Division: Behavioral & Social Science
Course Name: Child Development 7-Introduction to Curriculum in Early Childhood Education
Section: #0533 Semester: Spring 2016

Content Facilitator Info
Facilitator: Dolores Gallegos, Ed.D
Email: gallegD@wlac.edu
Ph: 310-287-4446 Office: GC 180C

Office Hours
Tuesdays- 1:00-2:30pm
Wednesdays- 11:00am-2:30pm

Class Meetings
Tuesday
3:20-6:35pm
GC 110

WEBSITE to KNOW
www.wlacgallegos.com
This website contains all notes, assignments, and Power Points. DO NOT ask/email instructor what was missed when you are absent. Refer to website or classmates.

Grading Information
(1) Participation 150
(2) 1st Assessment 50
(3) 2nd Assessment 50
(4) Final Assessment 50
(5) 8 Lesson Plans 200
(6) Philosophy Statement 50
(7) Portfolio 50
(8) Lesson Plan Presentation 50
TOTAL POSSIBLE POINTS 650

GRADING SCALE
A: 650-585 B: 584-520
C: 519-455 D: 454-390
F: 389-0

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.
G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

Child Development Student Learning Outcomes
Demonstrate familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for young children. The student will justify the relevance and appropriateness of the activity in a relationship to the objectives of the activity.

Course Description
Students learn and develop the knowledge and skills to provide appropriate curriculum and environments for young children from birth to age 8. Students examine a teacher’s role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play.
- Planning, implementation and evaluation of curriculum include, but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math, natural and physical sciences.

REQUIRED SUPPLIES
1. Scantrons Forms 882 E for assessments
2. 1” Binder

Classroom Expectations
#1 Be Prompt.
#2 Be Prepared.
#3 Be Positive.
#4 Be Productive.
#5 Be Polite.

Office Hours
Tuesdays- 1:00-2:30pm
Wednesdays- 11:00am-2:30pm

Class Meetings
Tuesday
3:20-6:35pm
GC 110
Welcome

This semester, you will work to develop your understanding of the basic understanding of Child Development. You will also learn and practice the importance of best practices for early educational setting. The goal is for you to have a better understanding of how children develop through different stages, the theorist that have been contributors to the field and especially how adults need to respect a child’s growth. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I’m here to help. 😊

College Policies:

Academic Integrity (Plagiarism)
In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.

Student Conduct
According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information. You will be escorted out by the Sheriff if you do not leave by your own occur once the Professor has asked for your dismissal from class.

Recording Devices/Cell Phones/Laptops
State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog). The use of cellphone and/or laptops become too distracting to the class, a verbal warning will be issued; after the second warning, the instructor will then deduct 20 points from participation points for each verbal warning issued.

Campus Resources

Office of Disabled Student Programs and Services (DSP&S)
Student Services Building (SSB) 320 | (310) 287-4450.
West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

Instructional Support (Tutoring) & Learning Skills Center
Heldman Learning Resources Center (HLRC) | (310) 287-4486
Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).
Campus Resources (cont.)

Library Services
Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos, the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

Required Assignments

All assignments must be typed. The assignments are as follows:

1. **1st Assessment (50 points)** - Will be cover chapters 1-4 bring a scantron form No. 882-E to do your exam.
2. **2nd Assessment (50 points)** – Chapters 5-10. Please bring a scantron Form No. 882-E to do your exam.
3. **Final Exam (50 points)** – All Chapters 1-11. Please bring a scantron Form No. 882-E to do your exam.

4. **Lesson Plans (8 lesson plans x 25pts=200 points)**
Curriculum Study you will identify a thematic unit topic and create all your lesson plans identifying ways to integrate all the subjects for your study.
   a. Morning Meeting/Circle Time Lesson Plan
   b. Gross/Fine Motor Skill Lesson Plan
   c. Language/Literacy Lesson Plan
   d. Math Lesson Plan
   e. Social Studies/Dramatic Play Lesson Plan
   f. Music Lesson Plan
   g. Art Lesson Plan
   h. Science/Cooking Lesson Plan

5. **Philosophy Statement (50 points)** - this assignment will be a writing assignment that will focus on your position on the educational field by citing theorists, child development programs, and other relevant information you will obtain throughout the semester. The guidelines are attached and will be posted on my website.

6. **Portfolio (50 points)** - Compile a portfolio with lesson plans, philosophy statement, and Curriculum Map. Further details will be given in class.

7. **Lesson Plan Presentation (50 points)** - You will create a lesson plan and present it in class. You will develop the skills and strategies to create one with the help of your instructor.

Assignments turned in late:
- Occasionally something occurs that prevents an assignment from being submitted on time, you are allowed one late assignment. It must be turned in by the next class meeting to receive full credit. Late assignments will be reduced by one letter grade after each class meeting. **DO NOT** e-mail me your assignments. They will **not** be accepted.
Participation

Participation: (150 Points)

- Attendance is closely linked to your participation. If you are not present you will miss on the discussions and in-class assignments which will affect your grade.
- If you cannot attend class for any reason, it is important that you notify me in advance.
- Coming to class late and leaving early will result in a minus of 2 points. Each class meeting is worth 10 points each.
- Small and Large group participation is also very important and will influence your grade.
- Every class missed will result in a minus of 10 points.
- It is your responsibility to drop a class, if you are no longer attending the class.
- Students with excessive absences or tardiness (3 weeks in a row) will be dropped from this class.
- Always get the name, telephone number; e-mail address of one of the student’s in this class to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances. **DO NOT EMAIL the instructor to ask what you missed in class. If this is done, 5 POINTS will be deducted from your participation points.**

Emails

Please email the instructor if you want to schedule an appointment or have questions about an assignment. I will not accept email assignments or attachments of your assignments. All assignments will be typed and submitted in person with a hard copy to the instructor.

Grading

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>650-585</td>
</tr>
<tr>
<td>B</td>
<td>584-520</td>
</tr>
<tr>
<td>C</td>
<td>519-455</td>
</tr>
<tr>
<td>D</td>
<td>454-390</td>
</tr>
<tr>
<td>F</td>
<td>389-0</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS**

1. Participation 150
2. 1st Assessment 50
3. 2nd Assessment 50
4. Final Assessment 50
5. 8 Lesson Plans 200
6. Philosophy Statement 50
7. Portfolio 50
8. Lesson Plan Presentation 50

**TOTAL POSSIBLE POINTS 650**

**INCOMPLETE GRADE:**
Incomplete grades will be issued at the end of the semester for those students who encounter a personal emergency, family crisis, illness, and other special circumstance. Also the students must at least have completed 75% of class. Incomplete work needs to be turned in before one year. If not turned in within one year, a grade will be given for that class.

If you stop attending a class (or wish to drop a class) **YOU MUST DROP THE CLASS YOURSELF-OFFICIALLY** – on or before **February 21, 2016**, through the Internet or in person in the Office of Admissions & Records. Last day to drop with a “W” is on **May 8, 2016**. Failure to do so may result in a grade of “F” in that class.

**THREE ATTEMPT LIMIT:**
A new state policy in effect as of 2012 limits students to (3) three attempts per course. Receiving a grade or a “W” for a course counts as an attempt, regardless of when the course was taken. Withdrawal by the deadline to avoid a “W” will not count as an attempt.
### CD 7 Syllabus

**Spring 2016**

***NOTE: This syllabus and class schedule is subject to change if circumstances warrant it (e.g. student performance, dates, etc.) EXPECT revisions and Divergences.***

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPIC</th>
<th>Homework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 9</td>
<td>Introduction</td>
<td>Take online survey. Bring evidence to next class meeting <a href="http://www.laccd.edu/studetnsurvey">www.laccd.edu/studetnsurvey</a></td>
</tr>
<tr>
<td>2</td>
<td>February 16</td>
<td>Ch. 1-The concept of Creativity</td>
<td>SUBMIT: ONLINE Survey</td>
</tr>
<tr>
<td>3</td>
<td>February 23</td>
<td>Ch. 2-Promoting Creativity &amp; incorporating Books into lesson plans</td>
<td>Develop your curriculum Map (pick a unit)</td>
</tr>
</tbody>
</table>
| 4    | March 1    | Ch. 3- The concept of Aesthetics                                     | Demo: *Morning Meeting*  
Homework: Work on *Morning Meeting* Lesson Plan |
| 5    | March 8    | Ch. 4-Promoting Aesthetic Experiences                                 | SUBMIT: *Morning Meeting* Lesson Plan  
Demo: *Gross/Fine Motor Skills*  
Homework: Work on *Gross/Fine Motor Skills* Lesson Plan |
| 6    | March 15   | 1st Assessment (Ch. 1-4)                                             | Ch. 5-Children, Teachers, & Creative Activities  
SUBMIT: *Gross/Fine Motor Skills* Lesson Plan  
Demo: *Language/Literacy*  
Homework: Work on *Language/Literacy* Lesson Plan |
| 7    | March 22   | Ch. 6-Creative Environments                                           | SUBMIT: *Language/Literacy* Lesson Plan  
Demo: *Math*  
Resubmission: *Morning Meeting* Lesson Plan  
Homework: Work on *Math* Lesson Plan |
| 8    | March 29   | Ch. 7-Play, Development, and Creativity                              | SUBMIT: *Math* Lesson Plan  
Demo: *Social Studies/Dramatic Play*  
Resubmission: *Gross/Fine Motor Skills* Lesson plan  
Homework: Work on *Social Studies/Dramatic Play* |
| 9    | April 5    | ******************SPRING BREAK**************************               |           |
| 10   | April 12   | Ch. 8-Using technology to promote Creativity                         | SUBMIT: *Social Studies/Dramatic Play*  
Demo: *Music*  
Resubmission: *Language/Literacy* Lesson Plan  
Homework: Work on *Music* Lesson Plan |
### CD 7 Syllabus
#### Spring 2016

***NOTE: This syllabus and class schedule is subject to change if circumstances warrant it (e.g. student performance, dates, etc.) EXPECT revisions and Divergences.***

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>April 19</td>
<td>Ch. 9-Art and Physical-Mental Growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SUBMIT:</strong> Music Lesson Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Demo:</strong> Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Art Lesson Plan</td>
</tr>
<tr>
<td>12</td>
<td>April 26</td>
<td>Ch. 10-Art &amp; Social-Emotional Growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SUBMIT:</strong> Art Lesson Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Demo:</strong> Science/Cooking</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Science/Cooking Lesson Plan</td>
</tr>
<tr>
<td>13</td>
<td>May 3</td>
<td>2nd Assessment (Ch. 5-10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 11-Developmental Levels and Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SUBMIT:</strong> Portfolio</td>
</tr>
<tr>
<td>14</td>
<td>May 10</td>
<td>Lesson Plan Presentations</td>
</tr>
<tr>
<td>15</td>
<td>May 17</td>
<td>Lesson Plan Presentations</td>
</tr>
<tr>
<td>16</td>
<td>May 24</td>
<td>Lesson Plan Presentations</td>
</tr>
<tr>
<td>FINALS WEEK</td>
<td>May 31</td>
<td>Cumulative Test (ALL CHAPTERS)</td>
</tr>
<tr>
<td></td>
<td>3:20-6:35</td>
<td></td>
</tr>
</tbody>
</table>