

**WEST LOS ANGELES COLLEGE CHILD DEVELOPMENT SYLLABUS
CHILD GROWTH AND DEVELOPMENT (CD 1)**

SPRING 2014 –ETUDES

SECTION 8334

“SYLLLABUS IS SUBJECT TO CHANGE”

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 #:	8334
Days/Hours:	TBA
Class Room Location:	ETUDES/ONLINE
Instructor:	Evelyn Gomez, MA
E-mail:	gomezzea@lattc.edu or govillaflor@yahoo.com
Website:	
Blog:	govillaflor2002@gmail.com
Child Development Office:	Email or Etudes M-F (8:00a.m.-11:30a.m.)
Child Development Office Phone:	310-287-4563
Instructor Office Hours:	Email and Etudes
Required Text:	The World of Children
Author:	Cook and Cook
Publisher: ISBN #	978-0-205-77381-7
Edition:	3 rd edition
Supplemental Reading:	Article: Teaching Children Nonsense
Author:	Charles A. Smith and Duane E. Davis
Publisher:	Young Children Magazine, September 1976, pp. 438-447

Child Growth and Development (CD 1)

Section #: 8334

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 communicate 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.
- 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.

No late assignments will be accepted.

- 1. All assignments are due the day of class. If you are absent, your assignment will not be accepted another day.
- 2. There are no make up assignments.
- 3. All assignments must be typed and submitted by the due date.
- 4. Save all graded assignments in case grade verification is ever needed.

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

Objectives and Activities to Demonstrate and

	Validate the Acquisition of the SLO's
<ol style="list-style-type: none"> 1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research Analyze 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. 6. Analyze the importance of the early years and the effects of interaction between maturational processes and environmental factors on various areas of development. 7. Analyze major developmental milestones for 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 and environmental factors on various areas of development. 	<p>Each semester the instructor will select 4-5 of the Objectives</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the physical, social, emotional, cognitive and language development of children, both typical and atypical, in major developmental periods. Activity: Exam 2. Examine and discuss various theories relating to human development. Activity: Observation 3. Investigate up-to-date research findings as they apply to child development. Activity: Research Paper 4. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process. Activity: 5. Demonstrate knowledge of various research approaches to study the development of children. Activity: Observation 6. Examine and explain how bias can influence the research process. Activity: Exam 7. Demonstrate objective techniques and skills for interviewing families or school children. Activity: Interview 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 U Tube clips 9. Investigate the importance of the early years and the effects of interaction between the individual and her/his environment on the developing brain. Activity: Research paper

	<p>10. Examine and explain the role of family in facilitating children's development. Activity: Small Group Role Playing</p> <p>11. Examine and explain the role of teachers and other professionals in facilitating children's development. Activity: Small Group Role Playing</p> <p>12. Describe and explain the role of play and its relationship to development at various stages. Activity: Essay Exam or Small Group Skits</p> <p>13. Identify and describe factors that place children and youth at risk and may adversely influence development. Activity: Essay Exam</p> <p>14. Identify and describe special needs that impact a child's development. Activity: Essay Exam</p>
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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 a 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>

Child Growth and Development (CD 1)

Section #: 8334

SPRING 2014-ETUDES

Week:	Date:	Lecture Topics and Activities:	Homework
1	2/10-2/16	Lecture Topic: Overview; Module# 1 (Chapters 1) Reflection Journal, Class Activities, Let's Review!	Assignment: Read Modules #1 (Chapter1)
1	2/10-2/16	Lecture Topic: Lecture Module #1 Chapter 1; Theories	Assignment: Modules #1
2	2/17-2/23	Lecture Topic: Lecture Module# 2 (Chapter 2) Reflection Journal, Let's Review...class activity!	Assignment: Read Module #2 (Chapter 3) Article Review #1 Due (2/23) Stages of Prenatal Development
3	2/24-3/2	Lecture Topic: Lecture Modules #3 (Chapter 3) Video Review #1 –The Miracle of Life–Due 3/2	Assignment: Read Module # 3 (Chapter 3) Video Review #1 –The Miracle of Life
4	3/3-3/9	Lecture Topic: Lecture Modules#3 (Chapter 3) Reflection Journal, Let's Review...class activity! Exam #1 (Chapters 1-3) Due 3/9	Assignment: Read Module #3 (Chapter 3) EXAM #1(Chapters1-3) Due 3/9
5	3/10-3/16	Lecture Topic: Lecture Modules# 4-6 (Chapters 4-6)	Assignment: Read Modules # 4-6 (Chapters 4-6)
6	3/17-3/23	Lecture Topic: Lecture Modules# 4-6(Chapters 4-6) Reflection Journal, Let's Review...class activity!	Read Modules #4-6 (Chapters 4-6)
7	3/24-3/30	Lecture Topic: Lecture Modules#4-6 (Chapters 4-6) Video Review #2 –The Happiest Baby on the Planet	Video Review #2 –The Happiest Baby on the Planet DUE 3/30
8	3/31-4/6	Lecture Topic: Lecture Modules# 7-8(Chapters 7-8) Reflection Journal, Let's Review...class activity! EXAM #2(Chapters 4-6) Due 4/6	Assignment: Read Modules# 7-8 (Chapters 7-8) EXAM #2 (Chapters 4-6) Due 4/6

9	4/7-4/13	SPRING BREAK.....	SPRING BREAK.....
10	4/14-4/20	Lecture Topic: Lecture Modules# 7-8 (Chapters 7-8) Reflection Journal, Let's Review...class activity! Video Review #3-The First Year (documentary) due 4/20	Assignment: Read Modules #7-8 (Chapters 7-8) Article Review #2 Due (4/20) Childhood Obesity
11	4/21-4/27	Lecture Topic: Lecture Modules# 9-10 Chapters 9-10) Reflection Journal, Let's Review...class activity!	Assignment: Read Modules#9-10 (Chapters 9-10) CHILD OBSERVATION DUE 4/27
12	4/28-5/4	Lecture Topic: Lecture Modules# 11-12 (Chapters 11-12) Reflection Journal, Let's Review...class activity!	Assignment: Read Modules# 11-12 (Chapters 11-12) Theory Application Due 5/4
13	5/5-5/11	Lecture Topic: Lecture Modules# 11-12 (Chapters 11-12) EXAM #3 (Chapters 7-9)Due 5/11	EXAM#3 (Chapters7-9)Due 5/11
14	5/12-5/18	Lecture Topic: Lecture Modules 13-14 Reflection Journal, Let's Review...class activity!	Assignment: Read Modules # 13-14
15	5/19-5/25	Lecture Topic: Lecture Modules 13-14 (Chapters 13-14) EXAM #4 (Chapters 10-12)	EXAM #4(Chapters10-12)Due 5/25
16	5/26-6/1	Lecture Topic: Lecture Module 15 Reflection Journal, Let's Review...class activity!	Assignment: Read Module 15 WHO AM I? DUE 6/1
	6/2-6/8	FINAL EXAM(Chapters 13-15) DUE 6/8	FINAL EXAM(Chapters 13-15) DUE 6/8

Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

At the end of the semester make a copy of this page to submit to your instructor

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
Exam#1 chapters 1-3	Demonstration of knowledge of course material and lectures.	25		3/9
Exam#2 chapters 4-6	Demonstration of knowledge of course material and lectures.	25		4/16
Exam#3 chapters 7-9	Demonstration of knowledge of course materials and lectures.	25		5/11
Exam#4 chapters 10-12	Demonstration of knowledge of course materials and lectures.	25		5/25
Final Exam chapters 13-15	Demonstration of knowledge of course material and lectures.	50		6/8
Let's Review...Class Activities!	Application/hands on	20		2/10-6/8
Article Reviews (2@10 points)	Follow handout outline and Find an article pertaining to 1) Stages of Prenatal Development 2) Childhood Obesity, written summaries.	20		#1-2/23 #2 -4/20
Child Observation(out of class written assignment)	Follow handout outline and capture behavior of children through field observation	20		4/27
Theory application	Demonstration of knowledge of course material and lectures while applying theory into your own life	20		5/4
Video Reviews (3@5 points)	Demonstration of knowledge of course material and lectures while watching an educational film/video	15		#1-3/2 #2-3/30 #3-4/20

Who Am I	Students will be able to create an autobiographical essay, use appropriate visual aids/props/graphics for example a power point presentation	30		6/1
Total Points:	300 points	300		

Course Grading System

COURSE GRADING:

4 Exams = (25 points each)=100 points

Final (chapters 13-15)= 50 points

Theory Application = 20 points total

Video Reviews = (3@ 5 points each)15 points total

Class activities=(10@ 2points each) 20 points total

Child Observation=20 points total

Think Critically/Reflection Journal Writing=(5@5 points each) 25 points total

Article Review= (2 @ 10 points each) 20 points total

Who Am I?= 30 points total

Class attendance, tardiness, non-participation in discussion will be loss of points. Note that the school district does not recognize pluses (+) or minuses (-) on a grade. So a B+ will translate to a B on your transcript; encouragement for you to add the attendance & participation points.

Total Points 300

GRADING SCALE:

(100%- 90%) A 279-300pts -= 90-100% range or A

(89%- 80%) B 240-267pts = 80% range or B

(79%- 70%) C 210-237pts =70% range or C

(69%- 60%) D 180-209pts = 60% range or D

(Under 59%) F 179pts & below

Course Requirements and Students Expectations

Expectations of Students for Appropriate Participation:

COURSE REQUIREMENTS:

- Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to five individual/group activities on assigned dates. All activities must be completed during class time. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.
- Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- Readings: All chapters should be read during the week they are assigned.

College Attendance/Drop Policy:

- Your attendance is mandatory.
- Roll is taken at the beginning or end of the class hour, or at arbitrary times. If you are not present during roll you will be counted absent or late and points will be deducted.
- If you miss three class sessions, you will be excluded from class.
- Last Day to drop a class without receiving a "W" or a fee: **SUNDAY, FEBRUARY 23, 2014**
- Last Day to drop a class to receive a "W": **SUNDAY, MAY 11, 2014**
- It is the student's responsibility to:
 - Inform the instructor at the end of class of your late arrival.
 - Inform the instructor of personal/medical emergencies affecting your attendance.
 - Obtain information about missed classes from fellow students.
- **It is the student's responsibility to officially drop this class if you stop attending.**
- Use the buddy system: Exchange phone numbers with classmate.
- If you are absent the day any presentation is due you will lose the points for that assignment.
- You must be present to participate in the presentations of other students.

STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- "Dishonesty, such as;
 - cheating,
 - knowingly furnishing false information to instructors and college personnel, turning in work that is not one's own (plagiarism).
- "Obstruction or disruption of classes."
- "Assault or battery, abuse, or any threat of force or violence directed to any member of the college community."

ARTICLE REVIEW FORMAT

DUE: _____ (10 Points)

CRITERIA

- Select an article from a magazine, scholarly journal, etc. that relates to
- The stages of prenatal development and childhood obesity (1/2 point)
- Typed assignment. (1/2 point)
- Follow the format listed below to complete your typed summary. (1 point)
- Write your key points in complete sentences.
- Use your own words. DO NOT just copy five sentences from the article. Read the article and summarize the information you have read. Try to think of five new things you have learned as a result of reading the article you selected.

FORMAT

Student's Name

Date

CD1-Child Growth and Development

Article Review #1- Stages of Prenatal Development

- I. TITLE OF ARTICLE(1 point)
- II. SOURCE AND DATE(1 point)
- III. AUTHOR/PUBLISHER(1point)

Keys to Student Success

Key 1: Attendance Policy:

It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

Key 2: Drop Policy:

It is the student's responsibility to process and official withdrawal from class.

Key 3: Withdrawal and/or Incomplete Policies:

College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.

Key 4: Students with Special Needs:

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

Key 5: Academic Honesty:

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:

The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

Key 7: College Level Work Standards and Student Commitment:

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.

Key 7: College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self-

assessment.

Key 8: Communication is the Main Ingredient to Success:

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

Key 9: Academic , Professional, and Personal Development:

It is the intention of the WLAC Learning Community that each of our students will benefit from this academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship.

Key 10: Graduation, Certificates, Transfer, and or Employment:

It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task with all the necessary requirements to fulfill their aspirations.