

Infant/Toddler Care and Education
UCLA Psych 134I
Fall 2009

Class meeting time: 2:00 – 3:20 p.m.
Franz Hall 279

Blackboard: <http://www.lsic.ucla.edu/>

Instructor

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Office hours: Monday 4-5 pm

Teaching Assistant

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Office hours: Tuesday 2:10 – 4:10 pm

Course Description

Psychology 134A looks at developmental psychology in the applied context of early childhood education. This course covers the application of developmental theory to caring for young children, ages zero to three. We will discuss developmental milestones in physical, cognitive, and socio-emotional areas. You will also learn about developmentally appropriate practices in child care settings, child care quality, the role of the educator/caregiver and cultural differences in childrearing practices. We will think about policy and practice in early care and education in the US.

Texts

Bredekamp and Copple, Eds. (1997/2000) *Developmentally Appropriate Practice in Early Childhood Programs - Revised*. NAEYC.

Janet Gonzalez-Mena & Dianne W. Eyer. (2009) *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive Care and Education* (8th Edition). New York, NY: McGraw-Hill Companies, Inc.

Course Requirements and Grading

Psychology 134A is only offered on a letter-grade basis and must be taken in conjunction with Psychology 134D. Students must receive a C- or better in 134A and a pass grade in 134D (required fieldwork), as well as complete all required assignments, in order to receive credit for 134A.

Mildly late papers will lose 10% before grading; late papers are not accepted.

Attendance and Participation:

10% Class meetings consists of lecture and discussion. Students are expected to attend class and participate in discussions. The assigned readings should be completed prior to class meetings. Students are responsible for material from readings and from class discussions.

Students are required to bring their DAP text to class every day for activities and workshops.

Weekly Journal Assignments

15% Developmental Observation journal entries: due weekly in class **and** to your supervising teacher on *Mondays*
15% Reflective Journal entries: due weekly in class **and** to your supervising teacher on *Wednesdays*

Midterm Project

15% Presentation of topic
15% The midterm paper consists of a short (5 page) paper.

Exam:

30% Cumulative Final Exam

Course Schedule

WEEK 1

Sept. 28 No class
Sept 30 Introduction and Course Overview
Topic: Routines as Curriculum
Reading: Gonzales-Mena and Eyer, Part 1, chapter 1
Developing observation skills: discussion of journal entries
Learning to critique and assess your own skills: introduction of evaluation form

WEEK 2

Oct. 5 Infant-Toddler Education
Reading: Gonzales-Mena and Eyer, Part 1, chapter 2
Oct. 7 Caregiving as Curriculum
Reading: Gonzales-Mena and Eyer, Part 1, chapter 3
Guest: Laura Knoll, ADP graduate: "Teaching in Tanzania"

WEEK 3

Oct. 12 Play as curriculum
Reading: Gonzales-Mena and Eyer, Part 1, chapter 4
Oct. 14 NAEYC Position Statement: Developmentally Appropriate Practice (DAP)
Reading: Selected pages TBA from DAP Part 1

WEEK 4 *NO Journal Entries Due This Week*
Oct. 19 Attachment theory and relationship-based care
Reading: Gonzales-Mena and Eyer, Part 2, chapter 5
Meet with supervising teacher for Internship Evaluation
Oct. 21 Physical Development in Infants and Toddlers: Perception and Motor Skills
Guest Lecturer: Dr. Scott Johnson, UCLA Baby Lab
Reading: Gonzales-Mena and Eyer, Part 2, chapter 6 and 7

WEEK 5
Oct 26 **“Widening Our Lens” presentations**
Oct 28 **“Widening Our Lens” presentations**

WEEK 6
Nov. 2 **“Widening Our Lens” presentations**
Nov. 4 DAP for Infants: young and mobile infants
Reading: DAP pgs 55-64
Internship Evaluation and Response Due

WEEK 7
Nov. 9 Cognition
Reading: Gonzales-Mena and Eyer, Part 2, chapter 8
DAP for Toddlers
Reading: DAP pgs 65-72
Nov. 11 NO CLASS – UCLA holiday

WEEK 8
Nov. 16 Language Development
Reading: Gonzales-Mena and Eyer, Part 2, chapter 9
Nov. 18 Emotions and Temperament
Reading: Gonzales-Mena and Eyer, Part 2, chapter 10

WEEK 9
Nov. 23 Social skills
Reading: Gonzales-Mena and Eyer, Part 2, chapter 11
Assignment Due: “Widening Our Lens” Paper
Nov. 25 The Physical Environment and Standards for Assessing Child Care Quality
Reading: Gonzales-Mena and Eyer, Part 3, chapter 12

WEEK 10

Nov. 30 Socialization and Contexts of Development
Reading: Gonzales-Mena and Eyer, Part 3, chapter 13

Dec. 2 Partnerships with Families
Reading: Gonzales-Mena and Eyer, Part 3, chapter 14

Timesheets Due

EXAM WEEK

Dec. 10 Final, cumulative exam: Thursday 11:30-2:30