



Division: Behavioral & Social Science

Course name: Child Development 7- Introduction to Curriculum in Early Childhood Education

Section: #0533 / Semester Summer 2015

Facilitator/Professor Information

Teacher: Dolores Gallegos, Ed. D
Email: gallegD@wlaac.edu
Ph: 310-287-4446 **Office:** GC 180C
Office Hrs: *By appointment only*

Class Meetings

MTWTH
 12:45-2:35
 GC 110

INSTRUCTOR'S WEBSITE

www.wlaacGallegos.com

You will find all the class notes, PowerPoints, and other Child Development Information here.

Attendance/Participation

DID WE DO ANYTHING WHILE I WAS GONE?



Contacting Me

E-mail is the best and quickest way to contact me. Excuses such as, "I tried to contact you but (fill in the blank)" will not work. **If you have a problem, do not let it snowball. 3 BEFORE ME Philosophy NETWORKING is important.** Write 3 contacts below:

1. _____
2. _____
3. _____

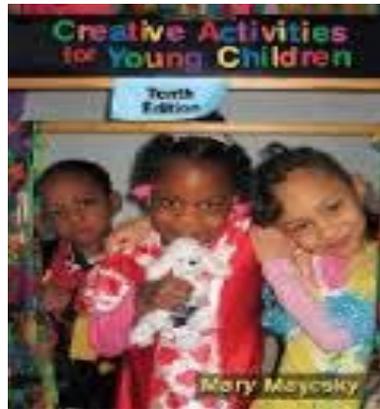
Assignments/Grading Information

Class Assignments & Participation

(1) Participation/Punctuality	100
(2) Language & Literacy	25
(3) Art	25
(4) Music	25
(5) Social Studies	25
(6) Dramatic Play	25
(7) Science	25
(8) Math	25
(9) Cooking	25
(10) Portfolio	100
(11) Philosophy Statement	50
(12) Midterm and Final	50
Total Points	500
A - 450-500	C - 350-399
B - 400-449	D - 300-349
F - below 299	

Required Supplies

*Mayerky, M. (2012). Creative Activities for young Children. (10th ed.)



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.

Child Development Student Learning Outcomes

Demonstrate familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for young children. The student will justify the relevance and appropriateness of the activity in a relationship to the objectives of the activity.



CD 7 Syllabus

Summer 2015

Welcome

This semester, you will work to develop your understanding of the basic understanding of Child Development. You will also learn and practice the importance of best practices for early educational setting. The goal is for you to have a better understanding of how children develop through different stages, the theorist that have been contributors to the field and especially how adults need to respect a child's growth. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I'm here to help. ☺

Course Description

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 8. Students will examine a teacher's role in supporting development and fostering the joy of learning for all children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not limited to: Language and literacy social and emotional learning, sensory learning, art and creativity, ,math and science, perceptual motor development, age appropriate curriculum and practices, pre-kindergarten guidelines, dramatic play, and group time. The student will design and implement lesson plans.

College Policies:

Academic Integrity (Plagiarism)

In accordance with code 9803.28, **academic dishonesty is prohibited and will not be tolerated in this class.** 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. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- o **Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.**

Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information. You will be escorted out by the Sheriff if you do not leave by your own occur once the Professor has asked for your dismissal from class.

Recording Devices

State law in California **prohibits** the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).

For more information refer to the attached link:

http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf

THREE ATTEMPT LIMIT:

A new state policy in effect as of 2012 limits students to (3) three attempts per course. Receiving a grade or a "W" for a course counts as an attempt, regardless of when the course was taken. Withdrawal by the deadline to avoid a "W" will not count as an attempt.

CD 7 Syllabus

Summer 2015

Campus Resources

Office of Disabled Student Programs and Services (DSP&S)

Student Services Building (SSB) 320 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

Instructional Support (Tutoring) & Learning Skills Center

Heldman Learning Resources Center (HLRC) | (310) 287-4486

Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

Library Services

Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

Class Policies, Requirements and Assignment Guidelines

REQUIRED ASSIGNMENTS: All assignments must be typed.

A. Activity Plans – (25 x 8 = 200 points)

1. Language and Literacy
2. Art
3. Music
4. Social Studies
5. Dramatic Play
6. Science
7. Math
8. Cooking

B. Mid-term Exam - Chapters 1-7 – In Class (25 points)

C. Final Exam - Chapters 8-14 – In Class (25 points)

D. Portfolio & Philosophy Statement (150 points)

E. Participation: (100 Points)

- Class participation is also very important and will influence your grade.
- Presentation of lesson is very important and will influence your grade.
- Always get the name, telephone number; e-mail address of one of the student's to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.

Assignments turned in late:

- Occasionally something occurs that prevents an assignment from being submitted on time. this has been discussed in advance, there is no penalty.
- However if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered.
- If an assignment is not submitted at all, your final grade will be lowered by a full letter grade.

Extra Credit: Attendance of Conference or Workshops. A written report of what you learned must be submitted with any handouts provided.

**CD 7 – Introduction to Curriculum in Early Childhood Education
Summer 2015 12:45-2:35pm**

NOTE: This syllabus and class schedule is subject to change if circumstances warrant it
(e.g. student performance, etc.). **Expect revisions and divergences.**

WEEK	DATES	TOPIC	Assignments
1	M: 6/15 T: 6/16 W: 6/17 TH: 6/18	Introduction to Course Lesson Planning & Writing Objectives Incorporating Social-Emotional dev through Children’s book into lessons (working on lesson planning) Creative Activities (Ch. 5-8)	Language & Literacy Activity Plan Due
2	M: 6/22 T: 6/23 W: 6/24 TH: 6/25	Mental Growth (Ch. 9-11) Music in the classroom (working on lesson planning) Differences between Art and Arts & Craft Conference **	Art & Music Activity Plans Due
3	M: 6/29 T: 6/30 W: 7/1 TH: 7/2	Program Basics (CH. 12-14 & 22) Social Justice in preschool (working on lesson planning) Multicultural/Anti-bias curriculum Midterm-Writing a lesson plan (25 pts)	Social Studies Activity Plan Due
4	M: 7/6 T: 7/7 W: 7/8 TH: 7/9	Dramatic Play (Ch. 15-19) Science and Sensory Dramatic Play (working on lesson planning) Developing your Philosophy Statement	Science & Dramatic Play Activity Plans Due
5	M: 7/13 T: 7/14 W: 7/15 TH: 7/16	Creative Mathematics (Ch. 20-21) Math isn’t just counting Why is Cooking important in preschool? (working on lesson planning) Group editing your Philosophy statement	Math & Cooking Activity Plans Due
6	M: 7/20 T: 7/21 W: 7/22 TH: 7/23	<i>Presentations of lessons</i> <i>Presentations of lessons</i> Review of Final and Last Remarks FINAL (25pts)	Portfolio & Philosophy Statement Due

**Assignment Check List
Summer 2015**

Name: _____ **Total Points:** _____ **Grade:** _____

Activity Plan 1- Language & Literacy _____/25

Activity Plan 2 - Art _____/25

Activity Plan 3 - Music _____/25

Activity Plan 4 - Social Studies _____/25

Activity Plan 5 - Sensory _____/25

Activity Plan 6 - Science _____/25

Activity Plan 7 - Math _____/25

Activity Plan 8 - Cooking _____/25

Midterm Exam - Chapters 1-7 _____/25

Portfolio _____/100

Final Exam – Chapters 8-14 _____/25

Philosophy Statement _____/50

Participation _____/100

Extra Credit _____/20

A - 450-500

B - 400-449

C - 350-399

D - 300-349

F - below 299