

**CHILD DEVELOPMENT 1** (SEC# 0524, 3 units) (FALL 2015)  
CHILD GROWTH & DEVELOPMENT  
Saturday, 8:00 AM to 11:15 AM | GC 130



Instructor/Facilitator  
Information:

**Vicky Nesia**

Email: [nesiav@wlaac.edu](mailto:nesiav@wlaac.edu)

Ph: 310-287-4325

Office hours:

Sat 11:15 AM – 12:15 PM in GC  
130or by appointment

• Required supplies:

*The Developing Person Through  
Childhood and Adolescence*  
(9<sup>th</sup> Ed.) (K.S. Berger, 2012)  
ISBN: 978-1-4292-4351-3

- Scantron (the long version)
- Plenty of 8½" x 11" notebook paper

**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 interaction 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. (2014-2016 West Los Angeles College Catalog)

**WLAC Institutional Student Learning Outcomes:**

- A. **Critical Thinking:** 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:**

Students will analyze and determine the stage of development of the child in the four developmental domains: physical, social-emotional, cognitive, and linguistic stages of development.

I hope the skills and knowledge you learn from this class will help you succeed both in class and outside of class in your journey as a life-long learner, in parenting, in a career in child development or education, or an agent of change in your community. However, your educational is ultimately YOUR responsibility. YOU determine your level of success through self-motivation, understanding the importance of studying the material, coming to class prepared and practicing skills learned. At first glance, things may seem overwhelming, but, trust me, YOU CAN DO IT and I'm here to help.

**Dates to Know & Deadlines**

**Fall 2015 (Aug 31 – Dec 20)**  
(Traditional semester)

Sat class begins .....Sep 5  
Add class (online) ..... Aug 30  
(in person) .....Sep 11  
Drop classes w/o fee .....Sep 11  
Drop classes w/o a "W"...Sep 11  
Drop classes w/ a "W" .... Nov 20

**College is closed:**

Labor Day .....Sep 7  
Veterans Day ..... Nov 11  
Thanksgiving ..... Nov 26 – 29

**FINAL EXAM DAY ..... Dec 19**  
regular class time  
8:00 AM – 11:15 AM

## College Policies

- **ACADEMIC INTEGRITY (PLAGIARISM)** (LACCD Board Rule 9803.28)  
**Academic dishonesty, which include plagiarism, is prohibited and will not be tolerated.** It will result in a zero for the assignment, possible dismissal from the class and disciplinary action by the college.

Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam; plagiarism; working together on 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.

- **ATTENDANCE STATEMENT:** Student should attend every meeting of all classes for which they register. To avoid being dropped from class, students should contact the instructor when they are absent for emergency reasons. Students who are pre-registered in a class and miss the first meeting may lose their right to a place in the class, but the instructor may consider special circumstances. Whenever students are absent more hours than the number of hours the class meets per week, the instructor may drop them from class.

Dropping a class: It is the student's responsibility to drop a class. Failure to drop a class in a timely manner may result in a "W" or an "F" on your academic record. You may also be held accountable for payment of all fees whether you attend or do not attend class.

Please refer to the 2014-2016 College Catalog for more details on the college standard of conduct, academic policies, discipline procedures, and student responsibilities.

- **Recording Devices**  
CA State law 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.

## Resources

### HLRC/Library | 310-287-4269

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. It also has a large collection of books, periodicals, videos and textbooks that students may use while in the Library. The Library website and online resources can be accessed through this link: <http://www.wlac.edu/Library/index.aspx>

### Purdue OWL | MLA Guide

Purdue University's Online Writing Lab (OWL) that's accessible for free to students, members of the community and world wide users to assist them with their writing projects. <https://owl.english.purdue.edu/owl>

### DSPS | 310-287-4450 | SSB 320

Students with disabilities (physical, learning or psychological) who believe they may need special accommodations are encouraged to contact the DSPS office as soon as possible. Authorization, based on verification of disability, is required before any accommodation can be made.

### DEGREES AND CERTIFICATES

West offers an associate of arts degree and certificate programs in Child Development and an associate degree for transfer in Early Childhood Education. The division also offers assistance for students who wants to apply for a State teacher permit. Visit the college online catalog for more information.

[www.wlac.edu/academics/pdf/WLAC\\_Catalog\\_MajorList.pdf](http://www.wlac.edu/academics/pdf/WLAC_Catalog_MajorList.pdf)

For job announcement:  
<http://www.wlacgallegos.com/cd-news-alert.html>

College website: [www.wlac.edu](http://www.wlac.edu)



## Class Policies, Requirements and Assignment Guidelines

**Participation:** Class discussion and group work are integral parts of this course. Excessive absenteeism will lower your ability to obtain all the material necessary to understand the topic. Students may be dropped from class for excessive tardiness (at least 3 tardiness of 10 minutes or more), or for failure to attend class the first day or more than one absence during the entire semester. **Remember, we're all learners; and by participating, you contribute to your own learning experience and of others.**

**Electronic device** such as, but not limited to, cell phones, iPads, etc.: All electronic device must be turned to silent mode to avoid disturbing the class and your peers. Please refrain from repeatedly checking them. If you absolutely must take a call, please leave the room, take the call and return to class immediately. It is your responsibility to keep up with any information that is announced while you are out of the room.

**Chapter Mind Mapping Assignment:** Students are expected to read each chapter prior to class day, so they can have a better understanding of the lecture and activities. Creating a mind mapping is one study method that can help students understand the topic, think critically and make connections. Here is a video that can help students learn more about how to create mind mapping: <https://www.youtube.com/watch?v=MJJeT22UpZA>

**Assessments:** Assessments will be given regularly to assess your understanding of the materials and to ensure that you are keeping up with the readings and attending class. Missed assessment cannot be made up, even if you arrive late to class.

**Children's Book Review Assignment:** In this assignment you will pick one children's book and do a 5-minute class presentation on why you choose the book and explain either the developmental domain and/or culture influences being described in the book.

**Observation Report Assignment:** We will watch a documentary in class. The video will show infant development in various cultures. Focus on one infant and write a report about the theory of development he/she is undergoing, the way culture influence his/her development in contrast to the other infants in the film, and similarities or differences with your own developmental experience. The report should be three to five pages (double spaced, Times New Roman, font size 12, 1" margins), and please use the MLA citation style for any resources used in this paper. (Please refer to the Purdue OWL or the West Library site on how to use the MLA style.)

**Late Assignment:** Each student is allowed one late assignment. It must be turned in by the next class meeting to receive credit. 5 points will be deducted from any late assignment grade.

**All assignments must be submitted in class.** DO NOT email me your assignments. They will not be accepted.



**Please DO NOT WAIT until near the end of the semester to tell me that you are having problems. Come and talk to me, so we can work out the solution or obtain the appropriate campus resources to help you. (Sometimes the best solution may be to drop the class and to take it again after your situation has stabilized. (I've been there.))**

## Class schedule and lesson plan (Subject to change if needed.)

Reading the topic chapter prior to each class meeting will allow you to have a better understanding of the lecture.

Week	Dates	Topic	Assignment Due
1	Sep 5	Introduction (Ch. 1) and Theories of Development (Ch. 2)	1. In-class reflection 2. Syllabus agreement
2	Sep 12	Heredity and the environment (Ch. 3) Prenatal development and birth (Ch. 4)	Chapter Mind Mapping 1 (Ch. 2, 3 or 4)
3	Sep 19	1 <sup>st</sup> 2 years: Biosocial Development (Ch. 5)	Chapter Mind Mapping 2 (Ch. 5 or 6)
4	Sep 26	1 <sup>st</sup> 2 years: Cognitive Development (Ch. 6)	Chapter Mind Mapping 3 (Ch. 5, 6 or 7)
5	Oct 3	1 <sup>st</sup> 2 years: Psychosocial Development (Ch. 7) Early childhood: Biosocial Development (Ch. 8)	Chapter Mind Mapping 4 (Ch. 6, 7 or 8)
6	Oct 10	In-class movie (documentary) Early childhood: Biosocial Development (Ch. 8 Cont.)	<b>Assessment 1</b> (bring scantron) Ch. 2, Ch. 3 (pp. 64-76), Ch. 4 (prenatal growth), Ch. 5 (brain dev.), Ch. 6, Ch. 7
7	Oct 17	Early childhood: Cognitive Development (Ch. 9)	Documentary report assignment
8	Oct 24	Early childhood: Psychosocial Development (Ch. 10)	Chapter Mind Mapping 5 (Ch. 8, 9 or 10)
9	Oct 31	Middle Childhood: Biosocial Development (Ch. 11)	<b>Assessment 2</b> (bring scantron) Ch. 8, 9 and 10
10	Nov 7	Middle Childhood: Cognitive Development (Ch. 12)	Observation report assignment
11	Nov 14	Middle Childhood: Psychosocial Development (Ch. 13)	Chapter Mind Mapping 6 (Ch. 13)
12	Nov 21	Adolescence: Biosocial Development (Ch. 14) Children's Book Presentation (Day 1)	1. <b>Assessment 3</b> (bring scantron) Ch. 11, 12 and 13 2. Chapter Mind Mapping 7 (Ch. 14)
13	Nov 28	<b>Thanksgiving Holiday: No class</b>	<b>Homework:</b> Catch up on unread chapters
14	Dec 5	Adolescence: Cognitive Development (Ch. 15)	Chapter Mind Mapping 8 (Ch. 15)
15	Dec 12	Adolescence: Psychosocial Development (Ch. 16) Children's Book Presentation (Day 2)	Last day to submit Extra credit
16	Dec 19	8:00 AM – 11:15 AM: <b>The last assessment!!!</b>	Bring scantron Ch. 2, 14, 15 and 16

*"I don't divide the world into the weak and the strong, or the successes and the failures, those who make it or those who don't. I divide the world into the learners and nonlearners."* Benjamin Barber, Sociologist

## Grading Check List

Assignment/Activity	Component	Max points	Points received
Participation	<ul style="list-style-type: none"> <li>Attendance (1 pt/class day)</li> </ul>	15	
In-class assignment	<ul style="list-style-type: none"> <li>In-class reflections</li> </ul>	30	
Chapter mind mapping	<ul style="list-style-type: none"> <li>8 chapter mind mapping assignments (10 pts/each)</li> </ul>	80	
Assessments	<ul style="list-style-type: none"> <li>Assessment 1</li> </ul>	70	
	<ul style="list-style-type: none"> <li>Assessment 2</li> </ul>	60	
	<ul style="list-style-type: none"> <li>Assessment 3</li> </ul>	60	
	<ul style="list-style-type: none"> <li>The last assessment</li> </ul>	75	
Children's Book Presentation	<ul style="list-style-type: none"> <li>Readiness of Presentation</li> </ul>	50	
Observation Report Assignment	<ul style="list-style-type: none"> <li>Length of report (3 to 5 pages)</li> <li>Description of chosen development topic</li> <li>Description of the role of culture to development theme</li> <li>Description of connection to your own development and cultural experience</li> </ul>	60	
<b>Extra credit opportunities</b> (Choose only 1 assignment for an extra credit.)	<ol style="list-style-type: none"> <li>Watch a Ted Talk video on topic related to education or children and write a one-page essay about what you think of the video and how it relates to your own experience.</li> <li>Attend a campus event or a workshop and write about what you learn from attending. (More information on the various campus events can be obtained through the college's online WestWeek calendar:  <a href="http://www.wlac.edu/events/">http://www.wlac.edu/events/</a> </li> </ol>	[10/assignment]	
<b>TOTAL SCORE</b>		<b>500</b>	

**Score guide:**

A	450 to 500
B	400 - 449
C	350 - 399
D	300 - 349
F	below 299

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**Syllabus Agreement (Child Dev. 1 | 0524 | Fall 2015)**

I, \_\_\_\_\_ have read the syllabus, and I accept its term.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_ -