

WEST LOS ANGELES COMMUNITY COLLEGE
Fall, 2013

Section #0530

Classroom: GC 130

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DOLORES GALLEGOS, M.Ed. (310) 287-4563

Class Hours T/TH 9:35 am –11:00am

OFFICE HRS: T: 1-2pm/4-6pm TH:1-2pm

Sat: 11:30-12pm OR Appointment

Child Development 02 – Early Childhood: Principles & Practices

REQUIRED TEXTBOOKS & MATERIALS:

- Henniger, M.L. (2013). TEACHING YOUNG CHILDREN: An Introduction (5th Edition)
ISBN: 978-0-13-265710-5

PREREQUISITE: Verification of an annual tuberculosis (TB) test. NOTE: this course is a prerequisite for Child Development 3, 4, 22 and 23. **Required for Teaching Permit.**

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.

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: Practices and demonstrate an understanding of child development and their relationships with children and families to understand children as individuals and to plan response 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.

CLASS POLICIES:

1. To respect everyone's learning, please be on time to class.
2. Must be present during the **census period** if you want to be enrolled in the course.
3. You must be prepared by reading the texts and articles as well as participating in group work and class discussions.
4. **Late homework and other assignment papers will only be accepted at the next class meeting. There are no make-ups for exams.**
5. Students are responsible for their material in the event of their absence – find a buddy and exchange phone numbers.

COLLEGE ATTENDANCE POLICY:

The student is expected to attend every meeting of all classes for which s/he is registered. If the student stops attending class, it is the student's responsibility to officially drop the class or you will receive a grade of "F". Please be aware that receiving a "F" is recorded as a unit and a "W" is recorded as no unit attempted. As a result, after three (3) attempts the state will not pay the college for a student to take a course. The last date to drop without a "W" in person is **September 6th**, or by web **September 8th**, to **DROP** with a "W", is **Friday, November 15, 2013..**

ACADEMIC DISHONESTY POLICY:

LACCD student code of conduct as it relates to student dishonesty (Board Rule 9803.28) as follows: "Violations of academic integrity of any type by a student provides grounds of disciplinary action by the instructor or college. Violations off 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. For more information on the Standards of Student Conduct refer to the college catalog available in hardcopy and online at www.lattc.edu."

GRADING: Grading will be determined by the successful fulfillment of all requirements, participation, group discussion, group project, chapter exams, and final exam, if there is a question to the grade you received, please ask for clarification.

CLASSROOM BEHAVIOR EXPECTATIONS: Children are not allowed in the classrooms. Cell phones, CD players, iPods are prohibited. Tape recording the lectures are acceptable, but please inform the instructor and class, in order to ensure everyone's level of confidence and productivity in the class is being respected.

ACCOMODATIONS AND OTHER INFORMATION: Disability Support Services (DSS) Accommodation Statement-Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs & Services (DSPS) center located in SSB 320 or call 310-287-4420/ dsps@wlac.edu.

DISCLAIMER: Syllabus/ schedule subject to change.

Class Assignments & Participation	POINTS POSSIBLE	MY ACTUAL POINTS
(1) Participation/Punctuality	70	
(2) In class writing	20	
(3) 2 nd Exam	20	
(4) 3 rd Exam	20	
(5) Philosophy Statement	30	
(6) Group Presentation	30	
(7) Observation of Child Ctr	50	
(8) Multiple Intelligence Presentation	60	
(9) Final Exam	50	
TOTAL POINTS POSSIBLE:	350	

GRADING SCALE (Letter Grade):

A=350-325 B=324-299 C=298-273 D=272-247 F=under 246

**No make-up on Final Exam. Please talk to me in advance if you anticipate a problem. Quizzes and Final Exam will be based on the book, lectures, handouts and visuals.*

(1) Participation/Punctuality: Throughout the course of the semester it is your responsibility to come to class ready to engage in the discussion as well as to be respectful of your classmates learning and be punctual. If you are absent it is your responsibility to attain notes and handouts on your own; therefore, find or make a friend.

(2) In class writing: During the first 10 minutes of class session, you will be given a topic that will pertain to the day's reading assignment, in which this will prepare you to participate in the class discussion. Submission of writing is required

(3) 1st Exam: This exam will cover chapters 1-8. A study sheet will be provided on **WEEK 3**.

(4) 2nd Exam: This exam will cover chapters 9-13. A study sheet will be provided on **WEEK 9**.

(5) Philosophy Statement: Your Philosophy Statement is a writing sample of your views on teaching and student learning explicit and comparing those views to actual teaching practice. During **WEEK 3, 5, and 9**, you will submit rough drafts of your Philosophy Statement. By **WEEK 14** you will submit your final draft of your Philosophy Statement. Attached is the Student Learning Objectives on the project as well as the rubric.

(6) Group/Writing Conference: You will form a group of 3 to 4 people and you will share each other's Philosophy Statement and present the major themes that your group discovered in your philosophies. You will meet during class in **WEEK 7 and WEEK 11** and present **WEEK 15**. An outline and rubric will be provided on **WEEK 7**.

(7) Observation of a Child Care Center: You will go to a child care center and use the provided checklist to see what the child care center provides the child and the families as well as analyze the center's philosophy and mission statement. This is due on **WEEK 9**.

(8) Multiple Intelligence Presentation: You will choose one famous person of your choice and explain what multiple intelligence this person possesses. A sign-up sheet will be distributed in **WEEK 12**. Presentation is on **WEEK 13**

(9) Final Exam: This exam will cover chapters 14-17. A study sheet will be provided in **WEEK 16**.

SUCCESSFUL STUDENTS ...

... are prepared.

... ask questions in class.

... participate in class activities.

... Successful students exchange phone numbers with other students so that in case of absence, information covered in class may be obtained including lecture notes and handouts.

... have the supplies they need at hand.

... begin thinking about assignments in advance and work on them a little bit at a time.

... Successful students do not wait until the last minute.

CD 2 - EARLY CHILDOOD PRINCIPLES AND PRACTICES COURSE SCHEDULE
Fall, 2013

WEEK	DATES T	TOPIC/	CHAPTER -	NOTES/Assignments
1	August 27 th	Introduction & Overview History of Early Childhood Education	CH 1-2	
2	September 3 rd	ECE Programs Models Child Develops and Learns Play in Childhood <i>Review</i> Philosophy	CH 3-5	Form Groups
3	September 10 th	Guiding Young Children Family Engagement & Diversity	CH 6-8	Draft #1 Philosophy Due
4	September 17 th	Planning the Physical Environment: Indoors	CH 9	
5	September 24 th	Planning the Physical Environment: Outdoors Multiple Intelligence's of Past ECE Figures	CH 10	Draft #2 Philosophy Due
6	October 1 st	Exam 1 (Chapters 1-8) Dev. Appropriate Curriculum	CH 11	Exam 1
7	October 8 th	Health and Wellness <i>Review</i> Observation Assignment	CH 12	Group/Writing Conference
8	October 15 th	Social-Emotional Development	CH 13	
9	October 22 nd	Math, Science & Social Studies Learning	CH 14	Observation Due
10	October 29 th	Language and Literacy Learning	CH 15	
11	November 5 th	The Creative Arts	CH 16	Group/Writing Conference
12	November 12 th	Exam 2 (Chapters 9-13) Technology and Young Children	CH 17	Exam 2 Sign Up for Presentation
13	November 19 th	Presentations		Multiple Intelligences Presentation
14	November 26 th	Review for Final		Final Philosophy Due
15	December 3 rd	Final		Group Presentation
16	December 10 th	Final (Chapters 14-17)		Final

CD 2 STUDENT SURVEY

NAME _____ HOME PHONE () _____

ADDRESS _____ CITY _____ ZIP _____

CELL PHONE () _____

E-MAIL ADDRESS _____@_____.com

LIST ANY OTHER CLASSES YOU ARE TAKING THIS SEMESTER THROUGH EAST LA COLLEGE:

LIST THE CHILD DEVELOPMENT CLASSES YOU HAVE COMPLETED:

WHAT DO YOU SEE ARE SOME ISSUES OR CONCERNS FACING OUR CHILDREN AND FAMILIES?

THINK BACK AND REFLECT...

Who were your favorite teacher(s)? Why?

Who were the worst teacher(s)? Why?