



Division: Behavioral & Social Science
 Course name: Child Development 22- Practicum in Child Development I
 Section: #3542 / 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

6:45-8:50pm
 GC 110
 TUESDAY

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

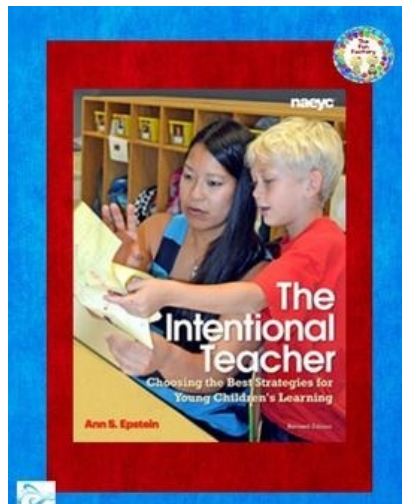
(1) Participation	150
(2) Portfolio	50
(3) Documentation Board	50
(4) Site Observations (2)	100
(5) Lesson Plans (8)	200
(6) Lesson Plan Presentation (1)	50
(7) Self-Evaluation (2)	*
(8) Teacher/Director Eval (2)	*
(9) Group Presentation	50
(10) Online Survey	+10
(11) Assessments (2)	50
TOTAL POINTS POSSIBLE:	700

GRADING SCALE

A: 700-630 B: 629-560 C: 559-490
 D: 489-420 F: 419-0

Required Supplies

Epstein, A.S. (2014) The Intentional Teacher. ISBN: 978-1-938113-06-2



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

The student will identify, describe and evaluate the Early Childhood classroom setting, according to the standards set by the National Association for the Education of Young Children, where they are doing their Practicum internship.



CD 22 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 will provide an introduction to philosophies, practices, and the role of the Early Childhood Education professional, with emphasis on the teacher in various early childhood programs. The developmental characteristics of the age groups and curriculum and developmentally appropriate and culturally sensitive teaching practices are highlighted. The student becomes aware of various types of educational programs available to children ages 0-8 years of age. The student will be exposed to career opportunities, the role of responsibilities of a teacher and age appropriate curriculum in Early Childhood programs. The student will study the field from historical and cultural perspectives. The student will study the curriculum components and teaching modalities that are critical in an early learning program.

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

CD 22 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

Class Policies, Requirements and Assignment Guidelines

Participation

Excessive absenteeism will lower your ability to obtain all the material necessary to understand the topic. Students may be dropped from class for excessive tardiness, or for failure to attend class the first day or during the entire first 6 weeks of the class. Each day is worth 10 points to your grade of being an active participant in class.

Portfolio

An individual portfolio will be required from each student completing the Practicum classes. The portfolio will include, but not be limited to: Cover letter, Statement of philosophy, resume, eight typed learning plans, visitation notes from instructor, all written assignments, degrees, certificates, awards, etc., transcripts, & letters of reference (one each from a supervisor, a colleague and a parent)

Documentation Board

Each student will design, display and present a board displaying a lesson that they presented to their students in which pictures of their lesson will include caption. Further explanation will be provided with examples.

Group Presentation

Small group of 3 or 4 students will work together to present a chapter from our textbook to the class.

Self-Evaluation & Teacher/Director Evaluation

Must be submitted to pass the course. Forms will be provided as well be uploaded on the website.

Lesson Plans and Lesson Plan Presentation

Student will submit 8 lesson plans that will all need to have a book incorporated into the lesson and present 1 of those lesson plans to the class.

Site Observations

Student will be observed at a place of employment or volunteer for a minimum of 6-8 hours per week for a total of 90 hours per semester. To be arranged with instructor.

Exams

There will be 2 exams that will cover textbook readings and class lectures/discussions.

Online Survey

10 Extra Credit Points when you complete the survey by the 3rd week. www.laccd.edu/studentsurvey

Late Assignments

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

CD 22 – Child Development 22- Practicum I

Fall 2015

6:45 p.m. – 8:50 p.m.

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/Class Orientation/Philosophy</u> <i>Today's Agenda:</i> Introduction to course and getting organized <i>Assignment:</i> Buy all books and handouts for next class. Must have read Chapter 1. Also pick 6 possible days for possible observations (must be typed and submitted next class session). Take the Survey www.laccd.edu/studentsurvey
2	9/8	<u>Best Practices for Intentional Teaching</u> <i>Today's Agenda:</i> Bring your books and handouts to class today. Pick your group and chapter will be assigned by a raffle. Work on Lesson Plan and Curriculum Map <i>Assignment:</i> Read chapter 2. Type up 3 goals that you have set for yourself for this semester's practicum experience. Include how you plan to achieve them. Take the Survey www.laccd.edu/studentsurvey
3	9/15	<u>Approaches to Learning</u> <i>Today's Agenda:</i> Presentation of Ch. 2 to class. <i>Work on Lesson Plan and Curriculum Map</i> <i>Assignment:</i> Read chapter 3. Use the lesson plan template to complete Gross and Fine Motor skills lesson plan. Take the Survey www.laccd.edu/studentsurvey
4	9/22	<u>Social and Emotional Learning</u> <i>Today's Agenda:</i> Presentation of Ch. 3 to class Submission of Gross & Fine Motor Skills Work on Meeting/Circle Time Lesson Plan <i>Assignment:</i> Read Chapter 4 Looking at your current work site, look at how the school is establishing an environment that fosters students' social and emotional development. 1 page typed.
5	9/29	<u>Physical Development and Health</u> <i>Today's Agenda:</i> Presentation of Ch. 4 to class Submission of Morning Meeting/Circle Lesson Plan Work on next lesson plan <i>Assignment:</i> Read Chapter 5 Study for your midterm
6	10/6	<u>Language and Literacy</u> <i>Today's Agenda:</i> Exam 1 (25points) Presentation of Ch. 5 to class Work on Language & Literacy Lesson plan

Assignment: Read Chapter 6
Begin writing your logs that will be included into your portfolio.
Your logs this week must be written each day you work with children.

7 10/13 Mathematics
Today's Agenda: Review Exam
Presentation of Ch. 6 to class
Submission of **Language & Literacy Lesson Plan**
Assignment: Read Chapter 7
Have your Midterm Teacher/Director Evaluation.

8 10/20 Science
Today's Agenda: Presentation of Ch. 7 to class
Work on Math Lesson Plan
Assignment: Read Chapter 8

9 10/27 Social Studies
Today's Agenda: Presentation of Ch. 8 to class
Submission of **Math Lesson Plan**
Work on Science Lesson Plan
Assignment: Read Chapter 9

10 11/3 Creative Arts
Today's Agenda: Presentation of Ch. 9 to class
Submission of **Science Lesson Plan**
Work on Social Studies Lesson Plan
Assignment: Read Chapter 10
Prepare Lesson plan to present to class

11 11/10 Lesson Plan Presentations
Today's Agenda: Presentation of Ch. 10 to class
Submission of **Social Studies Lesson Plan**
Lesson Plan Presentations
Work on next Art lesson plan
Assignment: Read Chapter 9
Prepare Lesson plan to present to class
Begin working on your own personal resume and cover letter.

12 11/17 Lesson Plan Presentations
Today's Agenda: **Exam 2 (25 pts)**
Lesson Plan Presentations
Submission of **Art Lesson plan**
Assignment: Read Chapter 11
Work on Philosophy Statement

13 11/24 Reflections on Intentional Teaching & Working with Children with Special Needs
Today's Agenda: **Lesson Plan Presentations**
Interviewing/Resume Building/Cover Letters
Assignment: Work on Philosophy Statement

14 12/1

Professionalism/Ethnics

Today's Agenda: Review Exam 2

Lesson Plan Presentations

Interviewing/Resume Building/Cover Letter

Assignment: Prepare Documentation Board

15 12/8

Advocacy & Quality Programs

Today's Agenda: **Presentation of Documentation Boards.**

Work on Portfolios

Assignment: Complete your portfolio.

Finals

Week 12/15 Tuesday 6:50-8:50pm Last Day of Class with Individual Meetings with submission of Practicum Hours
Portfolios Due/Self-evaluation form due/Final Master Teacher Evaluation due.