parents & Families  

**Preparation for Assignment 3**  
- In-Class Virtual Group Presentation Meetings  
Learning Experience Plan Review  

Exam format explained |  |

**Week 10**  
Nov 18  
**Zoom Live Virtual Class**  

| Week 11 | Zoom Live Virtual Class  
Partnerships with Parents  
- Communication with Families  
- Role of the Educator  
- Guidelines for Effective Partnerships  
- Strategies for Engaging Parents & Families  
**Preparation for Assignment 3**  
- In-Class Virtual Group Presentation Meetings  
Learning Experience Plan Review |  |

**Week 11**  
Nov 25  
**Exam format explained**  
A2L Notes  
**Foundations Text:**  
Pages 112-116  
**ELECT:** Pages 3-23  
Review Group Assignment Details
<table>
<thead>
<tr>
<th>Week 12 Dec 2</th>
<th>Zoom Live Virtual Class</th>
<th>Assignment #3 – Group Presentations</th>
<th>Mandatory Attendance Virtual Presentations 20%</th>
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<tr>
<td>Week 13 Dec 9</td>
<td>Independent Review</td>
<td>Exam Review- Online</td>
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<tr>
<td>Exam Week</td>
<td>Online Examination</td>
<td>Final Exam Online (25%)</td>
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