

West Los Angeles College Child Development Syllabus

Child Growth and Development (CD 1)

(Section #0520)

(Summer 2015)

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	There are no pre-requisites at this time but we strongly advise that students have passed at least English 28
<b>Co-requisites:</b>	None
<b>Section #:</b>	0520
<b>Days/Hours:</b>	M-TH, 8:00 am- 10:05 am
<b>Class Room Location:</b>	General Classroom Building GC 130
<b>Instructor:</b>	Kenyatta Bakeer
<b>Website:</b>	<a href="http://www.etudes.org">www.etudes.org</a>
<b>Blog:</b>	
<b>Child Development Office:</b>	Monday through Saturday check office door for current hours
<b>Child Development Office Phone:</b>	<b>310-287-7241</b>
<b>Instructor Office Hours:</b>	By appointment only
<b>Required Text:</b>	World of Children
<b>Author:</b>	Cook
<b>Publisher: ISBN #</b>	(978-0-205-77381-7
<b>Edition:</b>	2nd
<b>Supplemental Reading:</b>	Developmentally Appropriate Practice
<b>Author:</b>	Sue Bredekamp
<b>Publisher:</b>	NAEYC
<b>Editions:</b>	
<b>Website Links:</b>	<a href="http://Naeyc.org">Naeyc.org</a> , <a href="http://childcarequarterly.com">childcarequarterly.com</a>

## Child Growth and Development ( CD 1)

Section #: 0520

### 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.

#### 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

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

#### Each semester the instructor will select 4-5 of the Objectives

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

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

<p>from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.</p> <p>8. Analyze how social, economic, political, historical and cultural contexts affect children’s development.</p> <p>9. Compare and contrast various theoretical frameworks that relate to the study of human development.</p> <p>10. Using investigative research methodologies, apply developmental theory to analyze child observations, surveys, and/ or interviews.</p> <p>11. Differentiate characteristics of typical and atypical development at various stages.</p> <p>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>	<p>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</p> <p>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> <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><b>Assessment and Evaluation Process for SLO's:</b></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>The observation is a step by step anecdotal of one (1) child that you choose to observe. You will create 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.. You may conduct <b>one</b> (1) of your observations on a family member or conduct the observation at a public park or our WLAC CDC.</p>

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**Supplemental Reading and Recommended Reading and Additional Links**

Title:	Author:	Publisher:	Edition/Notes:
Thought and Language	Vygotsky, L.S.	MIT Press	
The Child's Construction of Knowledge. Piaget for Teaching Children.	Forman, George E.	National Association for the Education of Young Children	
Educating the Young Thinker.	Copple, C., L. Sigel, and R. Saunders	Von Nostrand	

Week:	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	6/15-6/18	<p>Lecture Topic:</p> <p>Orientation Introductions</p> <p>Class Activities: Review the syllabus</p> <p>Lecture on overview of the course.</p> <p align="center">Lecture Topic: Exploring Child Development</p> <p>Class Activities: Class Discussion on their Understanding of Child Dev.</p> <p align="center">Chapter 1 Lecture Topic: Heredity and the Environment</p> <p>Class Activities: Scenarios : Chapter 2 Small Group Discussions</p>	Assignment: Read Chapter 1 and 2

2	6/22-6/25	<p>Lecture Topic: Parental Development and Birth</p> <p>Class Activities: Scenarios</p> <p style="text-align: center;">: Chapter 3</p> <p style="text-align: center;">: Small Group Discussion Lecture</p> <p>Topic: Physical Dev. in Infants &amp; Toddlers</p> <p>Class Activities: Scenarios</p> <p style="text-align: center;">: Chapter 4</p>	<p>Assignment: <b>Investigative Report: How do Children Learn?</b></p> <p><b>Due Date: 6/25</b></p> <p><b>Article Review Due 6/24</b></p> <p><b>Exam #1 (Chapters 1-3),(6/23)</b></p>
3	6/29-7/3	<p>Lecture Topic: Cognitive Dev. in Infants &amp; Toddlers</p> <p>Class Activities: Video : Chapter 5 : Small Group Discussions</p> <p>Lecture Topic: Physical Dev. in Middle Childhood</p> <p>Class Activities: Scenarios</p> <p style="text-align: center;">: Chapter 7</p>	<p>Assignment: <b>Article Review Due 7/2</b></p> <p><b>Exam #2 (Chap. 4-6) Due Date- 7/1</b></p> <p><b>Infant/Toddler Observation- DUE-6/30</b></p>
4	7/6-7/9	<p>Lecture Topic: Cognitive Dev. Early Childhood</p> <p>Class Activities: Scenarios</p> <p>Chapter 8</p> <p>Small Group Discussions</p> <p>Lecture Topic: Socioemotional Dev. in Early Childhood</p> <p>Class Activities: Scenarios: Chapter 9</p>	<p>Assignment: <b>Exam #3 (Chap. 7-9)</b></p> <p><b>Due Date: 7/7</b></p> <p><b>Assignment: Preschool Observation</b></p> <p><b>Due Date: 7/8</b></p> <p><b>Article Review: 7/9</b></p>
5	7/13-7/16	<p>Lecture Topic: Physical Dev. in Adolescence</p> <p>Class Activities: Video</p> <p style="text-align: center;">: Chapter 13: Small Group Discussions</p>	<p>Assignment: <b>School- Age Observation</b></p> <p><b>Due Date: 7/14</b></p> <p><b>Article Review: 7/15</b></p>
6	7/20-7/23	<p><b><u>FINAL EXAMINATION PRESENTATION OF EDUCATIONAL GAME</u></b></p>	<p>Assignment: <b>Review for final exam</b></p> <p><b>Final: 7/23</b></p>

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### 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:
Investigative Report: How do children learn?	You will be investigating on how children learn; for example, in their language, cognitive, fine motor, large motor, math skills, and etc. This investigative report will be a 2-3 page paper in length, double- space and 12 font.	25		6/25
Child Observation(s) Infant/Toddler	You will write three (3) observations (1) infant/toddler, (1) preschooler and (1) school- age child (length: 2-3 pages, double- spaced and 12 font). Be prepared to spend 1-2 hours on each observation. Your observation is a step by step anecdotal of one (1) child that you choose to observe (we will go through this in further detail in class and example(s) will be provided). You may conduct <b>one</b> (1) of your observations on a family member or conduct the observation at a public park. The remaining two need to be done at our Child Development Center on Campus.	25		6/30
Child Observation Pre-School	Look at the instructions in the Infant and Toddler Observation	25		7/8
Child Observation	Look at the instructions in the Infant	25		7/14

School-Age	and Toddler Observation			
Article: Small Group Discussions	You will research <b>(1)</b> topic related to the assigned lecture. You may take this article from the Internet or any education journal about child development. Each article must be at least 3 pages in length (this does not include web page address or bibliography). This is to be a research article. Avoid testimony and life stories unless appropriate to the topic of the lecture. You will bring a copy of the article along with 10 copies for classmates. You will submit a one page summary of the article and 3 questions to facilitate a discussion in a small group. You will present this to a small group discussion in class. Each student is responsible for <b>one (1) research article</b> for the semester; students will sign- up for a selected date. No make-up.	25		6/24,7/2,7/9,7/15
Exam #1	This exam will cover chapters (1-3).	25		6/23
Exam #2	This exam will cover chapters (4-6).	25		7/1
Exam#3	This exam will cover chapters (7-9).	25		7/7
Final: Educational Game	You will be given a handout with specific details regarding this assignment. You may do this in a group of no more than 6 people or you may do it by yourself. You will create a game that is educational and can be for either ages 1-2 years, 3-5, 6-9, or 9-12. You will create the game yourself and use only materials that you make, include written instructions , and a developmental domain profile indicating what children are learning from the game.	50		7/23

Journaling on Scenarios	Daily you will journal on scenarios given in class or a video that was presented on the topic of discussion for that day.	25		Daily
Class Participation	Participation in class is mandatory.	25		Daily

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**Course Grading System**

**COURSE GRADING:**

**Exams = 75**

**Projects = 175**

**Activities = Journaling on Scenarios = 25**

**Class Participation = 25**

(ETC)-10 points for attending our Child Development Orientation

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|--------------------------------|-----------|
| 1. 3 Exams (25 POINTS)         | 75 points |
| 2. Investigative Report        | 25 points |
| 3. Article                     | 25 points |
| 4. Infant/Toddlers Observation | 25 points |
| 5. Preschool Observation       | 25 points |
| 6. School-Age Observation      | 25 points |
| 7. Final                       | 50 points |
| 8. Journaling on Scenarios     | 25 points |
| 9. Class Participation         | 25 points |

<b><i>Total Points 300</i></b>
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**GRADING SCALE:**

(100%- 90%) 300-275=A

(89%- 80%) 274-250=B

(79%- 70%) 249-225=C

(69%- 60%) 224-199=D

(Under 59%)Below 198=F

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### Course Evaluation and Requirements for Grading:

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 of the class hour. If you are not present during roll you will be counted absent.
- If you miss three class sessions, you will be excluded from class.
- Last Day to drop a class without receiving a "W" June 19, 2015
- Last Day to drop a class to receive a "W" July 6, 2015
- 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.

#### SIMPLE RULES OF CLASSROOM COURTESY:

- Arrive on time.
- Attend class regularly.
- Stay until class is over.
- Come to class prepared with appropriate reading and writing materials.

- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.
- Do not bring food or drinks into the lab
- The classroom and class time is reserved for students enrolled in the class only (No Guests Please!)

All communication devices (cell phones, pagers, etc.) should be turned off or silenced during class hours.

### **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.”

### **CELL PHONE POLICY:**

- Students may not use their cell phones to accept or make calls while in class.
- If cell phones and beepers are brought to class, they must be turned to silent or vibration mode.
- Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice President has cleared him/her to return.

### **CHEATING POLICY:**

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an “F” grade for the course.

### **CHILDREN IN CLASS:**

- By directives of Academic Affairs, students are not allowed to bring their children to class. Childcare arrangements need to be made outside of class time.

**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/ [dsp@wla.edu](mailto:dsp@wla.edu).

DISCLAIMER: Syllabus/ schedule subject to change.