



Division: Behavioral & Social Science

Course name: Child Development 42 Teaching in a Diverse Society

Section: #0554 / Semester Fall 2015

Facilitator/Professor Information

Teacher: Dolores Gallegos, Ed. D

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

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

Class Meetings

Thursday

6:45-10:00pm

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

(*) Online Survey	+10
(1) Participation/Punctuality	150
(2) Collaborative Project	100
(3) Multi-Cultural Book list	50
(4) Persona Doll Lesson Plan	50
(5) Attend an event	50
(6) 1 st Assessment	25
(7) 2 nd Assessment	25
(8) Final Assessment	50

Total Points 500

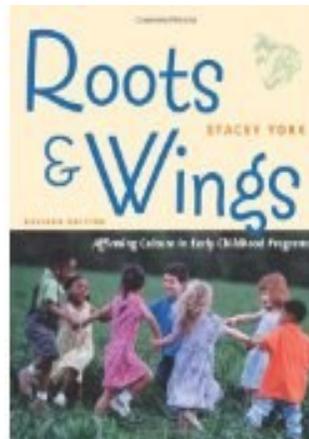
A - 450-500 C - 350-399

B - 400-449 D - 300-349

F - below 299

Required Supplies

* York, S. (2003). *Roots & Wings*. ISBN: 0-13-172793-1



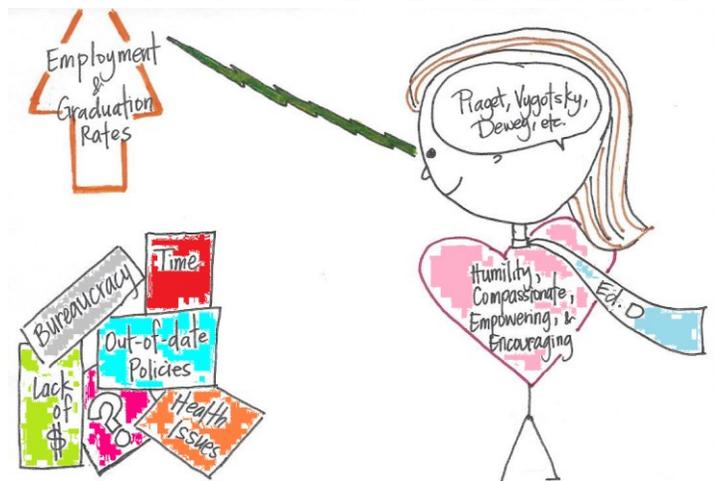
Institutional Student Learning Outcomes

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 develop a knowledge base on which they will create and implement the theories and practices of age and content appropriate anti-bias and culturally infused curriculum in an Early Childhood program.



Mission Statement: Establish productive citizens that can be agents of social change.

CD 42 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 is an examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling.

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

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 42 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 3rd week. www.laccd.edu/studentsurvey

Assessments

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.

Collaborative Project

Students will be assigned into small groups of 4 to 5 students. Students will chose an anti-bias, developmentally appropriate activity to present to the class. This should be a hands-on activity that can be done in a preschool age class environment to promote anti-bias education. Students are required to write a lesson plan. Lesson plan template will be provided.

Multi-Cultural Book list

Research for books that demonstrate topics that will demonstrate diversity, multi-cultural concepts, and anti-bias concepts that will support your curriculum. The minimum number of books are 10. Students will read one of the books from their list to the class.

Persona Doll Lesson Plan

Each student must create their own doll that represents who they arte and what their life experiences have been that has molded them to be the person they are today and who they hope to evolve into in the future. This is a handmade doll. The student must write a lesson plan that would say the dolls story to a group of kindergarteners. Each student will present their lesson to the class.

Attend an event

You are required to attend an event or place that celebrates diversity. Write a two page reflective essay on your experience visiting the place or event. Points are earned through completing the visit and submitting a well thought out reflective essay.

Late Assignments

Each student is allowed one late assignment. It must be turned in by the next class meeting to receive credit and the grade will be reduced by one letter grade. DO NOT e-mail me your essays and other typed assignments. They will not be accepted. Other late assignments will not be accepted.

CD 42 – Child, Family and Community

Fall 2015

6:45-10:00pm

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> Take the Survey www.laccd.edu/studentsurvey
2	9/8	<u>The Changing face of our Classrooms</u> Take the Survey www.laccd.edu/studentsurvey 9/11 Last Day to DROP without a "W"
3	9/15	<u>Children and Prejudice</u> Take the Survey www.laccd.edu/studentsurvey
4	9/22	<u>Racism</u>
5	9/29	<u>Culturally responsive care and Education</u>
6	10/6	<u>Bilingual Education</u> 1st Assessment (Ch. 1-4)
7	10/13	<u>Family, Culture, and Community</u>
8	10/20	<u>Multicultural Education</u>
9	10/27	<u>Culturally relevant, Anti-bias Classroom</u>
10	11/3	<i>Persona Doll Lesson Plan Demonstration</i>
11	11/10	<i>Read Aloud Presentations (Multi-cultural Book List Due)</i>
12	11/17	2nd Assessment Ch. 5-9 Work with group to finalize presentation 11/20 Last Day to DROP with a "W"
13	11/24	<u>Group Presentations</u>
14	12/1	<u>Group Presentations</u>
15	12/8	<u>Group Presentations</u>
Finals Week	12/15 Wednesday 1:00-4:10pm	Final (cumulative) <i>Attend an Event Write-up DUE</i>