

WEST LOS ANGELES COMMUNITY COLLEGE

Fall, 2013

Section #0538

Classroom: GC 130

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

Class Hours T/TH 11:10am –12:35pm

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

Sat: 11:30-12pm OR Appointment

Child Development 11– Child, Family and Community

REQUIRED TEXTBOOKS & MATERIALS:

- Gonzalez_Mena, J. (2013). CHILD, FAMILY, AND COMMUNITY: Family-Centered Early Care & Education (6th Edition) ISBN: 978-0-13-265714-3

RECOMMENDED: Child Development 1 and 2. NOTE: Required for Teaching Permit.

COURSE DESCRIPTION:

This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Emphasis is placed on familiarizing students with techniques used in parent-teacher conferences and to perceive parents in their child's educational experience.

WEST LOS ANGELES COLLEGE INSTITUTIONAL STUDENT LEARNING OUTCOMES:

2. Equity, Fairness, and Diversity: Practice, model, and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to give and expect equity, fairness, and dignity
6. Multiple Teaching Strategies for Meaningful Learning: Utilize a variety of practices and resources to promote individual development, meaningful learning and social cooperation.

WEST LOS ANGELES COLLEGE CHILD DEVELOPMENT PROGRAM STUDENT LEARNING OUTCOMES:

- D. Self-Awareness/Interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.
- G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

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 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	80	
(2) In class writing	20	
(3) Identity Poster	25	
(4) Interview	25	
(5) Community Resource	150	
(6) Three Quizzes	60	
(7) Read a Book	10	
(8) Parent Workshop Presentation	50	
(9) Final Exam	40	
TOTAL POINTS POSSIBLE:	460	

GRADING SCALE (Letter Grade):

A=460-397 B=396-343 C=342-289 D=288-235 F=under 234

**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) Three Quizzes: These quizzes will cover the chapters covered in class.

(4) Identity Poster: TO help understand who we are as teachers/caregivers with children, we will examine the models that have been imparted to us. You will create a poster, based on specific responses, reflecting your past experiences and people who influenced you as a part of your educational “make-up”. The purpose of this task is to help us all make connection with our own schooling experiences and with each other.

(5) Interview Paper: You will interview a person of 50+ years and you will ask them a series of questions. The questions will be formulated in class.

(6) Community Resource: Students will research and introduce a social service agency that benefits children and families. Each student is to create a report on a community resource. Take pictures and upload to your report as well as your imagination in presenting this report. You may use a power point presentation or use a presentation bulletin board.

(7) Read a Children’s Book to the Class: Students will read aloud to the class a children’s book in which they will decide what day they want to read it.

(8) Parent-Teacher Meeting: Students will conduct an actual parent-teacher meeting. This meeting is to build relationships and to inform parents. You should have an agenda that will inform parents about what is happening in the school any special events and present a topic of interest. There should be interactive activities to engage parent’s participation. Make it exciting and inviting.

(9) Final Exam: This exam will be cumulative, covering key points from all assigned chapters.

CD 11 – CHILD, FAMILY, AND COMMUNITY COURSE SCHEDULE
Fall, 2013

WEEK	DATES T	TOPIC/	CHAPTER -	NOTES/Assignments
1	August 27 th	Introduction & Overview	CH 1	
2	September 3 rd	Societal Influences on Children & Families Attachment, Trust, & Parenting	CH 2-3	
3	September 10 th	Supporting Families	CH 4	1ST Quiz
4	September 17 th	Initiative with Families	CH 5	
5	September 24 th	Working with Families of School-Age Children	CH 6	Identity Poster Presentation
6	October 1 st	Understanding Families' Goals, Values, And Culture	CH 7	2nd Quiz
7	October 8 th	Working with Families on Guidance Issues	CH 8	
8	October 15 th	Addressing Feelings and Problem Solving	CH 9	Interview Due
9	October 22 nd	Supporting Self-Esteem Gender Issues	CH 10-11	
10	October 29 th	Stress & Success and Community Resources	CH 12-13	Parent-Teacher Meeting Due
11	November 5 th	Community Resources	CH 14	3rd Quiz
12	November 12 th	Social Policy Issues	CH 15	
13	November 19 th	Presentations		Community Resources Presentations
14	November 26 th			Community Resources Presentations
15	December 3 rd	Review for Final		
16	December 10 th	Final		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?