

West Los Angeles College Child Development Syllabus

Early Childhood: Principles and Practices- (CD 2)

(Section #0529)

(Spring 2015)

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	Suggest that student take CD 1 before taking CD 2
<b>Co-requisites:</b>	
<b>Section #:</b>	0529
<b>Days/Hours:</b>	M/W-9:35-11:00 am
<b>Class Room Location:</b>	General Classroom Building GC 130
<b>Instructor:</b>	Kenyatta Bakeer
<b>Website:</b>	<a href="http://www.etudes.org">www.etudes.org</a>
<b>Blog:</b>	
<b>Child Development Office:</b>	Monday through Saturday check office door for current hours
<b>Child Development Office Phone:</b>	<b>310-287-7241</b>
<b>Instructor Office Hours:</b>	M/W-11:00 am-1:00 pm, M/W-2:30-3:00 pm
<b>Required Text:</b>	Teaching Young Children
<b>Author:</b>	Henniger
<b>Publisher: ISBN #</b>	Merrill (0-13-513746-2)
<b>Edition:</b>	4th
<b>Supplemental Reading:</b>	Developmentally Appropriate Practices
<b>Author:</b>	Sue Bredekamp
<b>Publisher:</b>	NAEYC
<b>Editions:</b>	
<b>Website Links:</b>	<a href="http://www.naeyc.org">www.naeyc.org</a> , <a href="http://www.childcarequarterly.com">www.childcarequarterly.com</a>

Early Childhood: Principles and Practices- (CD 2)

(Section #0529)

**Course Description:**

This course provides a demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child-centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children.

**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.

G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

**West Los Angeles College Child Development Program Student Learning Outcomes**

1. 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.

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.

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

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

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

1. Interpret best and promising teaching and care practices as defined within the field of early care and education including an historic overview, range of delivery systems, program philosophies, and ethical standards.
2. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support children with diverse characteristics.
3. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
4. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
5. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

**Each semester the instructor will select 4-5 of the Objectives**

1. Identify the historical roots of early childhood education. **Activity: Exam**
2. List different program types, delivery systems, and licensing and regulation structures in Early Childhood settings. **Activity: Project in format that identifies and compares different programs.**
3. Demonstrate awareness of developmental ages and stages. **Activity: Exam**
4. Explain child development as a profession, including ethics and professional organizations. **Activity: Research Project.**
5. Compare and contrast theoretical perspectives. **Activity: An exercise that requires the student to respond to the format that responds to the objective.**
6. Develop a professional philosophy that identifies the student's philosophy of education. **Activity: Essay that responds to the objective.**
7. Define developmentally, culturally and linguistically appropriate practice. **Activity: Incorporate the**

**materials that support the objective in a lesson plan.**

8. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics. **Activity: Project that student designs that identifies the elements that support the objectives.**
9. Identify and compare effective policies, practices, and environments in Early Childhood settings. **Activity: Project to develop a brochure for an ECE program that has the elements of student's philosophy of education.**
10. Describe why access to play is important for all children and ways of using a play based curriculum as a vehicle for developing skills, dispositions, and knowledge. **Activity: Design a lesson plan that emphasizes play as the medium for learning.**
11. Describe the characteristics of effective relationships and interactions between Early Childhood professionals, children, families, and colleagues and examine the importance of collaboration. **Activity: Small Group Skits**
12. Compare and contrast principles of positive guidance strategies. **Activity: Small Group Skit and Presentation**
13. Develop strategies to maintain communication and access with English language learning families and children. **Activity: Design a newsletter for parents.**
14. Demonstrate skills to maintain positive team relations. **Activity: Video review and small group discussion.**
15. Describe the relationship of observation, planning, implementation, and assessment in effective programming. **Activity: Exam Questions**
16. Identify practices promoting positive classroom management, guidance, communication and problem solving skills. **Activity: Small Group Skits**

Course Specific SLO:	Evaluation:	Activity:
As part of an observational assignment that will address quality standards for Early Childhood environments 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.	<p><b>Assessment and Evaluation Process for SLO's:</b></p> <p>The student will be given a format and a rubric to assist with the criteria and expectations for evaluation.</p> <p>SLO#: Benchmark: 70% of the students will score acceptable or above.</p>	Students will take a form that has a checklist of different learning centers in a Preschool classroom and will mark the appropriate areas. It is adapted from the ECERS model. They will go through each section of the classroom and see if the centers have the necessary items that are listed on the checklist. Lastly, they will write a 3 page summary of what they saw and experienced. Using objective information and not subjective information. 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.

Supplemental Reading and Recommended Reading and Additional Links			
Title:	Author:	Publisher:	Edition/Notes:
Developmentally Appropriate Practice in ECE Programs	Sue Bredekamp	NAEYC	
In Search of Understanding: The Case for Constructivist Classrooms.	Brooks, J.G. and M.G. Brooks	Association for Supervision and Curriculum Development	
Educating the Young Thinker	Copple, C., L. Sigel, and R. Saunders	Van Nostrand	
Thought and Language	Vygotsky, L.S.	MIT Press	
Constructive Play, Applying Piaget in Preschool	Forman, G. and F. Hill	Brooks/Cole Publishing Company	

**Early Childhood: Principles and Practices- (CD 2)**

(Section #0529)

<b>Week:</b>	<b>Date:</b>	<b>Lecture Topics and Classroom Activities:</b>	<b>Outside Assignments:</b>
1	<b>2/9 &amp; 2/11</b>	Orientation to the class and discussion of the class requirements	Assignment:  <b>Essay due: Who am I in the lives of young children</b>  <b>Project #1:</b>  <b>Due Date: March 4th</b>
2	<b>2/16 &amp; 2/18</b>	<b>No Class 2/16-President's Day</b>  <b>Lecture:</b> Philosophy and History of Education	Assignment:  <b>Project #1:</b>  <b>"Who am I In The Lives of Young Children".</b>  <b>Reading: Chapters 1 and 2</b>  <b>Due Date: March 4th</b>
3	<b>2/23 &amp; 2/25</b>	<b>Lecture:</b> Individual Differences The Effects of Diversity Law Regarding Special Needs Children Working with Children with Disabilities	Assignment: <b>Reading: Chapters 3</b>
4	<b>3/2 &amp; 3/4</b>	<b>Assignment: Essay to be shared in class.</b>  <b>"Who am I In The Lives of Young Children".</b>  2-3 page typed essay on this subject	Assignment: <b>Reading: Chapter 12</b>  <b>Due Date: Essay (3/4)</b>
5	<b>3/9 &amp; 3/11</b>	<b>Lecture:</b> General guidelines of working with parents as partners. Relating with an inclusive approach with parents, school, and the community.  <b>Reading: Chapter 13</b>	Assignment: <b>Reading:</b>  <b>Chapter 13</b>

6	<b>3/16 &amp; 3/18</b>	<b>Lecture:</b> Parent Newsletters	Assignment: In Class Assignment, How to create parent newsletters?  Due Date: <b>3/18</b>
7	<b>3/23 &amp; 3/25</b>	<b>Review: Chapters: 1, 2, 3, 12, and 13</b>	Assignment: <b>Review: 1, 2, 3, 12, and 13</b>
8	<b>3/30 &amp; 4/1</b>	<b>Exam #1: Chapters: 1, 2, 3, 12, and 13</b>  <b>Lecture:</b> Planning your program	<b>Exam Alert #1:</b>  <b>Due Date: 4/1</b>
9	<b>4/6 &amp; 4/8</b>	<b>Spring Break</b>	Assignment: <b>Read Chapter 4</b>  Due Date:
10	<b>4/13 &amp; 4/15</b>	<b>Lecture:</b>  Creating the Learning Environment  Guiding Children's Behavior  <b>Reading: Chapters 6 and 8</b>	<b>Assignment : Observation #1 Date Due: 5/4</b>
11	<b>4/20 &amp; 4/22</b>	<b>Lecture:</b> Observing and Assessing Children's Behavior, Growth and Development	<b>Assignment: Read Chapter 6</b>  <b>Assignment due: Observation #1 due:5/4</b>
12	<b>4/27 &amp; 4/29</b>	<b>Lecture:</b> Play – The integrator of the curriculum and program.  Play – The importance of intervention Programs.  <b>Small Groups:</b> Play Activities/ the way children learn.	Assignment: <b>Reading Chapter 5</b>  Due Date:  Make Playdough
13	<b>5/4 &amp; 5/6</b>	<b>Lecture:</b> Language Arts in isolation and integrated throughout the curriculum Language- a tool of empowerment for all children.	Assignment: <b>Reading: Chapter 8 and 9</b>  Due Date: <b>Observation#1 due ( 5/4)</b>
14	<b>5/11 &amp; 5/13</b>	<b>Exam # 2: Chapters 4, 5, 6, 8 and 9 Due Tonight</b>  <b>Lecture:</b> Art in the classroom media of liberation	Assignment: <b>Exam # 2: Chapters: 4, 5, 6, 8 and 9</b>

		and self –expression.-In Classroom assignment	<b>Reading: Chapter 10</b> Due Date: <b>5/13</b> <b>In Class Art Assignment</b>
15	<b>5/18 &amp; 5/20</b>	<b>Lecture:</b> Music and Movement on a daily basis-	Assignment: <b>Reading: Chapter 11</b> <b>Assignment due:</b> <b>Observation #2 due</b> Due Date: <b>5/20</b>
16	<b>5/25 &amp; 5/27</b>	<b>5/25-No class-Memorial Day</b> <b>Lecture:</b> Math their way  Hands on experiences  <b>Reading: Chapter 14</b>  <b>Lecture:</b> Sciencing- Exploring the world through their eyes. (Make play dough)-In class assignment <b>Lecture:</b> Nutrition, Health, and Safety	Assignment: <b>Component Plans</b> <b>Formatted in Notebook</b> <b>Final Project #4:</b> <b>Full Day Lesson Plan</b> <b>Full Week Lesson Plan</b> <b>Due Date: 5/27</b>
17	<b>6/3</b>	Finals Week: Return Final Projects	Final Exam Day: 10:15 am-12:15 pm

### Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

At the end of the semester make a copy of this page to submit to your instructor

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
Essay (Who am I in the lives of young children?)	Students will write a 2 to 3 page essay on who they are in the lives of young children and what impact has that had on the children and the student.	100		3/4
Observation #1	Students will turn in verification of TB test to Instructor and will make an appointment with the Child Development Center. The student will use a form to observe a preschool student, teacher, and the center environment. This form will be discussed at great lengths in class.	100		5/4
Observation #2	Students will take a form that has a checklist of different learning centers in a Preschool classroom and will mark the appropriate areas. It is adapted from the ECERS model. They will go through each section of the classroom and see if the centers have the necessary items that are listed on the checklist. Lastly, they will write a 3 page summary of what they saw and experienced. Using objective information and not subjective information.	100		5/20
Exam #1	Will be a take home essay exam that will cover Chapters 1, 2, 3, 12, and 13.	100		4/1
Exam #2	Will be a take home essay exam that will cover Chapters 4, 5, 6, 8, and 9.	100		5/13

<p><b>Final Project Lesson Plans</b></p>	<p>The student will design a comprehensive curriculum for <b>one day</b> and <b>one week</b> in the life of a preschool age child. The format will be given. You can get the necessary forms from Etudes in the Resource Section.</p> <p>It will be designed for an inclusive program. Each lesson plan is worth 100 points. The student will also design <b>4 different component</b> lesson plans covering math <b>or</b> science, language, art, music <b>or</b> movement.</p>	100		5/27
<p>In Class Assignment- Create Newsletters</p>	<p>Students will be given tools to create newsletters. Class session will be held in child development lab and students will bring laptops and other devices that will enable them to type a newsletter and download fonts and information related to child development.</p>	25		3/18
<p>In Class Assignment- Art project and Presentation</p>	<p>Students will be given a topic to create art on and will present their projects.</p>	25		5/13
<p>In Class Assignment- Make Play dough</p>	<p>Students will be asked to bring materials to create play dough.</p>	25		4/29
<p>Attendance</p>	<p>Students can not miss more than 3 class sessions in order to receive full points.</p>	25		

--	--	--	--	--

**Early Childhood: Principles and Practices- (CD 2)**  
**(Section #0530)**

**Course Grading System**

**COURSE GRADING:**

**Exams = 200**

**Projects = 600**

**Activities = 75**

**Class Participation = 25**

(ETC) For attendance at Child Development Orientation



**Total Points 900**

**GRADING SCALE:**

(100-90%) = A= 900-859

(89-80%) = B = 858-817

( 79-70%) = C = 816-775



(69-60%) = D = 774-733

(59-50%) = F = 732-691

**Early Childhood: Principles and Practices- (CD 2)**

**(Section #0530)**

## **Course Evaluation and Requirements for Grading:**

**Expectations of Students for Appropriate Participation:**

### **COURSE REQUIREMENTS:**

- **Class Activities:** Class participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to five individual/group activities on assigned dates. All activities must be completed during class time. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.
- **Examinations:** All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- **Readings:** All chapters should be read during the week they are assigned.

**College Attendance/Drop Policy:**

- Your attendance is mandatory.
- Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- If you miss three class sessions, you will be excluded from class.
- Last Day to drop a class without receiving a "W" February 20, 2015
- Last Day to drop a class to receive a "W" May 8, 2015
- It is the student's responsibility to:
  - Inform the instructor at the end of class of your late arrival.
  - Inform the instructor of personal/medical emergencies affecting your attendance.
  - Obtain information about missed classes from fellow students.
- It is the student's responsibility to officially drop this class if you stop attending.
- Use the buddy system: Exchange phone numbers with classmate.
- If you are absent the day any presentation is due you will lose the points for that assignment.
- You must be present to participate in the presentations of other students.

**SIMPLE RULES OF CLASSROOM COURTESY:**

- Arrive on time.
- Attend class regularly.
- Stay until class is over.

- Come to class prepared with appropriate reading and writing materials.
- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.
- Do not bring food or drinks into the lab
- The classroom and class time is reserved for students enrolled in the class only (No Guests Please!)

All communication devices (cell phones, pagers, etc.) should be turned off or silenced during class hours.

### **STANDARDS OF STUDENT CONDUCT:**

**The complete document can be found in the back of the schedule of classes.**

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- “Dishonesty, such as;
  - cheating,
  - knowingly furnishing false information to instructors and college personnel,
  - turning in work that is not one’s own (plagiarism).
- “Obstruction or disruption of classes.”
- “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”

### **CELL PHONE POLICY:**

- Students may not use their cell phones to accept or make calls while in class.
- If cell phones and beepers are brought to class, they must be turned to silent or vibration mode.
- Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice President has cleared him/her to return.

### **CHEATING POLICY:**

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an “F” grade for the course.

### **CHILDREN IN CLASS:**

- By directives of Academic Affairs, students are not allowed to bring their children to class. Childcare arrangements need to be made outside of class time.

