

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

Fall 2015

SECTION 3522

“SYLLABUS 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 #:	3522
Days/Hours:	Wednesday (evening)/ 6:45pm – 10:00pm
Class Room Location:	GC 110
Instructor:	Roxanne Williams, MS
E-mail:	williare@lasc.edu
Child Development Office:	Email (Wed., 5:30pm – 6:30pm)
Child Development Office Phone:	310-287-4563
Instructor Office Hours:	Email (Wed., 5:30pm – 6:30pm)
Required Text:	The Developing Person: Through Childhood and Adolescence
Author:	Kathleen Stassen Berger
Publisher: ISBN #	978-1-319-01584-8
Edition:	10 th edition

Child Growth and Development (CD 1)

Section #: 3522

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

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

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

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

<p>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>7. Demonstrate objective techniques and skills for interviewing families or school children. Activity: Interview</p> <p>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</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>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>

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Fall 2015

Week:	Date:	Lecture Topics and Activities:	Homework
1	09/02/15	<p>Review Syllabus & Course Overview</p> <p><i>Introduction</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 1</i> ○ <i>The New Science</i> ○ <i>Nature vs. Nurture Controversy</i> ○ <i>The Three Domains</i> 	<p>Assignment #1 - Entry Paper: "Who Is Kathleen Stassen Berger?" Students are to research information on the Author and identify her passion for Child Development. (Due: 9/9/15)</p> <p align="center"><u>PURCHASE YOUR TEXTBOOK</u></p>
2	09/09/15	<p><i>Theories</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 2</i> ○ <i>What Theories Do</i> ○ <i>Psychoanalytic Theory: Freud & Erikson</i> ○ <i>Behaviorism: Conditioning & Social Learning</i> ○ <i>Cognitive Theory: Piaget & Information Processing</i> ○ <i>Sociocultural Theory: Vygotsky & Beyond</i> ○ <i>The Universal Perspective: Humanism & Evolution</i> 	<p>Assignment #2 - Ask (3) peers from the class to tell you their theories about male-female differences in mating and sexual behaviors. Which of the theories describe in this chapter are close to each explanation, and which theory is not mentioned? (Due: 9/23/15)</p>
3	09/16/15	<p><i>The New Genetics</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 3</i> <p align="center">No Class Meeting</p>	<p>Assignment: READ Chapter 3</p> <p align="center">WHO AM I? (Due: 11/07)</p>
4	09/23/15	<p><i>Prenatal Development and Birth</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 4</i> ○ <i>Video Review –The Miracle of Life</i> ○ <i>My Baby - Life Cycle Group Selection</i> <p>Exam #1- Take Home (Chapters 1, 2, & 4)</p>	<p>Assignment #4 – Take Home Exam #1 (Due: 9/30)</p> <p>My Baby – Life Cycle Groups – begin Brainstorming on assignment presentation</p>
5	09/30/15	<p><i>The First Two Years: Biosocial Development</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 5</i> ○ <i>Body Changes</i> ○ <i>Brain Development</i> 	
6	10/07/15	<p><i>The First Two Years: Cognitive Development</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 6</i> ○ <i>Sensorimotor Intelligence</i> ○ <i>Information Processing</i> ○ <i>Language: What Develops in the 1st Two Years?</i> 	<p>Assignment #5 - SLO Assignment Observation #1– Infant/Toddler Observation. Students will complete an observation of a child and identify the (3) Domain areas (Due: 11/25)</p>
7	10/14/15	<p><i>The First Two Years: Psychosocial Development</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 7</i> ○ <i>Emotional Development</i> ○ <i>Brain & Emotions</i> ○ <i>The Development of Social Bonds</i> ○ <i>Theories of Infant Psychosocial Development</i> 	
8	10/21/15	Exam #2 (Chapters 5 – 7)	
9	10/28/15	"My Baby" Group Life Cycle Project – Oral Presentations	SLO Assignment #6
10	11/04/15	<p><i>Early Childhood: Biosocial Development</i></p> <ul style="list-style-type: none"> ○ <i>Read Chapter 8</i> ○ <i>Body Changes</i> ○ <i>Brain Development</i> ○ <i>Improving Motor Skills</i> 	<p>Assignment #7 - Read Article & Reflect on "Opposing Perspectives" on pg., 195. (students are to use Article Template)</p>

11	11/11/15	Early Childhood: Cognitive Development <ul style="list-style-type: none"> ○ Read Chapter 9 & Chapter 11 Veterans Day Holiday – Campus Closed	
12	11/18/15	Early Childhood: Psychosocial Development <ul style="list-style-type: none"> ○ Read Chapters 10 & 12 ○ Emotional Development ○ Play ○ Challenges for Caregivers ○ Moral Development 	SLO Assignment #8 - Child Observation Students will complete an observation of a child and identify the (3) Domain areas (Due: 11/25)
13	11/25/15	Exam #3 (Chapters 8 – 10)	
14	12/02/15	Middle Childhood: Biosocial Development – <ul style="list-style-type: none"> ○ Chapters 11 & 13 (Literature Circle) 	
15	12/09/15	Adolescence: Biosocial Development, Cognitive Development, and Psychosocial Development <ul style="list-style-type: none"> ○ Chapters 13 - 15 ○ Puberty Begins ○ Sexual Maturation 	
16	12/16/15	Final Exam (Chapters 13-15)	
Happy Holidays!!!!			

Course Requirements and Students Expectations

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, 2, & 4 Take Home Exam	Demonstration of knowledge of course material and lectures.	30		9/30
Exam#2 chapters 5 - 7	Demonstration of knowledge of course material and lectures.	45		10/21
Exam#3 chapters 8 - 10	Demonstration of knowledge of course materials and lectures.	60		11/25
Assignment 1: Entry Paper	Demonstration of knowledge of course materials and lectures.	20		9/9
Final Exam chapters 13-15	Demonstration of knowledge of course material and lectures.	50		12/16
My Baby: Life Cycle Group Project	Application/hands on	50		10/28
Article Reviews	Students are to use Article Template "Opposing Perspectives" on pg., 195.	10		11/11

(2@10 points)				
Child Observations (out of class written assignment) 15 points each Early Childhood – Middle Childhood -	Follow handout outline and capture behavior of children through field observation	30		11/25
Theory application (Assignment #2)	Demonstration of knowledge of course material and lectures while applying theory into your own life	15		9/23
Video Reviews (1 @5 points)	Demonstration of knowledge of course material and lectures while watching an educational film/video	10		9/30
Who AM I	Students will be able to create an autobiographical essay, use appropriate visual aids/props/graphics for example a power point presentation	25		11/07
Total Points:	345 points	345		

Course Grading System

COURSE GRADING:

Entry Paper “Who is Kathleen Berger?” = 20 points

3 Exams = (30, 45, 60 points each)=135 points

Final (chapters 13-15)= 50 points

Theory Application = 15 points total

Video Reviews = (1 @ 10 points) = 10 points total

Child Observation= (2 @ 15 points each) = 30 points total

Article Review= (1 @ 10 points each)= 10 points total

Who Am I?= 25 points total

My Baby Group Project = 50 points

Grading Scale: 345-295=A; 294-234=B; 233-183=C; 182-142=D; 141 & Below= ☹

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.

Template for Article/Chapter Analysis

Name :
Title of Article or Chapter :
APA citation of Article or Book:
MY REVIEW
<u>Introduction</u> <ul style="list-style-type: none">▪ Give an overview of the article.
<u>Development (Include at least one citation from the article)</u> <ul style="list-style-type: none">▪ What are the key points in this article?▪ What did I find striking or interesting about these key points?▪ How relevant are the key points to my role as a teacher?▪ What do I agree or disagree with in this article?▪ How has this article influenced me in thinking deeply about my values, beliefs and assumptions?▪ How specifically will I be able to use the information and knowledge to improve or enhance my teaching and learning in terms of approaches, strategies, methods or techniques?
<u>Conclusion</u> <ul style="list-style-type: none">▪ What new insights/discoveries have I made in relation to my role as an Early Education Teacher?▪ How will I make use of this new knowledge in future?▪ What further information or knowledge should I seek to expand my knowledge in relation to the contents of this article?

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.