



Division: Behavioral & Social Science
 Course name: Child Development 23- Practicum in Child Development II
 Section: #3542 / Semester Spring 2015

Facilitator/Professor Information

Teacher: Dolores Gallegos, Ed. D
 Email: gallegD@wlaac.edu
 Ph: 310-287-4446 Office: GC 180C
 Office Hrs: T: 2:30-6:30pm/TH: 12:45-1:45pm

Class Meetings

GC 110
 Tuesdays
 7:00-9:05pm

INSTRUCTOR'S WEBSITE

www.wlaacgallegos.com

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

Attendance/Participation



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

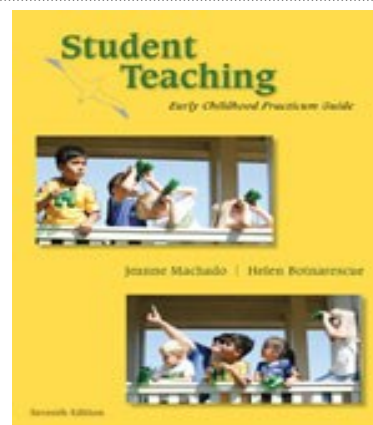
(1) Participation/Lesson Plans/Punctuality	250
(2) Portfolio	325
(3) Bulletin Board w/Grp Lesson	150
(4) Site Observations	100
(5) Half Day Lesson Plan	200
(6) Classroom Observation	75
(7) Self-Evaluation (2)	*
(8) Teacher/Director Eval (2)	*
TOTAL POINTS POSSIBLE:	1000

GRADING SCALE

A:1000-900 B: 899-800 C: 799-700
 D: 699-600 F: 599-0

Required Supplies

Machado, J. & Botnarescue, H. (2011). STUDENT TEACHING: Early Childhood Practicum Guide (7th Edition) ISBN: 978-0-8400-3320-8



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 identify, describe and evaluate the Early Childhood classroom setting, according to the standards set by the National Association for the Education of Young Children, where they are doing their Practicum internship.



CD 23 Syllabus

Spring 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 23 Syllabus

Spring 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.

Portfolio

An individual portfolio will be required from each student completing the Practicum classes. The portfolio will include, but not be limited to: Statement of philosophy, resume, eight typed learning plans, visitation notes from instructor, all written assignments, degrees, certificates, awards, etc., transcripts, & letters of reference (one each from a supervisor, a colleague and a parent)

Bulletin Board with Lesson

Each group will design, display and present a bulletin board and counter display in the Child Development Classroom with a lesson tying it to the bulletin board.

½ Day Lesson

In the CD23 semester, you must develop and implement (if possible) a plan for the entire morning or afternoon depending on your Practicum placement. All aspects of the daily plan must be considered with time segments, activity descriptions, supervision responsibilities, and goals and objectives.

Self-Evaluation & Teacher/Director Evaluation

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 assignments. They will not be accepted.

CD 23 – Child Development 1- Child Growth and Development

Spring 2015

7:00 p.m. – 9:05 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
1	2/10	<u>Introduction/Class Orientation/Philosophy</u> <i>Assignment for next class:</i> Read the Ch. 1-2 of “The Intentional Teacher” provided for you and have 3 days picked for possible observations.
2	2/17	<u>Professionalism/Developing a Philosophy</u> <i>Written Assignment for next week:</i> Develop 3 goals that have set for yourself for this semester’s practicum experience. Include how you plan to achieve them. Sign-up sheet for Bulletin Board with lesson. Pick a group of 3 ppl. Work on Lesson Plan.
3	2/24	<u>Curriculum Philosophy-Putting Philosophy into Action</u> Read an article from a magazine or article shared in class that relates to curriculum or philosophy. Read your personal philosophy from last semester as it relates to experiences and curriculum. <i>Written assignment for next week:</i> Which aspects of your personal philosophy are reflected in what you do each day in your classroom? Identify which parts you already include in your teaching and which parts, if any, you would like to add. Discuss how you could make any necessary changes. Work on Lesson plan of your choice.
4	3/3	<u>Developing Curriculum-How does it Happen?</u> <u>Circle Time as a curriculum support</u> Lesson Plan Due (Literacy) <i>Written assignment for next week:</i> Observe children at play and choose 2 activities that you believe could be starting points for a long-term project. What makes you think so? How could you extend these ideas? Give specific ideas for webbing and/or scaffolding. If appropriate talk to the teacher you work with to discuss whether or not you could develop some extension activities to build on the interests of the children. Work on circle time presentation with your group members for next week.
5	3/10	<u>Circle Time as a Curriculum Support</u> Bulletin Board Presentation for Group 1-3 Due with Lesson Group Presentations Due: Small group presentations of your Circle Time ideas. <i>Written assignment for next week:</i> Do a circle time with children. Evaluate the circle time that you led. What was its strength? Where could it be strengthened? What changes would you make? How can circle time be used to support the interests of the children?
6	3/17	<u>Observation and Assessment</u> Lesson Plan Due (Math) <i>Written assignment for next week:</i> identify a child that you would like to observe and assess. Write a paragraph (7 sentences) explaining why you chose this child and what you hope to learn. Begin filling out the assessment form (DRDP-R) This will take 2 weeks to complete. Work on learning plan for next class.

7	3/24	<u>Tender Topics</u> Lesson Plan Due (Anti-bias) Bulletin Board Presentation for Groups 4-6 Due with Lesson Find an article online from a reliable source that relates to a tender topic of your choice. Write the name of the article, where you found it, and 2 or 3 sentences about what you learned. Be prepared to share the website and what you have read in class. <i>Written assignment for next class:</i> Continue working on your assessment form. Pay careful attention to the DRDP-R Follow-Up sheet (attached).
8	3/31	Cesar Chavez Holiday March 31st
		NO CLASS on TUESDAY
9	4/7-4/9	SPRING BREAK
10	4/14	<u>Individual/Group Meetings</u> ☺ ☺ ☺ <i>Week of the Child</i> ☺ ☺ ☺ Lesson Plan Due (Science) Mid-Term Teacher Evaluation/Self-Evaluation Due While I am meeting with each group, work on your group presentations for next class.
11	4/21	<u>Group Presentations</u> Group Presentations: Tender Topics (Whole class discussion) <i>Written assignment for next class:</i> daily logs, lesson plans. Begin thinking about your half plan. Talk to your head teacher about your leadership role that day including the planning and the responsibilities.
12	4/28	<u>Interviewing and Resume Writing</u> Lesson Plan Due (Physical/Motor) Bulletin Board Presentation for Group 7-10 Due with Lesson Read an article of your choice from a magazine or journal article. <i>Written assignment for next week:</i> Why did you choose that article? What did you learn? How can you use what you learned? Begin working on your own personal resume.
13	5/5	<u>Directors' Panel</u> Lesson Plan Due (Music) <i>Written assignment for next week:</i> Write your reactions to the Director's Panel. What did you learn that will help you as a teacher? What do you see as important qualities of a Director? What do you see as important qualities of a teacher as a member of a staff? Where do you see your strengths as a staff member? In what areas would you like to grow? Work on your half day and portfolio.
14	5/12	<u>Professionalism/Ethnics</u> Lesson Plan Due (Art) <i>Written assignment for next week:</i> work on your half day plan, portfolio and lesson plan.
15	5/19	<u>Half Day Plan Sharing</u> Lesson Plan Due (Cooking) <i>Written assignment for next week:</i> Complete your portfolio. Complete self-evaluation form.

16 5/26

Field Work Issues/Portfolios

Portfolios Due/Self-evaluation form due/Final Master Teacher Evaluation due.

Finals

Week 6/2: Tuesday 7:00-9:05pm

Last Day of Class with Individual Meetings with submission of Practicum Hours