



Course Syllabus

Course title: Infant and Toddler Care

Class section: ELC - 230 - X01

Term: 2025S

Course credits: 3

Total hours: 45

Delivery method: In-Person

Territorial acknowledgment

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək'wəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

Instructor details

Name: Tatiane Rigonati Silva

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Course description

Course Description:

Students will apply the principles of responsive and respectful relationship-based care to nurturing children and their families by planning rich environments, developing program plans based on children's growing interests and abilities and establishing sensitive routines. Students use a critical

lens to demonstrate their understanding of young children's emerging, multiple identities. Students apply their understanding of Indigenous approaches and cultural respect and sensitivity, the impact of residential schools, on-going colonization and the skills of reconciliation through appreciation of the growing identity of young families. .

Prerequisites:

All of:

- C+ in ELC 212
- C+ in ELC 214
- C+ in ELC 216
- C+ in ELC 221
- COM in ELC 240

Pre or Co-requisites:

All of:

- C+ in ELC 220
- C+ in ELC 231

Learning outcomes

Upon successful completion of this course, the learner will be able to

1. Examine the history and the philosophical approaches of caring for children under age three
2. Articulate and apply the principles and practices of respectful and responsive care relationships with infants, toddlers and their families
3. Analyze and implement culturally sensitive caring and learning environments that reflect an understanding of the impacts of colonization and the skills of reconciliation and that support infants/toddlers and their families
4. Apply communication strategies that promote connections and communication with families and communities

Course reading materials

Title: Infants, Toddlers, & Caregivers - A Curriculum of Respectful, Responsive, Relationship-Based Care and Education

Authors: Janet Gonzalez-Mena, Dianne Widmeyer Eyer

Publisher: McGraw Hill

Publication Date: 2021

Edition: 12th Edition

Required/Optional: Required

Course schedule

DATE	TOPIC	READINGS
Week 1 - May 5	Introduction to Infant and Toddler theories and approaches	
Week 2 - May 12	Principles of Respectful Caregiving	Chapters 1 and 2 - Gonzalez-Mena, J., & Eyer, D. W. (2007). Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education. Boston, MA: McGraw-Hill Higher Education.
Week 3 - May 19	Statutory Holiday	
Week 4 - May 26	Primary Caregiving and Guidance	Chapters 10 and 14 - Gonzalez-Mena, J., & Eyer, D. W. (2007). Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education. Boston, MA: McGraw-Hill Higher Education.

DATE	TOPIC	READINGS
Week 5 - June 2	Caregiving as Curriculum	<p>Chapter 3 - Gonzalez-Mena, J., & Eyer, D. W. (2007). Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education. Boston, MA: McGraw-Hill Higher Education.</p> <p>Elliot, E. (2003). Helping a Baby Adjust to Center Care. <i>Young Children</i>, 1.</p>
Week 6 - June 9	Care Routines	<p>Sands, L., & Weston, J. Slowing down to catch up with infants and toddlers: A reflection on aspects of.</p> <p>Foraker, B. (2023). Toileting: Entanglements of curriculum and care in the toddler classroom. In <i>Reframing the everyday in early childhood pedagogy</i> (pp. 103-112). Routledge.</p>

DATE	TOPIC	READINGS
Week 7 - June 16	Movement and Play	Gutknecht, D., & Bader, C. (2021). The Pikler Approach to Infant and Toddler Education and Care. Aspects U3–Study Texts Network QuiCC, 1, 2021. Chapter 4 - Gonzalez-Mena, J., & Eyer, D. W. (2007). Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education. Boston, MA: McGraw-Hill Higher Education.
Week 8 - June 23	Nurturing and Building Relationship	<p>Elliot, E. (2013). Listening with Two Ears. The Uses of Psychoanalysis in Working with Children's Emotional Lives, 47.</p> <p>Robinson, L. (2014). It's like stepping into a new world: Professional learning and transformation of pedagogy. New Zealand Journal of Infant and Toddler Education, 16(2), 7-11.</p>
Week 9 - June 30	Attachment	<p>Cortazar, A., & Herreros, F. (2010). Early attachment relationships and the early childhood curriculum. Contemporary Issues in Early Childhood, 11(2), 192-202.</p>

DATE	TOPIC	READINGS
Week 10 - July 7	Connections to Nature and the Land	Streelasky, J., & Lemon, M. (2024). A decolonizing approach to early learning: toddlers' and preschoolers' engagement with the land and indigenous ways of knowing. <i>European Early Childhood Education Research Journal</i> , 1-15.
Week 11 - July 14	Cognition	Chapter 8 - Gonzalez-Mena, J., & Eyer, D. W. (2007). <i>Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education</i> . Boston, MA: McGraw-Hill Higher Education.
Week 12 - July 21	Literacy	Chapter 9 - Gonzalez-Mena, J., & Eyer, D. W. (2007). <i>Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education</i> . Boston, MA: McGraw-Hill Higher Education.
Week 13 - July 28	Course Review	
Week 14 - August 4	Statutory Holiday	

Assessment and evaluation

Type	Description	Weight
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Type	Description	Weight
Group Project	Inquiry Project (Part 1)	30%
Group Project	Facilitation	20%
Participation	Engaging with theory, practice, and ideas - Part 1	15%
Participation	Engaging with theory, practice, and ideas - Part 2	15%
Assignment	Vocabulary Journal	20%

Course guidelines and expectations

Assignment Submission Expectations

- All guidelines and due dates are posted on D2L. Students are expected to submit all assignments by the due date. Assignments will not be accepted after the last day of class.
- It is also essential to use citations and references (APA Style) for anything that is from a source the not your own thoughts, or it is considered plagiarism.
- You will need to complete all assignments to be eligible for a final grade for the semester.
- I expect transparency and ethical behavior regarding AI use for assignments. Students who use AI in assignments should outline which app/tool was used and the reasons for it. It will be the instructor's discretion to evaluate whether AI was applied as a learning tool or to generate writing/reflections.
Note that the use of AI to edit writing relates to generative AI use. Assignments generated and/or having a large portion edited by it will be considered Plagiarism & Academic Dishonesty.
- Students with a Letter of Accommodation from the Centre for Accessible Learning (CAL) must communicate this with the instructor at the beginning of the semester or once they have received their letter. The student is responsible for requesting any/all extensions and negotiating revised due dates in writing (emailing instructor) or by arranging an in-person meeting with your instructor prior to the assignment due date. Extensions are granted at the discretion of the instructor.

Extensions

- To request an extension for an assignment, you must contact your instructor at least 72 hours before the due date. The request must be made via email. You do not need to explain why the extension is requested but you must include an alternative date for submitting the assignment.
- Extensions are not guaranteed and will be granted at the instructor's discretion.

Late Submissions without an Extension Request

- Assignments submitted after the due date will incur a penalty of 4% per day past its deadline.
- Assignments not submitted within 10 days of the due date (without an approved extension) will receive a grade of 0.

Resubmission

- Assignments are designed to allow you to show your learning. Students must monitor their own progress and access assistance/resources if there is a risk of being unsuccessful in the course.
- Should you receive a mark of less than 50% on an assignment, you may request to resubmit the assignment once. Permission to resubmit an assignment is at the discretion of the instructor.
- Resubmissions must be completed within 72 hours of receiving approval.
- Resubmission marks will not exceed 65%.

Missed In-Class Assignments

- If you miss an in-class assignment due to unforeseen circumstances, you may request to make them up. However, a make-up assignment is not guaranteed and will be offered at the instructor's discretion.

Attendance and Missed Classes

- This course is synchronous, and therefore consistent attendance, participation and engagement are a requirement. In cases of illness or other life events, please email your instructor before class to notify of your absence.

- After two missed classes, you will meet with your instructor to discuss any barriers affecting your attendance and to identify possible support resources.

School or departmental information

The Early Learning and Care (ELC) Diploma Program is one of five programs within the Department of Community, Family and Child Studies (CFCS)

ELC Program Leader: Danielle Davis DavisD@camosun.ca

CFCS Department Chair: Michelle Jaworsky JaworskyM@camosun.ca

College policies and student responsibilities

The college expects students to be responsible, respectful members of the college community. Responsible students meet expectations about attendance, assignments, deadlines, and appointments. They become familiar with academic policies and regulations, and their rights and responsibilities.

College policies are available online at the [Policies and Directives](#) page. Academic regulations are detailed on the [Academic Policies and Procedures for Students](#) page.

Policies all students should be familiar with include the [Academic Integrity Policy](#). This policy expects students to be honest and ethical in all aspects of their studies. It defines plagiarism, cheating, and other forms of academic dishonesty. Infractions of this policy can result in loss of marks or a failing grade. To learn more about plagiarism and cheating, including the use of artificial intelligence, review the [Academic Integrity Guide](#).

The [Academic Accommodations for Students with Disabilities Policy](#) defines how Camosun provides appropriate and reasonable academic accommodations. The Centre for Accessible Learning (CAL) coordinates academic accommodations. Students requiring academic accommodations should request and arrange accommodations through CAL. Contact CAL at least one month before classes start to ensure accommodations can be put in place in time. Accommodations for quizzes, tests, and exams must follow CAL's booking procedures and deadlines. More information is available on the [CAL website](#).

Students must meet the grading and promotion standards to progress academically. More information is available in the [Grading Policy](#).

The college uses two grading systems. A course will either use the standard letter grade system (A+ to F) or a competency-based approach with grades of complete, completed with distinction or not completed. Visit the [Grades/GPA page](#) for more information.

Students must meet the college's academic progress standards to continue their studies. A student is not meeting the standards of progress when a GPA falls below 2.0. The college offers academic supports for students at risk of not progressing. The [Academic Progress Policy](#) provides more details.

If you have a concern about a grade, contact your instructor as soon as possible. The process to request a review of grades is outlined in the [Grade Review and Appeals Policy](#).

The [Course Withdrawals Policy](#) outlines the college's requirements for withdrawing from a course. Consult the [current schedule](#) of deadlines for fees, course drop dates, and tuition refunds.

If students experience a serious health or personal issue, they may be eligible for a [medical or compassionate withdrawal](#). The [Medical/Compassionate Withdrawal Request Form](#) outlines what is required.

The [Acceptable Technology Use](#) policy ensures the use of the college network and computers contribute to a safe learning environment. This policy also applies to the use of personal devices with the college network.

Students experiencing sexual violence can get support from the Office of Student Support. This Office of Student support is a safe and private place to discuss supports and options. More information is available on the [sexual violence support and education site](#). Students can email oss@camosun.ca or phone 250-370-3046 or 250-370-3841.

The [Student Misconduct Policy](#) outlines the college's expectations of conduct. Students should behave to contribute to a positive, supportive, and safe learning environment.

The [Ombudsperson](#) provides an impartial, independent service to help students understand college policies.

Services for students

Successful students seek help and access college services. These services are recommended to make the most of your time at college.

Services for Academic Success

- [Career Lab](#): Connects students with work-integrated learning experiences, including co-op placements and career fairs.
- [English, Math, and Science Help Centres](#): Get one-on-one help with homework.

- [Library](#): Get help with research, borrow materials, and access e-journals and e-books. Libraries at both campuses provide computers, individual and group study spaces.
- [Makerspace](#): A place to innovate, collaborate, and learn new skills and technology in a fun, dynamic, inclusive environment.
- [Writing Centre & Learning Skills](#): Get assistance with academic writing or meet with a learning skills specialist for help with time management, preparing for exams, and study skills.

Enrolment, Registration, and Records

- [Academic Advising](#): Talk to an academic advisor for help with program planning.
- [Financial Aid and Awards](#): Learn about student loans, bursaries, awards, and scholarships.
- [Registration](#): Get information about Camosun systems, including myCamosun, and college policies and procedures.
- [Student Records](#): Get verification of enrolment to access funding, request a transcript, or credential.

Wellness and Cultural Supports

- [Counselling](#): It's normal to feel overwhelmed or unsure of how to deal with life's challenges. The college's team of professional counsellors are available to support you to stay healthy. Counselling is free and available on both campuses. If you need urgent support after-hours, contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.
- [Centre for Indigenous Education and Community Connections](#): Provides cultural and academic supports for Indigenous students.
- [Camosun International](#): Provides cultural and academic supports for international students.
- [Fitness and Recreation](#): Free fitness centres are located at both campuses.

For a complete list of college services, see the [Student Services](#) page.

Changes to this syllabus

Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change the course content or schedule. When changes are necessary the instructor will give clear and timely notice.