

West Los Angeles College Child Development Syllabus

**CHILD GROWTH and DEVELOPMENT I (CD 1)**

(Section #0526)

(FALL 2015)

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	<b>There are no pre-requisites at this time but we strongly advise that students have passed at least English 28 .</b>
<b>Co-requisites:</b>	<b>None</b>
<b>Section #:</b>	<b>0526 (CLASS)</b>
<b>Days/Hours:</b>	<b>MW 9:35 am -11:00 pm</b>
<b>Class Room Location:</b>	<b>General Classroom Building 230 (GC 230)</b>
<b>Instructor:</b>	<b>Professor Sandra -Scranton-Lee</b>
<b>E-mail:</b>	<b>auntsandy657@yahoo.com scrants@wlac.edu , Cell (323) 514-7544</b>
<b>Website:</b>	<b>n/a</b>
<b>Blog:</b>	<b>n/a</b>
<b>Child Development Office:</b>	<b>Email</b>
<b>Child Development Office Phone:</b>	<b>310-287-4563</b>
<b>Instructor Office Hours:</b>	<b>Email : scrants@wlac.edu</b>
<b>Required Text:</b>	<b>The Developing Person through Childhood and Adolescence</b>
<b>Author:</b>	<b>Kathleen Stassen Berger</b>

<b>Publisher: ISBN #</b>	<b>13-978-1-4641-7204-5</b>
<b>Edition:</b>	<b>9th</b>
<b>Supplemental Reading:</b>	<b>Study Guide to accompany The Developing Person through Childhood and Adolescence</b>
<b>Author:</b>	<b>Richard O. Straub</b>
<b>Publisher:</b>	<b>Worth Publishers</b>
<b>Editions:</b>	

**CHILD GROWTH and DEVELOPMENT (CD1)**

**(Section #0526)**

**( FALL 2015)**

**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 communication 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**

**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.**

**A. “Students will analyze and determine the stage of development of the child the Four developmental domains : physical, social emotional, cognitive, and linguistic stages of development.”**

**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.**

**No late assignments will be accepted.**

- 1. All assignments are due the day of class.  
If you are absent, your assignment will not be accepted another day.**
- 2. No “ emailed” assignments will be accepted.**
- 3. All assignments must be typed and Submitted by due date unless it is a classroom assignment that must be turn in that day.**
- 4. Save or make copies of all assignments that you submitted by you in case grade verification is ever needed.  
Keep a copy of all your work that YOU turn in.**

**WLAC College Child Development Course  
Specific SLO's Required by 24 unit Core  
Requirements for CSU's**

- 1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive and language development using standard research Analyzed 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.  
( nature vs nurture)**
- 6. Analyze the importance of the early years and effects of interaction between maturational processes and environmental factors on various areas of development.**

**Objectives and Activities to  
Demonstrate and Validate the  
Acquisition of the SLO's**

- 1. Demonstrate knowledge of the physical, emotional, cognitive and language development of children, both typical and atypical , in major developmental periods.  
Activity : Quiz**
- 2. Examine and discuss various theories relating to human development.  
Activity : Observation- Video**
- 3. Investigate up-to-date research findings as they apply to child development.  
Activity : Research Paper- 3 to 5 pages only**
- 4. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.**
- 5. Demonstrate knowledge of various research approaches to study the development of children.  
Activity : Observation- Video**
- 6. Examine and explain how bias can influence the research process.  
Activity : Quiz**

**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 to the study of human development.**

**10. Using investigative research methodologies, apply developmental theory to analyze child Observations, surveys, and /or interviews.**

**11. Differentiate characteristics of typical and atypical development at various stages.**

**12. Analyze the importance of the early years and the effects of interaction between maturational processes environmental factors on various areas of development.**

**7. Demonstrate objective techniques and skills for interviewing families or school children.**

**Activity : Interview- No more than 2 pages**

**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 YOU tube clips.  
Class discussion**

**9. Investigate the importance of the early years and effects of interaction between the individual and her/his environment on the developing brain.**

**Activity : Research Magazine Article**

**10. Examine and explain the role of family in facilitating children's development.**

**Activity: Small Group Role Playing**

**11. Examine and explain the role of teachers and other professionals in facilitating children's development.  
Activity : Essay Exam-Quiz**

**12. Describe and explain the role of play and its relationship to development at various stages.  
Activity : Essay Exam or Small Group Skits**

**13. Identify and describe factors that place children and youth at risk and may adversely influence development.  
Activity : Essay Exam**

**14. Identify and describe special needs that impact a child's development.  
Activity : Essay Exam**

<b>Course Specific SLO:</b>	<b>Evaluation:</b>	<b>Activity :</b>
<p><b>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.</b></p>	<p><b>Assessment and Evaluation</b>  <b>Process for SLO's :</b></p> <p><b>The student will be given a format and rubric to assist with the criteria and expectations for evaluation.</b></p> <p><b>SLO# : Benchmark : 70%of the students will score acceptable or above.</b></p>	<p><b>Students will be offered a rubric of expectations for the course and a format for evaluation of learning. The format includes:</b></p> <p><b>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.</b></p>



**CHILD GROWTH and DEVELOPMENT (CD1)****(Section #0526)****(FALL 2015)**

<b>Week:</b>	<b>Date:</b>	<b>Lecture Topics and Classroom Activities:</b>	<b>Outside Assignments:</b>
<b>1</b>	<b>8/31/15</b>  <b>9/2/15</b>	<b>Introduction and review</b> <b>Syllabus</b> <b>Chapter 1: The Beginnings</b>  <b>Chapter 1: The Beginnings</b>	<b>Study Guide Read Preface and pages 7, 8,9 and complete Progress Test 1 &amp; 2</b>  <b>Read Chapter 1-pages 3-31</b>  <b>Due 9/30/15</b>
<b>2</b>	<b>9/7/15</b>  <b>9/9/15</b>	<b>"NO" school Labor DAY</b>  <b>Chapter 2: Theories</b>	<b>Answer Questions 2, 12,15 on pages 60-61</b> <b>Due 9/30/15</b>
<b>3</b>	<b>9/14/15</b>  <b>9/16/15</b>	<b>Chapter2: Theories</b>  <b>Chapter 3 : Heredity and Environment</b>	<b>Chapter 2</b> <b>Key Terms pg. 60</b> <b>Chapter 3: Key Terms</b> <b>pg. 90</b> <b>Due 9/30/15</b>
<b>Week</b>	<b>Date</b>	<b>Lecture Topics and classroom Activities</b>	<b>Outside Assignments :</b>

<b>4</b>	<b>9/21/15</b>  <b>9/23/15</b>	<b>Chapter 4: Prenatal Development and Birth</b>  <b>Chapter4 : Prenatal Development and Birth</b>	<b>Study Guide : pages 47-60</b>  <b>Complete "ALL" sections</b>
<b>5</b>	<b>9/28/15</b>  <b>9/30/15</b>	<b>Chapter 5: The first two years</b>	<b>Application section</b>  <b>Answer question # 1 on page 159</b>
<b>6</b>	<b>10/05/15</b>  <b>10/7/15</b>	<b>Chapter 6 : The first two Years: Cognitive Development</b>	<b>Study Guide : page 83 Complete</b>  <b>Cross words puzzle</b>

Week	Date	Lecture Topics and classroom Activities	Outside Assignment
7	10/12/15  10/14/15	Chapter 7: The First two Years :  Psychosocial Development	Key terms pages 219  Study Guide : Complete cross Word puzzle and “draw” crossword diagram Due 10/19/15
8	10/19/15  10/21/15	Chapter 8: Early Childhood	REVIEW FOR “midterm” exam
9	10/26/15  10/28/15	***** MIDTERM EXAM *****  Chapter 9 : Early Childhood : Cognitive Development	
10	11/2/15 11/4/15	Chapter 10 : Early Childhood: Cognitive Development	Turn in Chapter 9: Review Question P. 299



Week	Date	Lecture Topics And classroom activities	Outside Assignments :
14	11/30/15  12/2/15	Chapter 14 : Adolescence  Chapter 15: Adolescence : Cognitive Development	Review for “final” exam
15	12/7/15  12/9/15	Chapter 15 : Adolescence : Cognitive Development  Chapter 16: Adolescence : Psychosocial Development	Review for “final” exam
16	12/14/15  12/16/15	Chapter 16: Adolescence Psychosocial Development  ****FINAL  EXAM*****	

### Assignment Guidelines and Descriptions

**ALL WRITTEN WORK WILL BE TYPED and PROOFREAD FOR SPELLING, PUNCTUATION, AND GRAMMAR. Students should use the Writing Center if English is not your first language, or as requested by me.**

**Extra credit will be given to students who initiate working with the Writing Center without a direct request from the instructor.**

**Absolutely no TEXTING Shortcuts. Points will be deducted.**

**All work should be stapled. No covers or title pages required. Please do not use sheet protectors as it makes it difficult to grade.**

***I AM BOUND LEGALLY AND BY MY PERSONAL AND PROFESSIONAL ETHICS TO PROVIDE APPROPRIATE SUPPORTS TO STUDENTS WITH LEARNING DISABILITIES. PLEASE SEE ME IMMEDIATELY IF YOU HAVE A LEARNING ISSUE.***

<b>Assignment:</b>	<b>Instructions:</b>	<b>Points:</b>	<b>Points Earned:</b>	<b>Due Date:</b>
<b><u>Midterm Exam</u></b>	Taken in classroom GC 230	100 pts		
<b><u>3 Quizzes</u></b>	Students will visit and evaluate an outdoor play environment designed for 3 to 5 year olds	20 pts		
<b><u>Final Exam</u></b>		100 pts		12/20/2014
<b><u>Participation</u></b>	Coming to class  Awake and alert  Phones & other media stowed away  Attending to class discussion & lecture-no magazine reading, doing homework, or makeup application ,etc., side conversations, etc.	45 pts		On-going
<b><u>In-Class Activities</u></b>	Given at the time of Activity	35 pts each		In class
<b>TOTAL POINTS</b>		400		

Each Assignment will be based on a 10% grading scale:

100%- 90% = A

89%- 80%= B

79%-70%= C

69%-60%= D

Total Points:400:      400-360=A      359-320=B      319-280=C      279-220=D

**Last DAY to “ADD” September 11<sup>th</sup>, 2015**

**Last DAY to “drop” without a “W ” November 11, 2015**

**Last DAY to “drop” with a “W ” November 20, 2015**

**No "*emailing*" assignments to the instructor  
MUST BE SUBMITTED IN CLASS MEETING.**

- 1. All work must be typed and double spaced for better grade.**
- 2. Please identify your turned in assignment and make a copy make a copy for your records**
- 3. Make copies of All assignments that you turn in , just in case your assignment becomes missing or misplaced.**
- 4. Typed and double space assignments turned in will received a better grade than handwritten assignments unless assignments were completed in class.**
- 5. Label all assignments turned in with First and Last Name that appears on your registration with the registrar office, and what assignment it is and page numbers and chapter.**

**Students are responsible for ADD or DROP class, if you do not DROP the class in time you will receive a "F" for the course, if you do not appear on the final roster you will not receive a letter grade because you did not ADD class on time.**