



Division: Behavioral & Social Science

Course name: Child Development 2- Early Childhood: Principles & Practices

Section: #0530 / Semester Fall 2015

Facilitator/Professor Information

Teacher: Dolores Gallegos, Ed. D

Email: gallegD@wlaac.edu

Ph: 310-287-4446 Office: GC 180C

Office Hrs: W: 4:15-7:15pm/TH: 1:00-3:00pm

Class Meetings

Tuesdays & Thursdays

11:10-12:35pm

GC 110

INSTRUCTOR'S WEBSITE

www.wlaacGallegos.com

You will find all the class notes, PowerPoints, and other Child Development Information here.

Attendance/Participation

DID WE DO ANYTHING WHILE I WAS GONE?



Contacting Me

E-mail is the best and quickest way to contact me. Excuses such as, "I tried to contact you but (fill in the blank)" will not work. **If you have a problem, do not let it snowball. 3 BEFORE ME Philosophy NETWORKING is important.** Write 3 contacts below:

- 1. _____
- 2. _____
- 3. _____

Assignments/Grading Information

Class Assignments & Participation

(1) Participation/Punctuality	150
(2) 1st Assessment	25
(3) 2nd Assessment	25
(4) 3rd Assessment	25
(5) 4th Assessment	25
(5) Observation Assignment	100
(6) Philosophy Statement	100
(7) Lesson Plan	100
(7) Final Assessment	75
TOTAL POINTS POSSIBLE:	625

GRADING SCALE

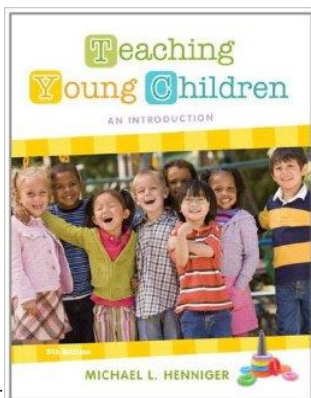
A: 625-563 B: 562-500 C: 499-438
D: 437-376 F: 375-0

Required Supplies

*Henniger, M.L. (2013). TEACHING YOUNG CHILDREN: An Introduction (5th Edition)

ISBN: 978-0-13-265710-5

*Scantrons for quizzes (the long version)



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

The student will use their acquired knowledge to respond to the embedded questions in the observational tool and evaluate and analyze the environmental design and structural elements of the learning components of an Early Childhood classroom.



CD 2 Syllabus

Fall 2015

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. ☺

Course Description

This course will provide an introduction to philosophies, practices, and the role of the Early Childhood Education professional, with emphasis on the teacher in various early childhood programs. The developmental characteristics of the age groups and curriculum and developmentally appropriate and culturally sensitive teaching practices are highlighted. The student becomes aware of various types of educational programs available to children ages 0-8 years of age. The student will be exposed to career opportunities, the role of responsibilities of a teacher and age appropriate curriculum in Early Childhood programs. The student will study the field from historical and cultural perspectives. The student will study the curriculum components and teaching modalities that are critical in an early learning program.

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

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).

For more information refer to the attached link:

http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf

CD 2 Syllabus

Fall 2015

Campus Resources

As stated earlier in this syllabus, **if you are having problems, don't let them snowball.** Come and talk with me and check out some of the campus resources available to you.

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).

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).

Class Policies, Requirements and Assignment Guidelines

Participation

Because class discussions and group work are an integral part of this course, attendance is highly encouraged. **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, or for failure to attend class the first day or during the entire first 6 weeks of the class.

Homework

If you don't have internet access at home, there are computer labs on campus. If accessing the website proves difficult, see me immediately. DO NOT WAIT until the day of a test to seek help or explain your situation. Alternate plans can be arranged with notice.

Exams

Exams will be given regularly to ensure that you are keeping up with the readings and attending class. Missed exams cannot be made up, even if you arrive late to class.

Observation Assignment

The assignment will encompass a trip to a child care center where you will observe a classroom setting and report what you see. This will include the interactions between children

Philosophy Statement

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.

Lesson Plan

You will create a lesson plan and conduct it in class. You will develop the skills and strategies to create one with the help of your instructor.

Late Assignments

Each student is 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 essays and other typed assignments. They will not be accepted.

CD 2 – Early Childhood: Principles & Practices

Fall 2015

11:10 a.m. – 12:35 p.m.

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

WEEK	DATES	TOPIC	CHAPTER NOTES/Assignments
1	9/1-9/3	Introduction	
2	9/8-9/10	Historical Context 9/11 Last Day to DROP without a “W”	CH 1
3	9/15-9/17	ECE Programs Models	CH 2 1 st Assessment (9/17: THURSDAY)
4	9/22-9/24	Understanding How a Child Develops	CH 3
5	9/29-10/1	Play in Childhood	CH 4
6	10/6-10/8	Guiding Young Children	CH 5 2 nd Assessment (10/8: THURSDAY)
7	10/13-10/15	Working with Families & Communities	CH 6
8	10/20-10/22	Diversity & Young Children	CH 7 3 rd Assessment (10/22: THURSDAY)
9	10/27-10/29	Planning the Physical Environment: Indoors Planning the Physical Environment: Outdoors	CH 8 CH 9
10	11/3-11/5	Developmentally Appropriate Curriculum	CH 10 Observation Paper Due (11/5)
11	11/10-11/12	Health & Wellness	CH 11 Field Trip on 11/12
12	11/17-11/19	Supporting Emotional & Social Development 11/20 Last Day to DROP with a “W”	CH 12
13	11/24-11/26	Mathematics, Science, & S.S. Learning Language and Literacy Learning	CH 13-14 4 th Assessment (11/24: TUESDAY) NO CLASS 11/26
14	12/1-12/3	PRESENTATIONS OF LESSONS	
15	12/8-12/10	PRESENTATIONS of LESSONS	Philosophy Statement Due (12/10)
Finals Week	12/15: Tuesday 12:30-2:30pm	FINAL	Cumulative Assessment