

West Los Angeles College Child Development Syllabus

Child Growth and Development (CD 1)

(Section #0522)

(1-4 to 2-4 Winter 2016)

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	There are no pre-requisites at this time but we strongly advise that students have passed at least English 28
<b>Co-requisites:</b>	None
<b>Section #:</b>	0522
<b>Days/Hours:</b>	1/4 - 2/4 Monday, Tuesday, Wednesday, & Thursday - 10:45-1:20 pm
<b>Class Room Location:</b>	General Classroom Building (GC) 130
<b>Instructor:</b>	Rosemary Most
<b>E-mail&amp; Phone #:</b>	<a href="mailto:mostra@wlaac.edu">mostra@wlaac.edu</a> 310-417-3505
<b>Child Development Office:</b>	Monday through Saturday check office door for current hours
<b>Child Development Office Phone:</b>	<b>310-287-4563</b>
<b>Instructor Office Hours:</b>	Generally after class 1:20
<b>Required Text:</b>	<b>The Developing Person Through Childhood and Adolescence</b>
<b>Author:</b>	Kathleen Berger
<b>Publisher: ISBN #</b>	<b>978-1-4641-7204-5 Worth Publishing</b>
<b>Edition:</b>	9th
<b>Supplemental Reading:</b>	Child Development A Thematic Approach
<b>Author:</b>	Danuta Bukatko & Marvin Daeheler
<b>Publisher:</b>	Wadsworth/Cengage Learning
<b>Editions:</b>	6 <sup>th</sup>
<b>Website Links:</b>	<a href="http://www.myetudes.org">www.myetudes.org</a> – see handout

**Child Growth and Development ( CD 1)**

**Section #: 0522**

**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

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

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

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

<p>to the study of human development.</p> <p>10. Using investigative research methodologies, apply developmental theory to analyze child observations, surveys, and/ or interviews.</p> <p>11. Differentiate characteristics of typical and atypical development at various stages.</p> <p>12. Analyze the importance of the early years and the effects of interaction between maturational processes and environmental factors on various areas of development.</p>	<p>development. Activity: Small Group Role Playing</p> <p>11. Examine and explain the role of teachers and other professionals in facilitating children’s 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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<b>Course Specific SLO:</b>	<b>Evaluation:</b>	<b>Activity:</b>
<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><b>Assessment and Evaluation Process for SLO's:</b></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>Students will be offered a rubric of expectations for the course and a format for evaluation of learning. The format includes:</p> <p>One template formatted to demonstrate proficiency in observing development of children and to assess the learning of each student regarding the variety of behaviors that designate the domains of development.</p>

Supplemental Reading and Recommended Reading and Additional Links			
Title:	Author:	Publisher:	Edition/Notes:
Professional Enhancement – Child Development	Shelia Anderson	Delmar Publishing	2008
Piaget’s Theory of Intellectual Development	Herbert Ginsburg & Sylvia Oppen	Prentice-Hall	1969

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Week:	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	1/4 - 1/7	Lecture Topic: Overview & Chapters 1 -3 Class Activities: Discussion of course expectations	Assignment: Read Chpt 1-3 Due Date: 1/7
2	1/11 – 1/14	Lecture Topic: Physical Domain Chapters 4, 5, 8, 11 Class Activities: Discussion & videos	Assignment: Read Chpt 4, 5 & 8 Due Date: 1/11 <b>Test Chpt. 1 -3</b>
3	1/18 – 1/21	NO CLASS 1/18 – Martin Luther King Lecture Topic: Cognitive Domain Chapters 6, 9, 12 Class Activities- Discussion & videos	Assignment: Read Chpt 6,9,12 Due Date: 1/18 <b>Test Physical Domain Chpt. 4, 5, 8, 11</b>
4	1/25 - 1/28	Lecture Topic: Language Domain Chapters 6, 9, 12 Class Activities – Discussion & videos	Assignment: Read Chpt. 6, 9, 12 Due Date: <b>1/25 Cognitive Test Chpt. 6, 9, 12</b>
5	2/1 - 2/4	Lecture Topic: Psychosocial (Affective) Domain Chapters 7, 10, 13 Class Activities: Discussion & videos	Assignment: Read Chpt 7, 10, 13 Due Date: 2/2 <b>Language Domain Test Chpt. 6, 9, 12</b>  <b>Research Article due 2/2</b>  <b>2/4 Final Exam-in class-Chpt. 7, 10 13</b>
		<b>IMPORTANT DATES:</b>  <b>1-6 LAST DATE TO DROP WITH NO “W” &amp; REFUND</b>  <b>1-29 LAST DATE TO DROP WITH “W”</b>	

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## Course Grading System

### COURSE GRADING:

5 Exams = 165 points

10 Observations = 100 points – in class

Research Article = 87 points

*Total Points 352*

### GRADING SCALE:

A - (100%- 90%) 352 – 303

B - (89%- 80%) 302 – 275

C - (79%- 70%) 274 - 247

D - (69%- 60%) 246 - 219

F - (Under 59%) 218 - below

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## Course Evaluation and Requirements for Grading:

### Expectations of Students for Appropriate Participation:

### COURSE REQUIREMENTS:

- Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. There are no make-ups for class activities.
- Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- Readings: All chapters should be read during the week they are assigned.

College Attendance/Drop Policy:

- **Your attendance is mandatory.**
- **Roll is taken at the beginning or end of the class hour, or at arbitrary times. If you are not present during roll you will be counted absent or late**

- **If you miss three class sessions, you will be excluded from class.**
- **A combination of 3 –late or leave early – will equal 1 absence.**
- Last Day to drop a class ***without receiving a “W” or refund of fee: 1-6***
- Last Day to drop a class ***to receive a “W” 1-29***
- It is the student’s responsibility to:
  - Inform the instructor at the end of class of your late arrival.
  - Inform the instructor of personal/medical emergencies affecting your attendance.
  - Obtain information about missed classes from fellow students.
- It is the student’s responsibility to officially drop this class if you stop attending.
- ***Use the buddy system: Exchange phone numbers with classmate.***

**SIMPLE RULES OF CLASSROOM COURTESY:**

- Arrive on time.
- Attend class regularly.
- Stay until class is over.
- Come to class prepared with appropriate reading and writing materials.
- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.
- The classroom and class time is reserved for students enrolled in the class only  
(No Guests Please!) – **No Children**

All communication devices (cell phones, pagers, etc.) should be turned off or silenced during class hours.

**STANDARDS OF STUDENT CONDUCT:**

**The complete document can be found in the back of the schedule of classes.**

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- “Dishonesty, such as;
  - cheating,
  - knowingly furnishing false information to instructors and college personnel, turning in work that is not one’s own (plagiarism).
- “Obstruction or disruption of classes.”
- “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”

**CELL PHONE POLICY:**

- Students may not use their cell phones to accept or make calls while in class.
- If cell phones and beepers are brought to class, they must be turned to silent or vibration mode.
- Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice President has cleared him/her to return.

**CHEATING POLICY:**

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

**CHILDREN IN CLASS:**

- By directives of Academic Affairs, students are not allowed to bring their children to class.

Childcare arrangements need to be made outside of class time.

## Keys to Student Success

### Key 1: Attendance Policy:

It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

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.

### Key 2: Drop Policy:

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

### Key 3: 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.

### Key 4: Students with Special Needs:

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

### Key 5: Academic Honesty:

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

### Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:

The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

### Key 7: College Level Work Standards and Student Commitment:

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.

***All late assignments will be deducted by 10% per each late class meeting.***

### Key 7: College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self-assessment.

### Key 8: Communication is the Main Ingredient to Success:

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

### Key 9: Academic, Professional, and Personal Development:

It is the intention of the WLAC Learning Community that each of our students will benefit from this academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship.

### Key 10: Graduation, Certificates, Transfer, and or Employment:

It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task

with all the necessary requirements to fulfill their aspirations.

## The Etudes Login page is at [www.myetudes.org/portal](http://www.myetudes.org/portal)

### ETUDES User ID

- Your Etudes User ID is your Student ID Number (not your SS#)
- Example: Jose Garcia has the following Student ID: 880123456
- Based on this example, Jose's ETUDES User ID would be 880123456

### ETUDES Password (first time login)

Month Day of birth in school records

Example:

Jose Garcia's birthday is April 11th, 1982 (04/11/82). Based on this example, Jose's ETUDES Password would be 0411

When you log in for the first time Etudes will ask you to change your password.

***NOTE: This is a permanent account that you will use for all ETUDES courses for this term and all subsequent terms. Your login information does not get reset from term to term. When you change your password, the change will apply to all of your current and future courses. Please save your login information for future reference.***

### Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
Test Chapters 1 - 3	Demonstration of knowledge of course material and lectures.	35		
Test Chapter 4, 5, 8, 11 Physical Domain	Demonstration of knowledge of course material and lectures. (Physical Domain)	35		
Test Chapters 6, 9, 12 Cognitive	Demonstration of knowledge of course material and lectures. (Cognitive Domain)	35		
Test Chapters 6, 9, 12 Language	Demonstration of knowledge of course material and lectures. (Language Domain)	35		
Test Chapters 7, 10, 13 Psychosocial Final	Demonstration of knowledge of course material and lectures. (Psychosocial – Affective - Social/Emotional Domain)	35		
Research Article	Inclusive of all assignments, activities, observations, exams, film notes, reflections,	87		



	or handouts. Neat appearance and well ordered.			
Observations	Follow handouts and capture behavior of children through all four domains	100		