

CD 1

West Los Angeles College Child Development Syllabus

Child Growth and Development (CD 1)

(Section #8063)

(Spring 2016)

Recommendation to all CD students:

Take the assessment tests for English and Math

Pre-requisites:

There are no pre-requisites at this time but we strongly advise that students have passed at least English 28

Co-requisites:

None

Section #:

8063

Days/Hours:

online

Class Room Location:

Online-www.etudes.org

Instructor:

Kenyatta Bakeer

E-mail:

bakeerkn@wla.edu

Child Development Office:

GC-130

Instructor's Phone:

310-287-7241

Instructor Office Hours:

Online-send me a private message

Required Text:

The Developing Person

Author:

Kathleen Stassen Berger

Publisher: ISBN #

978-1-319-01584-8

Edition:

Tenth

Supplemental Reading:

Developmentally Appropriate Practice

Author:

Sue Bredekamp

Publisher:

NAEYC

Editions:

Website Links:

Naeyc.org, childcarequarterly.com

Child Growth and Development (CD 1)

Section #: 8063

Course Description:

This course examines the major developmental milestones for children, both typical and atypical, from conception through adolescence in the areas of physical, psychosocial, and cognitive. The course will emphasize interactions between maturational process and environmental factors. While studying developmental theory and investigating research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

West Los Angeles College Institutional Student Learning Outcomes

- A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, and family and community settings.

West Los Angeles College Child Development Program Student Learning Outcomes

- 1. Understanding of Young Children: Practice and demonstrate an understanding of child development and their relationships with children and families to understand children as individuals and to plan responses to their unique needs and potential.
- 4. Promoting Child Development and Learning: Practice and demonstrate an understanding of how to promote children’s cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

WLAC College Child Development Course Specific SLO’s Required by 24 unit Core Requirements for CSU’s

Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO’s

WLAC College Child Development Course Specific SLO's
Required by 24 unit Core Requirements for CSU's

1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research Analyze methodologies.
2. Analyze how social, economic, political, historical and cultural contexts affect children's development.
3. Compare and contrast various theoretical frameworks that relate to the study of human development.
4. Using investigative research methodologies, apply developmental theory to analyze child observations, surveys, and/or interviews.
5. Differentiate characteristics of typical and atypical development at various stages.
6. Analyze the importance of the early years and the effects of interaction between maturational processes and environmental factors on various areas of development.
7. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
8. Analyze how social, economic, political, historical and cultural contexts affect children's development.
9. Compare and contrast various theoretical frameworks that relate to the study of human development.
10. Using investigative research methodologies, apply developmental theory to analyze child observations, surveys, and/ or interviews.
11. Differentiate characteristics of typical and atypical development at various stages.
12. Analyze the importance of the early years and the effects of interaction between maturational

Each semester the instructor will select 4-5 of the Objectives

1. Demonstrate knowledge of the physical, social, emotional, cognitive and language development of children, both typical and atypical, in major developmental periods. Activity: Exam
2. Examine and discuss various theories relating to human development. Activity: Observation
3. Investigate up-to-date research findings as they apply to child development. Activity: Research Paper
4. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process. Activity:
5. Demonstrate knowledge of various research approaches to study the development of children. Activity: Observation
6. Examine and explain how bias can influence the research process. Activity: Exam
7. Demonstrate objective techniques and skills for interviewing families or school children. Activity: Interview
8. Demonstrate objective techniques and skills for observing and describing behavior in children of all ages, cultures, and backgrounds, and evaluating their similarities, differences, and developmental needs. Activity: Have students watch and respond to videos or U Tube clips
9. Investigate the importance of the early years and the effects of interaction between the individual and her/his environment on the developing brain. Activity: Research paper
10. Examine and explain the role of family in facilitating children's development. Activity: Small Group Role Playing
11. Examine and explain the role of teachers and other professionals in facilitating children's

<p>processes and environmental factors on various areas of development.</p>	<p>development. Activity: Small Group Role Playing</p> <p>12. Describe and explain the role of play and its relationship to development at various stages. Activity: Essay Exam or Small Group Skits</p> <p>13. Identify and describe factors that place children and youth at risk and may adversely influence development. Activity: Essay Exam</p> <p>14. Identify and describe special needs that impact a child's development. Activity: Essay Exam</p>
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Course Specific SLO:	Evaluation:	Activity:
<p>Given a description of a child's observational anecdotal profile, analyze and determine the stage of development of the child in the four developmental domains: physical, social-emotional, cognitive, and linguistic stages of development. The student will demonstrate proficiency in this area as part of a required observational documentation project.</p>	<p>Assessment and Evaluation Process for SLO's:</p> <p>The student will be given a format and a rubric to assist with the criteria and expectations for evaluation.</p> <p>SLO#: Benchmark: 70% of the students will score acceptable or above.</p>	<p>The observation is a step by step anecdotal of one (1) child that you choose to observe. You will create a description of a child's observational anecdotal profile, analyze and determine the stage of development of the child in the four developmental domains: physical, social-emotional, cognitive, and linguistic stages of development.. You may conduct one (1) of your observations on a family member or conduct the observation at a public park or our WLAC CDC.</p>

ACCOMODATIONS AND OTHER INFORMATION: Disability Support Services (DSS) Accommodation

Statement-Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs & Services (DSPS) center located in SSB 320 or call 310-287-4420/ dsps@wlaac.edu.

DISCLAIMER: Syllabus/ schedule subject to change.

Attendance Policy:

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

Drop Policy:

It is the student's responsibility to process and official withdrawal from class.

Withdrawal and/or Incomplete Policies: College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.

Academic Dishonesty:

Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. Penalty may range from no credit for the assignment up to and including exclusion and/or an "F" grade for the course.

Two or more students turning in identical work is considered cheating.

Quizzes and Final:

There will be 3 quizzes and a final exam. There will be no make-ups.

****PLEASE TALK TO ME IN ADVANCE IF YOU ANTICIPATE A PROBLEM.** Jury duty and medical excuses with a jury duty or medical verification for you the student will be considered.

All submitted work:

Must be typed. No font smaller or larger than 12 pt./ Late papers will be accepted; however will be marked down by 30% and will only be accepted one week late. No late work is to be placed in my box as things often placed in my box disappear. No papers accepted via email.

Students with Disabilities: Please register with The Disabilities Office on campus for possible accommodations.

Spring 2016 Timeline:

Please Note: Timeline subject to change

Dates	Course Material/Readings
2/8	Introductions and Course Review and Syllabus Student Lounge(Introductions)
2/15	Continue Introductions and Ch. 1 Introduction and Ch. 2 Theories Article Due:
2/22	Ch. 2 continued and Ch. 3 The New Genetics Discussion Question #1
2/29	Ch. 3 continued Investigative report-due
3/7	Quiz# 1 – Due And Ch. 4 Prenatal Development and Birth Discussion Question #2

3/14	Ch. 5 The First Two Years: Biosocial Development Observation#1-Infants/Toddlers
3/21	Ch. 6 The First Two Years: Cognitive Development
3/28	Ch. 6 Continued Ch. 7 The First Two Years: Psychosocial Development Discussion Question #3
4/4	No Class-Spring Break
4/11	Quiz #2 Due And Ch. 8 Early Childhood: Biosocial Development Continue Ch. 8 And Ch. 9 Early Childhood: Cognitive Development
4/18	Continue Ch. 9 and Ch. 10 Early Childhood: Psychosocial Development Observation #2-Preschool Discussion #4
4/25	Quiz# 3 And Ch. 11 Middle Childhood: Biosocial Development
5/2	Ch. 12 Middle Childhood: Cognitive

	Development and Ch. 13 Middle Childhood: Psychosocial Development
5/9	And Ch. 14 Adolescence: Biosocial Development Observation #3-School-Age
5/16	Ch. 15 Adolescence: Cognitive Development Ch. 16 Adolescence: Psychosocial Development
5/23	Review for Final
5/31	Final Exam

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
Investigative Report: How do children learn?	You will be investigating on how children learn; for example, in their language, cognitive, fine motor, large motor, math skills, and etc. This investigative report will be a 2-3 page paper in length, double- space and 12 font.	25		2/29
Child Observation(s) Infant/Toddler	You will write three (3) observations (1) infant/toddler, (1) preschooler and (1) school- age child (length: 2-3 pages, double-spaced and 12 font). Be prepared to spend 1-2 hours on each observation. Your observation is a step by step anecdotal of one (1) child that you choose to observe (we will go through this in further detail in class and example(s) will be provided). You may conduct one (1) of your observations on a family member or conduct the observation at a public park. The remaining two need to be done at our Child Development Center on Campus.	25		3/14
Child Observation Pre-School	Look at the instructions in the Infant and Toddler Observation	25		4/11
Child Observation School-Age	Look at the instructions in the Infant and Toddler Observation	25		5/9

Article: Small Group Discussions	You will research a topic related to the assigned lecture. You may take this article from the Internet or any education journal about child development. Each article must be at least 3 pages in length (this does not include web page address or bibliography). This is to be a research article. Avoid testimony and life stories unless appropriate to the topic of the lecture. You will submit a one page summary of the article and 3 questions.	25		2/15
Exam #1	This exam will cover chapters (1-3).	25		3/7
Exam #2	This exam will cover chapters (4-6).	25		4/11
Exam#3	This exam will cover chapters (7-9).	25		4/25
Final: Educational Game	There will be a handout in the resource section giving more details on this assignment. You will create a game that is educational and can be for either ages 1-2 years, 3-5, 6-9, or 9-12. You will create the game yourself and use only materials that you make, include written instructions , and a developmental domain profile indicating what children are learning from the game.	50		5/31
Journaling on Scenarios/Discussion Questions.	Daily you will journal on scenarios given in class or a video that was presented on	25	Five points each.	2/8,2/22,3/7,3/28,4/18

	the topic of discussion for that day.			
Class Participation	Participation in class is mandatory.	25	At least coming on line 3 hours a week.	

<p>Course Grading System</p> <p>COURSE GRADING:</p> <p>Exams = 75</p> <p>Projects = 175</p> <p>Activities = Journaling on Scenarios = 25</p> <p>Class Participation = 25</p> <p>(ETC)-10 points for attending our Child Development Orientation</p>	
1.	3 Exams (25 POINTS) 75 points
2.	Investigative Report 25 points
3.	Article 25 points
4.	Infant/Toddlers Observation 25 points
5.	Preschool Observation 25 points
6.	School-Age Observation 25 points
7.	Final 50 points
8.	Journaling on Scenarios 25 points
9.	Class Participation 25 points

Total Points 300

GRADING SCALE:

(100%- 90%) 300-275=A

(89%- 80%) 274-250=B

(79%- 70%) 249-225=C

(69%- 60%) 224-199=D

(Under 59%) Below 198=F

 [Revides Syllabus Spring 2016 CD 1 Bakeer-West.docx](#)