



**Division:** Behavioral & Social Science

**Course name:** Child Development 11- Child, Family, and Community

**Section:** #0538 / Semester Fall 2015

**Facilitator/Professor Information**

**Teacher:** Dolores Gallegos, Ed. D

**Email:** gallegD@wlaac.edu

**Ph:** 310-287-4446 **Office:** GC 180C

**Office Hrs:** W- 4:15-7:15pm/Th-1:00-3:00pm

**Class Meetings**

Wednesday

1:00-4:10pm

GC 110

**INSTRUCTOR'S WEBSITE**

[www.wlaacGallegos.com](http://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	
(*) Online Survey	+10
(1) Participation/Punctuality	150
(2) 1 <sup>st</sup> Assessment	25
(3) 2 <sup>nd</sup> Assessment	25
(4) 3 <sup>rd</sup> Assessment	25
(5) Identity Poster	50
(6) Community Group Resource Project	100
(7) Final Assessment	50
(8) Resource Binder	75
<b>Total Points</b>	<b>500</b>
<b>A - 450-500</b>	<b>C - 350-399</b>
<b>B - 400-449</b>	<b>D - 300-349</b>
<b>F - below 299</b>	

**Required Supplies**

\* Berns, R.M. (2015). CHILD, FAMILY, SCHOOL, COMMUNITY: Socialization and Support (10<sup>th</sup> ed. Or 9<sup>th</sup> ed is fine) [http://www.coursesmart.com/IR/8569891/9781305088979?\\_hdv=6.8](http://www.coursesmart.com/IR/8569891/9781305088979?_hdv=6.8) : to view the E-book version



**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

Fall 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.

- **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](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 11 Syllabus

Fall 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.

Online Survey +10 Extra Credit Points when you complete the survey by the 3<sup>rd</sup> week. [www.laccd.edu/studentsurvey](http://www.laccd.edu/studentsurvey)

### Assessments

Exams will be given regularly to ensure that you are keeping up with the readings and attending class. Missed exams cannot be made up, even if you arrive late to class.

### Identity Poster

To help understand who we are as teachers/caregivers with children, we will examine the models that have been imparted to us. You will create a poster, based on specific responses, reflecting your past experiences and people who influenced you as a part of your educational "make-up". The purpose of this task is to help us all make connection with our own schooling experiences and with each other.

### Resource Binder

You will compile a minimum of 9 resources (places to go) compiled into a usable filing system (binder)-With at least 3 resources for teachers, 3 resources for parents, and 3 for children. A Table of Contents listing the resources under each of the 3 headings is required at the beginning of your file. A resource sheet will be provided.

### Community Resource (Group Project)

Students will research and introduce a social service agency that benefits children and families. Each group will create a report on a community resource. Take pictures and upload to your report as well as your imagination in presenting this report. You may use a power point presentation or use a presentation bulletin board.

**Final Exam:** This exam will be cumulative, covering key points from all assigned chapters.

### Late Assignments

Each student is allowed one late assignment. It must be turned in by the next class meeting to receive credit and the grade will be reduced by one letter grade. DO NOT e-mail me your essays and other typed assignments. They will not be accepted. Other late assignments will not be accepted.

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

CD 11 – Child, Family and Community

Fall 2015

1:00-4:10pm

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
1	9/1	<u>Introduction to Course</u> <b>Take the Survey</b> <a href="http://www.laccd.edu/studentsurvey">www.laccd.edu/studentsurvey</a>
2	9/8	<u>Ecology of the Child</u> <b>Take the Survey</b> <a href="http://www.laccd.edu/studentsurvey">www.laccd.edu/studentsurvey</a> <b>9/11 Last Day to DROP without a "W"</b>
3	9/15	<u>Ecology of Socialization</u> <b>Take the Survey</b> <a href="http://www.laccd.edu/studentsurvey">www.laccd.edu/studentsurvey</a>
4	9/22	<u>Ecology of the Family</u>
5	9/29	<u>Ecology of Parenting</u> <b>1<sup>st</sup> Assessment (Ch. 1-3)</b>
6	10/6	<u>Ecology of Nonparental Child Care</u> <i>Review of Assessment</i>
7	10/13	<u>Ecology of the School</u>
8	10/20	<u>Ecology of Teaching</u> <b>2<sup>nd</sup> Assessment (Ch.4-6)</b>
9	10/27	<u>Ecology of the Peer Group</u> <i>Review of Assessment</i>
10	11/3	<u>Ecology of the Mass Media</u> <i>Identity Poster Due</i> (Gallery Walk of Posters)
11	11/10	<u>Ecology of the Community</u>
12	11/17	<u>Emotional and Cognitive Socialization Outcomes</u> <b>3<sup>rd</sup> Assessment (Ch.7-10)</b> Work with group to finalize presentation <b>11/20 Last Day to DROP with a "W"</b>
13	11/24	<u>Social and Behavioral Socialization Outcomes</u> <u>Group Presentations</u> <i>Resource Binders Due</i>
14	12/1	<u>Group Presentations</u>
15	12/8	<u>Group Presentations</u>
<b>Finals Week</b>	<b>12/15 Wednesday 1:00-4:10pm</b>	<b>Final (Ch. 11-12)</b>