

West Los Angeles College Child Development Syllabus

CHILD GROWTH and DEVELOPMENT I (CD 1)

(Section #0524)

(FALL 2014)

Recommendation to all CD students:	Take the assessment tests for English and Math
Pre-requisites:	There are no pre-requisites at this time but we strongly advise that students have passed at least English 28 .
Co-requisites:	None
Section #:	0524 (CLASS)
Days/Hours:	SAT 8:00 am -11:15 pm
Class Room Location:	General Classroom Building 130 (GC 130)
Instructor:	Professor Sandra -Scranton-Lee
E-mail:	auntsandy657@yahoo.com scrants@wlaac.edu , Cell (323) 514-7544
Website:	n/a
Blog:	n/a
Child Development Office:	Email
Child Development Office Phone:	310-287-4563
Instructor Office Hours:	Email and SAT 11:30- 12:30pm only
Required Text:	The World of Children
Author:	Cook and Cook
Publisher: ISBN #	978-142-92435-13
Edition:	3rd
Supplemental Reading:	Article : Teaching Children Nonsense
Author:	Charles A. Smith and Duane E. Davis
Publisher:	Young Children magazine, September 1976, pp.438-447

Editions:	
Website Links:	
CHILD GROWTH and DEVELOPMENT (CD1) (Section #0524) (FALL 2014)	
Course Description: This course examines the major developmental milestones for children, both typical and atypical, from conception through adolescence in the areas of physical, psychosocial , and cognitive . The course will emphasize interactions between maturational process and environmental factors. While studying developmental theory and investigating research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.	
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. B. Communication : Effectively communication thought in a clear, well-organized manner to persuade , inform, and convey ideas in academic, work, and family and community settings.	
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. A. "Students will analyze and determine the stage of development of the child the four developmental domains : physical, social emotional, cognitive, and linguistic stages of development." 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.	
<p style="text-align: center;"><u>No late assignments will be accepted.</u></p> <ol style="list-style-type: none"> 1. All assignments are due the day of class. If you are absent, your assignment will not be accepted another day. 2. No emailed assignments will be accepted. 3. All assignments must be typed and submitted by due date. 	

4. Save or make copies of all assignments that you submitted by you in case grade verification is ever needed. Keep a copy of all your work.

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

1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive and language development using standard research Analyzed methodologies.
2. Analyze how social, economic, political historical and cultural contexts affect children's development.
3. Compare and contrast various theoretical frameworks that relate to the study of human development.
4. Using investigative research methodologies, apply developmental theory to analyze child observations, surveys, and/or interviews.
5. Differentiate characteristics of typical and atypical development at various stages. (nature vs nurture)
6. Analyze the importance of the early years and effects of interaction between maturational processes and environmental factors on various areas of development.
7. Analyze major developmental milestones for

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

1. Demonstrate knowledge of the physical, emotional, cognitive and language development of children, both typical and atypical , in major developmental periods.
Activity : Quiz
2. Examine and discuss various theories relating to human development.
Activity : Observation- Video
3. Investigate up-to-date research findings as they apply to child development.
Activity : Research Paper- 3 to 5 pages only
4. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
5. Demonstrate knowledge of various research approaches to study the development of children.
Activity : Observation- Video
6. Examine and explain how bias can influence The research process.
Activity : Quiz
7. Demonstrate objective techniques and skills For interviewing families or school children.
Activity : Interview- No more than 2 pages

children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

8. Analyze how social, economic, political, historical and cultural contexts affect children's development.

9. Compare and contrast various theoretical frameworks that relate to the study of human development.

10. Using investigative research methodologies, Apply developmental theory to analyze child Observations, surveys, and /or interviews.

11. Differentiate characteristics of typical and Atypical development at various stages.

12. Analyze the importance of the early years and the effects of interaction between maturational processes environmental factors on various areas of development.

8. Demonstrate objective techniques and skills for observing and describing behavior in children of all ages, cultures, and backgrounds, and evaluating their similarities, differences, and developmental needs.

Activity : Have students watch and respond to Videos or YOU tube clips.
Class discussion

9. Investigate the importance of the early years and effects of interaction between the individual and her/his environment on the developing Brain.

Activity : Research Magazine Article

10. Examine and explain the role of family in facilitating children's development.

Activity: Small Group Role Playing

11. Examine and explain the role of teachers and other professionals in facilitating children's development.

Activity : Essay Exam-Quiz

12. Describe and explain the role of play and its relationship to development at various stages.

Activity : Essay Exam or Small Group Skits

13. Identify and describe factors that place children and youth at risk and may adversely influence development.

Activity : Essay Exam

14. Identify and describe special needs that impact a child's development.

Activity : Essay Exam

Course Specific SLO:	Evaluation:	Activity :
<p>Given a description of a child's Observational anecdotal profile, analyze and determine the stage of development of the child in the four developmental domains: physical, social-emotional, cognitive, and linguistic stages of development. The student will demonstrate proficiency in this area as part of a required observational documentation project.</p>	<p>Assessment and Evaluation Process for SLO's :</p> <p>The student will be given a format and rubric to assist with the criteria and expectations for evaluation.</p> <p>SLO# : Benchmark : 70%of the students will score acceptable or above.</p>	<p>Students will be offered a rubric of expectations for the course and a format for evaluation of learning. The format includes:</p> <p>One template formatted to demonstrate proficiency in observing development of children and to assess the learning of each student regarding the variety of behaviors that designate the domains of development.</p>

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Week:	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	9/6/14	Introduction and review Syllabus Chapter 1: Exploring Child Development	Read Chapters 1 - 4
2	9/13/14	Chapter 2: Heredity and the Environment	Chapter 1- Turn in Review Question #1 p.35 Key Terms p. 37
3	9/20/14	Chapter3: Prenatal Development and Birth	Chapter 2 Key Terms p. 76 Chapter 3: Key Terms p.111
4	9/27/14	Chapter 4: Physical Development In infants and Toddlers	

Week	Date	Lecture Topics and Classroom Activities:	Outside Assignments :
5	10/4/14	Chapter 5: Cognitive Development In Infants and Toddlers	
6	10/11/14	Chapter 6 : Socioemotional Development in Infants and Toddlers	
7	10/18/14	Chapter 7: Physical Development In Early Childhood	
8	10/25/14	Chapter 8: Cognitive Development In Early Childhood	
9	11/1/14	***** MIDTERM EXAM *****	
10	11/8/14	Chapter 9 : Socioemotional Development in Middle Childhood	Turn in Chapter 9: Review Question P. 299

WEEK	Date	Lecture Topics and Classroom Activities	Outside Assignments :
11	11/15/14	Chapter 10 : Physical Development In Middle Childhood	
12	11/22/14	Chapter 11 : Cognitive Development In Middle Childhood Chapter 12: Socioemotional Development in Middle Childhood	
13	11/29/14	*****NO SCHOOL***** THANKSGIVING	
14	12/6/14	Chapter 13 :Physical Development In Adolescence Chapter 14: Cognitive Development In Adolescence	
15	12/13/14	Chapter 15: Socioemotional Development	
16	12/20/14	****FINAL EXAM*****	

Assignment Guidelines and Descriptions

ALL WRITTEN WORK WILL BE TYPED and PROOFREAD FOR SPELLING, PUNCTUATION, AND GRAMMAR. Students should use the Writing Center if English is not your first language, or as requested by me.

Extra credit will be given to students who initiate working with the Writing Center without a direct request from the instructor.

Absolutely no TEXTING Shortcuts. Points will be deducted.

All work should be stapled. No covers or title pages required. Please do not use sheet protectors as it makes it difficult to grade.

I AM BOUND LEGALLY AND BY MY PERSONAL AND PROFESSIONAL ETHICS TO PROVIDE APPROPRIATE SUPPORTS TO STUDENTS WITH LEARNING DISABILITIES. PLEASE SEE ME IMMEDIATELY IF YOU HAVE A LEARNING ISSUE.

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
<u>Midterm Exam</u>	Taken in classroom GC 130	100 pts		
<u>3 Quizzes</u>	Students will visit and evaluate an outdoor play environment designed for 3 to 5 year olds	20 pts		
<u>Final Exam</u>		100 pts		12/20/2014
<u>Participation</u>	Coming to class Awake and alert Phones & other media stowed away Attending to class discussion & lecture-no magazine reading, doing homework, or makeup application ,etc., side conversations, etc.	45 pts		On-going
<u>In-Class Activities</u>	Given at the time of Activity	35 pts each		In class
TOTAL POINTS		400		

Each Assignment will be based on a 10% grading scale:

100%- 90% = A

89%- 80%= B

79%-70%= C

69%-60%= D

Total Points:400: 400-360=A 359-320=B 319-280=C 279-220=D

Last DAY to “ADD” September 12th, 2014

Last DAY to “drop” without a “W ” September 12, 2014

Last DAY to “drop” with a “W ” November 21, 2014

**No “*emailing*” assignments to the instructor
MUST BE SUBMITTED IN CLASS MEETING.**

- 1. All work must be typed and double spaced for better grade.**
- 2. Please identify your turned in assignment and make a copy make a copy for your records**
- 3. Make copies of All assignments that you turn in , just in case your assignment becomes missing or misplaced.**
- 4. Typed and double space assignments turned in will received a better grade than handwritten assignments unless assignments were completed in class.**
- 5. Label all assignments turned in with First and Last Name that appears on your registration with the registrar office, and what assignment it is and page numbers and chapter.**

Students are responsible for ADD or DROP class, if you do not DROP class in time you will receive a "F" for the course, if you do not appear on the final roster you will not receive a letter grade because you did not ADD class on time.