

West Los Angeles College

Child Development 2

Early Childhood: Principles and Practices

Instructor: Dr. Maryam. Rostami

Fall 2015

Course Hours: 11 :10 am-12:35pm/ MW

Office Hours: Wenesday: 10: 30 am- 11:10am (in room GC 110) by appointment

Class Location: 0531

Room : GC 110

Secation : 053

Emails: rostammt@latfc.edu or mrostami@pepperdine.edu

Course Prerequisite – Child Development 1

Course Description: An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for *all* children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

A current TB clearance is required

(Students must have a negative TB test result in order to participate in the child care center visit)

REQUIRED TEXTBOOKS & MATERIALS:

▪ Henniger, M.L. (2013). TEACHING YOUNG CHILDREN: An Introduction (5th Edition)

ISBN: 978-0-13-265710-5

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Welcome!

Congratulations on pursuing your academic dreams to complete your educational goals. I enjoy my passion for higher education as well as Early Childhood and Global Diversity field and where I can be instrumental in the evolution of motivated and ambitious students. You have the power and inner abilities to achieve your success. I enjoy the interaction with my students and also enjoy sharing my global Educational knowledge and my cultural experiences. During the following weeks, we will also gain from hearing the different perspectives you would have to offer as a student. Earning your degree requires dedication and perseverance. This college offers you all the cutting edge tools and resources necessary to successfully complete the program. I am devoted to your highest academic achievements. I am here to support you in your learning process towards your academic goals. I encourage you to have strong work ethics and to bring your best to the classroom. **Believe in YOURSELF and Unlock your potential. Make your MARK.**

Your Success is Our Success!

How to Contact Me: E-mail is my preferred method of communication outside of class, except for office hours. I encourage all students to make an appointment at least once during the semester. If you would like to meet with me, it is always best to make an appointment by emailing me or seeing me in advance (e.g., after or before class).

Course Objectives:

In this course, you will...

1. *Articulate the historical roots of ECE.*
2. *Compare and contrast various program types (age, funding stream, and purpose,) delivery systems, and licensing and regulation structures, such as Title V & Title XXII, in ECE setting.*
3. *Develop a personal philosophy of teaching.*
4. *a. Demonstrate the understanding of developmental ages and stages.*
5. *b. Articulate principles of positive guidance strategies.*
c. Articulate how to apply various learning theories to ECE.
6. *Develop a developmentally and culturally appropriate curriculum to meet the needs of the “whole” child.*
7. *Describe components of developmentally, culturally, and linguistically appropriate practice.*
8. *Discuss the importance of play to young children and approaches to develop skills, dispositions, and knowledge using a play-based curriculum.*
9. *Create a realistic personal development plan to reach personal career goal.*
10. *Discuss the characteristics of responsive relationships and interactions among ECE professionals, children, and families, and the importance of collaboration.*

11. *Discuss the characteristics of responsive relationships and interactions among ECE professionals, children, and families, and the importance of collaboration.*
12. *Demonstrate the knowledge of effective policies, practices, and environments in ECE settings.*
13. *Describe early childhood education as a profession, including ethics and professional organizations.*
14.
 - a. *Compare and contrast various programmatic, curricular, and environmental strategies that can be used to support young children with diverse abilities and characteristics.*
 - b. *Develop communication strategies and skills to work with children and families who are English learners.*
15. *Demonstrate the understanding of relationship among observation, planning, implementation, and assessment in effective programming.*

How Will All of this Happen?

By attending class regularly and ongoing reading, you'll discover how to apply the concepts presented in the textbook. By participating in class activities and focused conversations, and by completing the assignments, you will further improve your ability to stay on course. Once you make these new strategies your own, you'll have the ability to improve academically, professionally, and personally.

Course Requirements:

The BEST three predictors of success in this class are READING, ATTENDANCE, PARTICIPATION. If you adopt these three guidelines and follow them throughout the semester, there is no reason why you cannot earn an "A" for this course.

CD 2 - Student Learning Outcomes (SLOs)

The following SLOs will be assessed in CD 2:

SLO
#1 Articulate the best teaching and care practices in ECE field and the history of education, methods of delivery systems, various program types, philosophies, and ethical standards.
2 Develop a personal philosophy of teaching from a professional point of view based upon theoretical perspective.
3 Evaluate ECE settings, curriculum, and teaching strategies using indicators of quality early childhood practice that support all children and their families
4 Discuss the value of play as a tool for developing skills, knowledge, dispositions, and strengthening relationships among young children
5 Compare and contrast a variety of guidance and interactions strategies to increase children's social competence and promote a caring and responsive classroom community.
6 Analyze the correlation between observation, planning, implementation, and assessment in developing effective strategies and positive environment for learning and development

GENERAL AND IMPORTANT INFORMATION

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Suggested List of Supplies: Stapler, sticky notes, pens, pencils, highlighters, and paper.

ATTENDANCE:

Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students WILL be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceed the twice the number of hours the class meets per week. More than 3 tardiness and 2 absences will effect your final grade .Please talk to me about it if you have any question regarding this policy..

LATE ARRIVAL EARLY DEPARTURE: Excessive Late arrival and early departure will constitute an absence.

Extra Credit: The only students eligible to turn in extra credit assignments are students that have not missed a class assignment, including Written Homework, Test, and Participation Points. Extra Credit is given to Students that Utilize the Student Success Center; Writing Lab and Reading Lab.

CELL PHONES AND PAGERS:

Out of consideration for others, please turn your cell phone and pagers to the silent mode. If they do not have a silent or vibratory mode, please turn them off. No texting is allowed while class is in session. These items tend to distract the other students during class discussions or learning team activities.

USE OF LAPTOP COMPUTERS IN THE CLASSROOM:

For our course, laptop computers are not needed during class hours and will remain closed and turned off while in the classroom. *Only if an activity requires the use of your laptop, and only at this time, may you access your PC during in class hours.

FOOD IN THE CLASSROOM

Students are NOT allowed to eat in the classroom.

LATE WORK POLICY: Late Assignments are not accepted under any circumstances. You are given more than ample time to submit assignments, please do not wait until the last day to turn in work, emergencies may occur. Use time wisely.

STUDENT RULES OF CONDUCT

If Student is doing any of the following activities in class, you will be asked to leave and you will be absent from the class. Please take care of all these before the class starts. Please talk to me about any issue below.

- · Doing homework in class
- · Not bring books to class
- · Not reading assigned material
- · Being disruptive
- · Arriving late, leaving early
- · Cell phone/pagers going off during class

- Texting During Class
- Not Paying Attention In Class

Children

It is college's policy that children are not allowed in classrooms. There will be **NO** exceptions. Please make sure that you have an alternative childcare plans for your children.

- ***DISCIPLINARY ACTIONS against a student who commits any offense against academic honesty and integrity may include:***
- ***Additional sanctions and /or penalties authorized by the LACCD Board of Trustees for violations of the District's Student Code of Conduct (Board Rule 91101.11 and may include: Disciplinary probation from college activities or services, suspension from the college and expulsion from the College.***

ATTENDANC REQUIREMENTS:

Only students who have been admitted to the college and are in approved active status may attend classes. Students who pre-registered in a class and miss the first meeting may lose their right to a place in the class. Students should attend every meeting of all classes for which they register. To avoid being dropped from class, students should contact the instructor when they are absent for emergency reasons.

*Students **are responsible** for **dropping a class** that they stop attending. If the class is not dropped, the student may **receive an "F"** in that class and be responsible for enrollment fee. Any drops or exclusions that occur between the end of the 4th week and the end of the 12th week will result in a "W" on the student's record which will be included in the determination of progress probation. Drops are not permitted beyond the end of the 12th week. An evaluative grade ("A", "B", "C", "D", "F", "CR", or "NC") will be assigned to students who are enrolled past the end of the 12th week even if they stop attending class, except in cases of extreme extenuating circumstances.*

New Repeat Policy (effective Summer 12)

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/ dsps@wlac.edu.

IN-CLASS ACTIVITIES:

- *Students are expected to produce college level work. One of the goals of this class is to prepare students to be successful professionals. Good writing skills are essential in creating a successful image.*
- *Class participation is a MAJOR PLUS to being successful in the class. We learn from each other, therefore, value your input and ideas on all in class activities.*
- *You will participate in a variety of activities throughout the semester. However, points will be assigned to select individual/group activities on assigned dates.*
- *All assignments must be typed, double spaced, using a 12-point font (Times New Roman), and have a 1" margin on 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. Students may also seek individualized help provided by El Camino's Writing Resource Lab for written papers. Staple multiple pages together. Do not submit loose, paper clipped, "dog-eared" papers. When hand written papers are permitted, use blue or black ink.*
- *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. SORRY!*

No Extra Credit Assignments"- (STAY FOCUS)

Methods of Evaluation and Grading

Exams, Chapter reading ,written papers, written homework, in-class discussions, exams and supplemental reading

EXAMINATIONS:

· **All quizzes and exams will be given on the dates indicated. There are no surprises so plan accordingly.**

- **_They may cover the assigned chapters reading material , and class lecture/discussions.**
- **_Exams will be NOT be multiple choice, OR true/false. It will be essay, or short answer. The guideline of the listed questions will be provided for you ahead of time.**
- **_Each exam will cover the chapters in the text we have recently completed.**
- **_The final exam will be comprehensive (a reflection of various topics& chapters we have explored during the semester).**
- **· *_Make-up quizzes or exams are not given.***

DISCLAIMER: Syllabus/ schedule subject to change.

CD 2- Early Childhood Principles And Practices Assignments

Throughout the course of the semester it is your responsibility to come to class ready to engage in the discussion as well as to be respectful of your classmates views points . Please read the chapters from the text book. It's very important to add to your knowledge by reading , participation and writing. If you are absent is your responsibility to attain notes and handouts on your own, therefore , make a friend.

- (1) Quiz 1: This will cover chapters 1-5.***
- (2) Quiz 2: This will cover chapters 6-10.***
- (3) Class reflection: During the first 10 minutes of class session, you will be ask for reviewing your chapter points and sharing your findings about your reading assignments which will be prepare you to participate in the class discussion.***
- (4) Philosophy Statement : Your philosophy Statement is a writing sample of your views on teaching and student learning explicit and comparing those views to actual teaching practice in the text book. By WEEK 6 and 10, you***

will submit rough drafts of your philosophy statement. By WEEK 15 you will submit your final draft of your philosophy.

- (5) Group / Writing Conference: You will form a group of 3 people and you will share each other's philosophy statement and present the major themes that your group discovered in your philosophies. You will meet during class in WEEK 8, WEEK 9 and present it in WEEK 15. An outline and rubric will be provided on WEEK 7.*
- (6) Observation of a Child Care Center: You will go to a child care center and use the provided checklist to see what the child care center provides the child and the families as well as analyze the center's philosophy and mission statement .*
- (7) Present one of the theories in chapter 4 that stand out as providing perspectives that are essential for those who work in the field of early childhood and education. The works of Bowlby, Maslow, Gardner, Montessori, Vygotsky, Erickson, Piaget, and Bronfenbrenner provided a wealth of insights into child development and learning.*
- (8) Final Exam: This will cover chapters 11-17. A study guide will be provided 2 week before .*

Please remember: I do not give grades, You earn them.

Note: As a courtesy to others and respect for the class, do your best to arrive to class on time and **please silence cell phones prior to class.**

CALENDAR OF ACTIVITIES/ CD 2

The instructor reserves the right to alter class schedules depending upon the needs of the class.

Date	Course Content & Reading	Assignments
Week 1 8/31 9/2	Introduction/Course Overview The Early Childhood Education Profession: Foundations <ul style="list-style-type: none"> • <i>Chapter 1 lecture: Overview of the Profession</i> 	Get your text book Read Chapter 1 Write down 17 points from this chapter
Week 2 9/7 9/9	Lecture chapter 2: Historical contexts Historical figures influencing Early care and education Recent American contribution Lecture ch.2: Historical events influencing early care and education	Assignment Read and write 17 points from ch.2
Week 3 9/14 9/16	Lecture chapter 3 Early Childhood Program Models <i>The Bank Street Model / The Emilia Reggio Program</i>	Assignment Read ch .3 Write 17 points
Week 4 9/21 9/23	Lecture chapter 4 Foundations: Understanding how a child develops and learns The developmentally appropriate classroom Lecture 4: Key perspectives on development and learning	Assignment Reach chapter 4 Write 17 points from your reading Due: chapter points (1,2,3 and 4)
Week 5 9/28 9/30	Review philosophy Work on your philosophy statement : draft 1 Guideline will be provided for your test #1	Assignment Draft #2 philosophy statement due
	Draft 2: Work on your philosophy statement	

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Date	Course Content & Reading	Assignments
Week 6 10/5 10/7	Lecture chapter 5 Play in childhood Why children play: theories Cognitive and social play Review for the test Test #1 (ch.1,2,3,4,5)	Assignment Study for your test 1
Week 7 10/12 10/14	Lecture chapter 6 Guiding young children What is guidance? Components of and applications guidance Present your individual philosophy statement	Read chapter 6 Write 17 points
Week 8 10/19 10/21	Lecture chapter 7 Working with families and communities Family life today Building strong two –way relationships Form your group /writing conference on your philosophy statement	Assignment Read ch. 7 Write 17 points Group /writing conference (3 people)
Week 9 10/26 10/28	Lecture chapter 8 Diversity and young children Attitudes toward diversity Encouraging on acceptance of diversity Work with your group / writing conference on philosophy statement Group presentation: Collective philosophy statement for conference	Assignment Read ch. 8 Write 17 points Group presentation/ philosophical statement
Week 10 11/2 11/4	Lecture chapter 9 Planning the physical environment: Indoors Review for test 2 (ch.6,7,8,9,10) Chapter points (ch. 6,7,8,9) DUE Test 2	Assignment Chapter points due

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Date	Course Content & Reading	Assignments
Week 11 11/9	Lecture chapter 10 <i>Planning the physical environment : Outdoor</i> <i>Important of outdoor play</i> <i>Infant/ Toddler environment</i> <i>Preschool playgrounds</i>	Assignment Read chapter 10 Write 17 points
11/11	Lecture chapter 11 Developmentally appropriate curriculum <i>The integrated curriculum</i> <i>Planning activities and lessons</i>	Review observation assignments Read/ write 17 points
Week 12 11/16	Lecture chapter 12 Health and Wellness Important of Health and Wellness Physical education Health education Observation Report DUE	Assignment Reach chapter 11 Write 17 points
11/18	Lecture chapter 13 <i>Supporting emotional and social development</i>	Read ch.13 Write 17 points
Week 13 11/23	Lecture chapter 14 <i>Mathematics, Sciences, and Social Studies Learning</i> <i>Young children and social study</i> <i>Integrating cognitive learning throughout the curriculum</i>	Assignment Read chapter 14 Write 17 points Work on your presentation
11/25	Thanksgiving (college is closed)	
Week 14 11/30	Lecture chapter 15 and 16 Language and Literacy Learning Language and literacy development Encouraging family involvement ***** guideline for final questions will be provided	Assignment : Read chapter 15 and 16 Write 17 points from each chapter
12/2	Chapter points (ch. 10,11, 12, 13, 14, 15) DUE Lecture chapter 17 <i>Technology and young children</i>	Chapter points DUE
Week 15 12/7	Your selective theories presentation based on chapter 4 due	Assignment : Study for your final exam
12/9	Presentation continue	

12/14	Review for FIAN EXAM (Ch 10.11.12.13.14.15.16.17)
12/16	FINAL EXAM

ASSIGNMENTS / CD 2

ASSIGNMENTS	POSSIBLE POINTS	POINTS RECEIVED
In-Class Assignments & chapter points participation & attendance	100	
Personal philosophy statement/personal	20	
Exam I	50	
Exam II	50	
Child Observation	30	
Collective philosophy statement	30	
Conference writing presentation	30	
Chapter 4/theories presentation	30	
Final Exam	70	
TOTAL POINTS	410	

Grades:

410 - 369 = A
368 - 328 = B
327 - 287 = C
286 - 246 = D
245- below = F

