



**Division:** Behavioral & Social Science

**Course name:** Child Development 7- Introduction to Curriculum in Early Childhood Education

**Section:** #0536 / 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**

Tuesday

3:20-6:35pm

GC 110

**INSTRUCTOR'S WEBSITE**

[www.wlaacGallegos.com](http://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

(*) Online Survey	+10
(1) Participation/Punctuality	150
(2) Language & Literacy	25
(3) Art	25
(4) Music	25
(5) Social Studies	25
(6) Dramatic Play	25
(7) Science	25
(8) Math	25
(9) Cooking	25
(10) Portfolio	50
(11) Philosophy Statement	50
(12) Midterm and Final	50

**Total Points** 500

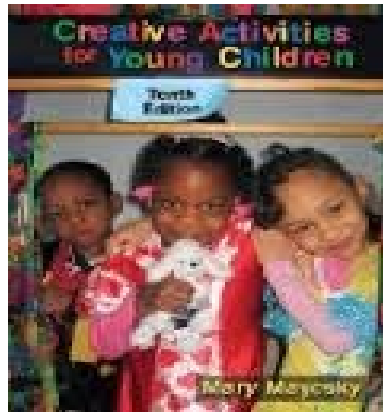
**A - 450-500 C - 350-399**

**B - 400-449 D - 300-349**

**F - below 299**

**Required Supplies**

\*Mayesky, M. (2012). Creative Activities for young Children. (10<sup>th</sup> ed.)



**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.*



# CD 7 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 presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 8. Students will examine a teacher's role in supporting development and fostering the joy of learning for all children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not limited to: Language and literacy social and emotional learning, sensory learning, art and creativity, ,math and science, perceptual motor development, age appropriate curriculum and practices, pre-kindergarten guidelines, dramatic play, and group time. The student will design and implement lesson plans.

## 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](http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf)

### 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

Fall 2015

## 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).

### 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

### **REQUIRED ASSIGNMENTS: All assignments must be typed.**

**Online Survey** +10 Extra Credit Points when you complete the survey by the 3<sup>rd</sup> week. [www.laccd.edu/studentsurvey](http://www.laccd.edu/studentsurvey)

#### A. Activity Plans – (25 x 8 = 200 points)

1. Language and Literacy
2. Art
3. Music
4. Social Studies
5. Dramatic Play
6. Science
7. Math
8. Cooking

B. Mid-term Assessment - Chapters 1-7 – In Class (25 points)

C. Final Assessment - Chapters 8-14 – In Class (25 points)

D. Portfolio & Philosophy Statement (50 points)

E. Participation: (150 Points)

- Class participation is also very important and will influence your grade.
- Each day is worth 10 points to your grade of being an active participant in class. Signing in and leaving before class ends does not earn you full points.
- Presentation of lesson is very important and will influence your grade.
- Always get the name, telephone number; e-mail address of one of the student's to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.

#### Assignments turned in late:

- Occasionally something occurs that prevents an assignment from being submitted on time. This has been discussed in advance, there is no penalty.
- However if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered.
- If an assignment is not submitted at all, your final grade will be lowered by a full letter grade.

***Extra Credit: Attendance of Conference or Workshops. A written report of what you learned must be submitted with any handouts provided.***

CD 7 – Introduction to Curriculum in Early Childhood Education

Fall 2015

3:20-6:35pm

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
1	9/1	<u>Introduction to Course</u> <i>Today's Agenda:</i> Introduction to course and getting organized Child Development Dept and Consortium <i>Assignment:</i> <b>Take the Survey</b> <a href="http://www.laccd.edu/studentsurvey">www.laccd.edu/studentsurvey</a>
2	9/8	<u>Lesson Planning &amp; Writing Objectives</u> <i>Today's Agenda:</i> Lecture on Creating Curriculum Work on Lesson Plan and Curriculum Map <i>Assignment:</i> Develop your curriculum map Use the lesson plan template to complete Language & Literacy Lesson Plan <b>Take the Survey</b> <a href="http://www.laccd.edu/studentsurvey">www.laccd.edu/studentsurvey</a> <b>9/11 Last Day to DROP without a "W"</b>
3	9/15	<u>Incorporating Social-Emotional dev through Children's book into lessons</u> <i>Today's Agenda:</i> Lecture on Incorporating children's books and the effects on a child's social-emotional development. Work on Lesson Plan <i>Assignment:</i> <b>Language and Literacy Lesson Plan Due 9/22</b> <b>Take the Survey</b> <a href="http://www.laccd.edu/studentsurvey">www.laccd.edu/studentsurvey</a>
4	9/22	<u>Differences between Art and Arts &amp; Crafts</u> <i>Today's Agenda:</i> Submission of Language and Literacy Lesson Plan Lecture on Preschool Art Work on Art lesson plan <i>Assignment:</i> <b>Art Lesson Plan Due 9/29</b>
5	9/29	<u>Music in the Classroom</u> <i>Today's Agenda:</i> Lecture on Music in the classroom Submission of Art Lesson Plan Work on Music lesson plan <i>Assignment:</i> <b>Music Lesson Plan Due 10/6</b>
6	10/6	<u>Social Justice in Preschool: Multicultural/Anti-bias Curriculum</u> <i>Today's Agenda:</i> Assessment 1 (25points) Submission of Music Lesson Plan Video and lecture on Social justice Work on Social Studies Lesson Plan <i>Assignment:</i> <b>Social Studies Lesson Plan Due 10/13</b>
7	10/13	<u>Science and Sensory</u> <i>Today's Agenda:</i> Review Exam Submission of Social Studies Lesson Plan

Lecture on Science and Sensory  
Work on Science lesson plan

**Assignment: Science Lesson Plan Due 10/20**

---

8            10/20            Dramatic Play  
**Today's Agenda:** Submission of Science Lesson Plan  
Lecture on Dramatic Play  
Work on Dramatic Play lesson plan  
**Assignment: Dramatic Play Lesson Plan Due 10/27**

---

9            10/27            Developing your Philosophy Statement  
**Today's Agenda:** Lecture on developing a Philosophy Statement  
Submission of Dramatic Play Lesson Plan  
Work on Philosophy Statement Drawing  
**Assignment: Create your Philosophy Statement**

---

10           11/3            Math isn't just counting  
**Today's Agenda:** Lecture on Math  
Work on Math lesson plan  
**Assignment: Math Lesson Plan Due 11/10**

---

11           11/10           Why is cooking important in ECE  
**Today's Agenda:** Lecture on Cooking and create Play Dough  
Submission of Math Lesson Plan  
Work on Cooking Lesson Plan  
**Assignment: Cooking Lesson Plan Due 11/17**

---

12           11/17           Philosophy Statement  
**Today's Agenda:** Lesson Plan Presentations  
Exam 2 (25 pts)  
Peer Editing on Philosophy Statement  
**Assignment:**  
**11/20 Last Day to DROP with a "W"**

---

13           11/24           Lesson Plan Presentations  
**Today's Agenda:** Lesson Plan Presentations  
**Assignment: Portfolios Due**

---

14           12/1            Lesson Plan Presentations  
**Today's Agenda:** Lesson Plan Presentations

---

15           12/8            Lesson Plan Presentations  
**Today's Agenda:** Lesson Plan Presentations

---

**Finals**

**Week 12/15 Tuesday 3:20-6:35**

**Final**

**Assignment Check List**

Fall 2015

Name: \_\_\_\_\_ Total Points: \_\_\_\_\_ Grade: \_\_\_\_\_

Activity Plan 1- Language & Literacy \_\_\_\_\_/25

Activity Plan 2 - Art \_\_\_\_\_/25

Activity Plan 3 - Music \_\_\_\_\_/25

Activity Plan 4 - Social Studies \_\_\_\_\_/25

Activity Plan 5 - Sensory \_\_\_\_\_/25

Activity Plan 6 - Science \_\_\_\_\_/25

Activity Plan 7 - Math \_\_\_\_\_/25

Activity Plan 8 - Cooking \_\_\_\_\_/25

Midterm Exam - Chapters 1-7 \_\_\_\_\_/25

Portfolio \_\_\_\_\_/50

Final Exam – Chapters 8-14 \_\_\_\_\_/25

Philosophy Statement \_\_\_\_\_/50

Participation \_\_\_\_\_/150

Extra Credit \_\_\_\_\_/10

**A - 450-500**

**B - 400-449**

**C - 350-399**

**D - 300-349**

**F - below 299**