

**Division:** Behavioral & Social Science

**Course name:** Child Development 1- Child Growth and Development

**Section:** #8063 / Semester Spring 2015

**Instructor Name:** D. Gallegos, Ed. D

**Professor's Website:** [www.wlacGallegos.com](http://www.wlacGallegos.com)

**Class Hours:** Online (3.15 hrs/week)

**Address:** 9000 Overland Ave., Culver City, CA

**Class Location:** Etudes

**Office Hours:** T: 2:30-6:30pm/TH: 12:45-1:45pm

**Instructor E-mail:** [gallegD@wla.edu](mailto:gallegD@wla.edu)

**Office Location:** GC 180C

**Office Telephone #:** 310-287-4446

### 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.

### Required Texts

- Berger, K.S. (2009). THE DEVELOPING PERSON: Through Childhood and Adolescence (8<sup>th</sup> Edition)

ISBN-13: 978-1-4292-1647-0

## Required Materials

- Have accessibility to a computer and scanner (Can be located in the computer labs at WLAC)

## Institutional Student Learning Outcomes

1. 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 (SLO)

1. *Students will analyze and determine the stage of development of the child in the four developmental domains: physical, social-emotional, cognitive, and linguistic stages of development.*

## Course Requirements and assignment guidelines

**NOTE: If you don't have internet access at home, there are computer labs on campus. If accessing the website proves difficult, see me immediately. DO NOT WAIT until the day of a test to seek help or explain your situation. Alternate plans can be arranged with notice.**

### Participation Discussion Writing Prompts

Every week you will have a writing prompt that pertains to a child development topic. Each writing prompt is worth 10 points. You will have the entire week to answer it, after the week is over the window to submit will be closed. The 10 points are per discussion ( for example: one submission per question will earn you 10 points. Re-submission on the same topic will not give you additional points) The discussion piece for the week will only be open for a designated time frame.

### Writing Assignments

You will have writing assignments due. For each question, you must answer each question with at least a paragraph (7 sentences). The rubric used for this assignment is found at the end of the syllabus.

### Exams

Exams will be given regularly to ensure that you are keeping up with the readings. Missed exams cannot be made up.

### Extra Credit

Please fill out the student survey in the beginning of the semester in order to ensure money for our college. You earn 10 points for taking this survey.

Grading		
Class Assignments & Participation	POINTS POSSIBLE	MY ACTUAL POINTS
(1) Discussion prompts (5)	50	
(2) 1st Exam	40	
(3) 2 <sup>nd</sup> Exam	40	
(4) 3 <sup>rd</sup> Exam	40	
(5) Final Exam	50	
(6) Writing Assignments (9x20pts)	180	
<b>TOTAL POINTS POSSIBLE:</b>	<b>400</b>	

GRADING SCALE (Letter Grade):

A=400-360    B=359-320    C=319-280    D=279-240    F=under 239

\*No make-up on Exams

### Class Policies

#### Attendance

**Excessive absenteeism to Etudes and lack of writing prompts will lower your grade.** Be aware of all the exams, discussions and writing prompts are essential to your attendance grade.

#### Preparedness

You will come to Etudes prepared. You will have your book, any work that is due, and you will be prepared to discuss all readings/assignments in the chat area if asked to and submit your assignments on time.

#### Discussions

We will have very passionate discussions in class, if and when you feel uncomfortable with the topic, feel free to log off **BUT YOU** must inform me after class an email of your discomfort. I respect all my students' opinions and I expect everyone in ETUDES class will do the same. That is the beauty of college; the differing of opinions.

## Contacting Me

E-mail is the best and quickest way to contact me. Thanks to modern technology, my e-mail is linked to my phone. Therefore, excuses such as, "I tried to contact you but..." will not work. **If you have a problem, do not let it snowball. Contact me immediately.** Students are expected to ask questions and obtain help from instructor via email and/or during office hours.

**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)

## 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.

## Campus Resources

As stated earlier in this syllabus, **if you are having problems, don't let them snowball.** Come and talk with me and check out some of the campus resources available to you.

### 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).

**For more information refer to attached link:**

[http://www.wlac.edu/academics/pdf/WLAC\\_12-14Catalog\\_Policies.pdf](http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf)

## CHILD GROWTH AND DEVELOPMENT COURSE SCHEDULE

### CD 1 Class Schedule –Fall 2014

### ETUDES online session

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	CHAPTER: NOTES/Assignments
1	2/10-2/12	Introduction & Theories of Dev.	CH 1
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2	2/17-2/19	Heredity & the Environment	CH 2-3
		2/20 Last Day to DROP without a "W"	
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3	2/24-2/26	Prenatal Development and Birth	CH 3-4
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4	3/3-3/5	1 <sup>st</sup> 2 Years: Biosocial Development	CH 4-5
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5	3/10-3/12	1 <sup>st</sup> 2 Years: Cognitive Development	CH 5-6 <b>EXAM 1</b>
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6	3/17-3/19	1 <sup>st</sup> 2 Years: Psychosocial Development	CH 7-8
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7	3/24-3/26	Early Childhood: Biosocial Development	CH 7-8
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8	3/31-4/2	<b>Cesar Chavez Holiday March 31<sup>st</sup></b>	
		Early Childhood: Cognitive Development	CH 8-9
			<b>EXAM 2</b>

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9	4/7-4/9	Early Childhood: Psychosocial Development	CH 9-10
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10	4/14-4/16	<b>SPRING BREAK</b>	
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11	4/21-4/23	Middle Childhood: Biosocial Development	CH 10-11
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12	4/28-4/30	Middle Childhood: Cognitive Development	CH 11-12
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13	5/5-5/7	Middle Childhood: Psychosocial Development	CH. 12-13 <b>EXAM 3</b>
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5/8 Last Day to DROP with a "W"

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14	5/12-5/14	Adolescence: Biosocial Development	CH. 13-14
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15	5/19-5/21	Adolescence: Cognitive Development	CH. 14-15
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16	5/26-5/28	Adolescence: Psychosocial Development	CH. 15-16
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**Finals**

**Week June 1-8**

**FINAL**

**Final Exam**

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Writing Assignment Rubric

CATEGORY	20-15 points	14-10 points	9-5 points	4-1 points
<b>Introduction</b>	Establishes a clear stance/position of their thoughts and uses quotes to support their position.	Defined the word perseverance and used a quote to develop ideas.	Unclear definition and understanding of the topic. Writer attempts to interpret quote but lacks development of ideas.	Inaccurate definition of the topic and there is no attempt at including a quote to further develop ideas.
<b>Body Paragraph</b>	Developed extensive interpretation and analysis of real-world application, discussing and sharing ideas about where their position on the topic is seen within our world.	Developed an analysis of real-world application discussing ideas about where their position on the topic is seen within our world.	Partially developed an analysis of real-world application and attempted to discuss where their position on the topic is seen in the world.	Lacks development and analysis of real-world application. No attempt at discussing where their position on the is seen in the world.
<b>Textual Evidence</b>	Appropriate use of textual evidence is used demonstrating thorough understanding of the topic.	Textual evidence is evident demonstrating understanding of the topic.	Textual evidence is not fully developed and lacks clarity.	Inappropriate use of textual evidence and or no textual evidence is evident.
<b>Writing Conventions</b>	Writer makes 1-2 errors in grammar or spelling that do not distract the reader from the content.	Writer makes several errors in grammar or spelling that do not distract the reader from the content.	Writer makes several errors in grammar or spelling that do distract the reader from the content.	Writer makes many errors grammar or spelling that distract the reader from the content indicating a poor understanding of English Language.