Child Development 02 – Early Childhood: Principles & Practices

REQUIRED TEXTBOOKS & MATERIALS:


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” it 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 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. 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.

<table>
<thead>
<tr>
<th>Class Assignments &amp; Participation</th>
<th>POINTS POSSIBLE</th>
<th>MY ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Participation/Punctuality</td>
<td>70</td>
<td></td>
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<tr>
<td>(2) In class writing</td>
<td>20</td>
<td></td>
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<tr>
<td>(3) 2nd Exam</td>
<td>20</td>
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<td>(4) 3rd Exam</td>
<td>20</td>
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<tr>
<td>(5) Philosophy Statement</td>
<td>30</td>
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<td>(6) Group Presentation</td>
<td>30</td>
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<td>(7) Observation of Child Ctr</td>
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<td>(8) Multiple Intelligence</td>
<td>60</td>
<td></td>
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<tr>
<td>Presentation</td>
<td></td>
<td></td>
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<tr>
<td>(9) Final Exam</td>
<td>50</td>
<td></td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE:</strong></td>
<td><strong>350</strong></td>
<td><strong>50</strong></td>
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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, fins 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 chose 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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES T</th>
<th>TOPIC/</th>
<th>CHAPTER -</th>
<th>NOTES/Assignments</th>
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</table>
| 1    | August 27\textsuperscript{th} | Introduction & Overview  
History of Early Childhood Education | CH 1-2          |                                    |
| 2    | September 3\textsuperscript{rd} | ECE Programs Models  
Child Develops and Learns  
Play in Childhood  
Review Philosophy | CH 3-5          |                                    |
|      |             |                                                                        |                 | Form Groups                        |
| 3    | September 10\textsuperscript{th} | Guiding Young Children  
Family Engagement & Diversity | CH 6-8          | Draft #1 Philosophy Due            |
| 4    | September 17\textsuperscript{th} | Planning the Physical Environment: Indoors | CH 9            |                                    |
| 5    | September 24\textsuperscript{th} | Planning the Physical Environment: Outdoors  
Multiple Intelligence’s of Past ECE Figures | CH 10           | Draft #2 Philosophy Due            |
| 6    | October 1\textsuperscript{st}   | Exam 1 (Chapters 1-8)  
Dev. Appropriate Curriculum | CH 11           | Exam 1                             |
| 7    | October 8\textsuperscript{th}   | Health and Wellness  
Review Observation Assignment | CH 12           | Group/Writing Conference           |
| 8    | October 15\textsuperscript{th}  | Social-Emotional Development | CH 13           |                                    |
| 9    | October 22\textsuperscript{nd}  | Math, Science & Social Studies Learning | CH 14           | Observation Due                    |
| 10   | October 29\textsuperscript{th}  | Language and Literacy Learning | CH 15           |                                    |
| 11   | November 5\textsuperscript{th}  | The Creative Arts | CH 16           | Group/Writing Conference           |
| 12   | November 12\textsuperscript{th} | Exam 2 (Chapters 9-13)  
Technology and Young Children | CH 17           | Sign Up for Presentation           |
| 13   | November 19\textsuperscript{th} | Presentations |                                    | Multiple Intelligences Presentation |
| 14   | November 26\textsuperscript{th} | Review for Final |                                    | Final Philosophy Due               |
| 15   | December 3\textsuperscript{rd}  | Final |                                    | Group Presentation                 |
| 16   | December 10\textsuperscript{th} | Final (Chapters 14-17) |                                    | Final                             |
CD 2 STUDENT SURVEY

NAME ___________________________________________ HOME PHONE (     ) ________________

ADDRESS ___________________________ CITY_____________________  ZIP __________

CELL PHONE (     ) __________________________

E-MAIL ADDRESS ____________________________@_________________________.com

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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?