

WEST LOS ANGELES COMMUNITY COLLEGE

Fall, 2013

Section #8104

Classroom: online

Email: shawtm@lasc.edu (Best Method)

Tommetta Shaw, PhD (310) 287-4563

Class Hours: online

OFFICE HRS: email

OFFICE LOCATION: online

Child Development 01 – Child Growth and Development

REQUIRED TEXTBOOKS & MATERIALS:

- Berger, K.S. (2011). *The Developing Person Through Childhood and Adolescence* (9th Edition)
ISBN: 9781429243513

PREREQUISITE: None

COURSE DESCRIPTION:

This is an introductory Child Development course covering the theoretical concepts of human development, focusing on growth and development from conception through adolescence. The physical, cognitive and psychosocial domains of development as well as the ways in which nature and environment influence growth will be studied within cultural and family context.

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.
- G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

WEST LOS ANGELES COLLEGE CHILD DEVELOPMENT PROGRAM STUDENT LEARNING OUTCOMES:

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.

CLASS POLICIES:

1. To respect everyone's learning, please be on time to class.
2. Must be present during the **census period** if you want to be enrolled in the course.
3. You must be prepared by reading the texts and articles as well as participating in group work and class discussions.
4. **Late homework and other assignment papers will only be accepted at the next class meeting and points (10%) will be deducted. There are no make-ups for exams.**

COLLEGE ATTENDANCE POLICY:

The student is expected to attend every meeting of all classes for which s/he is registered. If the student stops attending class, it is the student's responsibility to officially drop the class or you will receive a grade of "F". Please be aware that receiving an "F" it is recorded as a unit and a "W" is recorded as no unit attempted. As a result, after three (3) attempts the state will not pay the college for a student to take a course. The last date to drop without a "W" is **October 25th**, to **DROP** with a "W", is November 27th. "W's" now count toward attempts at any one course. After three (3) attempts the state will not pay the college for a student to take a course.

ACADEMIC DISHONESTY POLICY:

LACCD student code of conduct as it relates to student dishonesty (Board Rule 9803.28) as follows: "Violations of academic integrity of any type by a student provides grounds of disciplinary action by the instructor or college. 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. For more information on the Standards of Student Conduct refer to the college catalog available in hardcopy and online at www.lattc.edu."

GRADING: Grading will be determined by the successful fulfillment of all requirements, participation, group discussion, group project, chapter exams, and final exam, if there is a question to the grade you received, please ask for clarification. You will be graded on an absolute scale (total points earned). A student may only qualify for an "Incomplete" grade if they completed and passed 2/3 of the class requirements.

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). Open Access Computer Lab is available on campus. 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!

EXAMINATIONS:

- All quizzes and exams will be given on the dates indicated. There are no surprises so plan accordingly.
- They may cover the assigned reading material, videos, class activities, and class lecture/discussions.
- Exams will be multiple choice, true/false, essay, or short answer.
- Each exam will cover the chapters in the text we have recently completed.
- The final exam will be comprehensive (a reflection of various topics we have explored during the semester).
- ***Make-up quizzes or exams are not given.***

CLASSROOM BEHAVIOR EXPECTATIONS: Children are not allowed in the classrooms. Cell phones, CD players, iPods are prohibited. Tape recording the lectures are acceptable, but please inform the instructor and class, in order to ensure everyone's level of confidence and productivity in the class is being respected.

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.

DISCLAIMER: Syllabus/ schedule subject to change.

Assignments/Exams	Points	Total Points	Points Earned
Exam 1, 2	30 points x 2	60 points	
Exam 3, 4	50 points x 2	100 points	
Final Exam	75 points	75 points	
Who am I? (Collage)	10 points	10 points	
Class Discussions	10 points x 8	80 points	
"My Baby" Life Cycle	25 points	25 points	
Theory/Theorist Report I	15 points	15 points	
Reading about Birth	10 points	10 points	
Theory/Theorist Report II	25 points	25 points	

Preschool Observation Visit	25 points	25 points	
Total Points Earned			

Total Possible Points: 425 points

Grading Scale

- 425-382= A
- 381-340= B
- 339- 297= C
- 296-255= D
- Below 254= F



It's not as bad as it looks!

Extra Credit: Extra credit assignments are *10 points each* unless otherwise noted. You can receive a *maximum of 20 points* from extra credit assignments. You may complete any of the following activities:

- Attend **2** course related workshops (pre-approved by the instructor). **Submit** a one page write-up and verification of attendance (certification, agenda with nametag, etc.)
- Attend **1** “CD/ECE” conference (pre-approved by the instructor). **Submit** a one page write-up and verification of attendance (certification, agenda with nametag, etc.)
- Obtain Membership with NAEYC. (www.naeyc.org). **Submit** a copy of membership ID and/or receipt for purchase.
- Create a 1-2-year Education Plan with a counselor. **Submit** a copy of your plan.
- Volunteer at a licensed Child Development Center and/or In-home Family Daycare with infants and/or preschool-age children (1 month – 5 years) for a minimum of 5 days/3 hours a day. **Submit** a one page write-up and verification of experience form – please ask me for the form when you begin volunteering. The form must be signed by a program administrator and/or director). Must have current TB skin test.
- For 20 points – complete a minimum of 10 days/3 hours a day.

Students are responsible for retaining returned, graded assignments until after final grades are posted with the college. In addition, always save a copy of assignments prior to turning them in to the instructor. If a recording error should occur, the student must produce the returned assignment with points posted for credit.

SUCCESSFUL STUDENTS ...

- ... are prepared.
- ... participate in class activities.
- ... begin thinking about assignments in advance and work on them a little bit at a time.
- ... Successful students do not wait until the last minute.

COURSE SCHEDULE
(Schedule subject to change)

Week	Dates	Topic	Chapter	Notes/Assignments
1	10/21-10/27	Introduction	CH. 1-2	
		Theories		
2	10/28-11/3	Heredity and Environment	CH. 3-4	Theory/Theorist I- Due 11/3
		Prenatal Dev. And Birth		

		Exam 1 (Chapters 1-4)		(format attached)
3	11/4-11/10	First Two Years: Biosocial Dev.	CH. 5-6	Reading about Birth- Due 11/10 (format attached)
		First Two Years: Cognitive Dev.		
4	11/11-11/17	First Two Years: Psychosocial Dev.	CH. 7-8	Who Am I? (Collage- Due 11/17 (format attached)
		Early Childhood: Biosocial Dev.		
		Exam 2 (Chapters 5-7)		
5	11/18-11/24	Early Childhood: Cognitive Dev.	CH. 9	
6	11/25-12/1	Early Childhood: Psychosocial Dev.	CH. 10-11	Preschool observation- Due 12/1 (format attached)
		Middle Childhood: Biosocial Dev.		
		Exam 3 (Chapters 8-10)		
7	12/2-12/8	Middle Childhood: Cognitive Dev.	CH. 12-13	Theory/Theorist II- Due 12/8 (format attached)
		Middle Childhood: Psychosocial Dev.		
		Exam 4 (Chapters 11-13)		
8	12/9-12/15	Adolescence: Biosocial Dev.	CH. 14 & 16	My Baby Life Cycle- Due 12/15 (format attached)
		Adolescence: Psychosocial Dev.		
		Final Exam (Chapters 1-14, 16)		

Theory/Theorist Report I

Due: _____
(15 points)

- For this assignment you will select a theorist that we have reviewed in class to research.
- Your theorist must be relevant to child, growth, and development.
- Once you have selected your theorist respond to the following questions/statements:
 1. *What is the name of your theorist?(1 points)*
 2. *Provide background information about your theorist (i.e. place of birth, age, family information, place of residence, photo, etc.). (2 points)*
 3. *Was this person best known for research about the social, emotional intellectual/cognitive, or physical development of children? (3 points)*
 4. *Briefly explain this person's developmental theory. (3 points)*
 5. *Do you agree with or like this theory? Why or why not? Give an example/scenario to support your response(5 points)*

Format (1 points)

- Questions and answers must be typed-written in complete sentences.
- Check for spelling and grammar errors before submitting your work.
- Use 12 point type font and double space.
- Number each question/answer.
- Site your references (*books, articles, etc. used to gather information.*)
- Please include the following heading on your work:

Name:
Date:
Assignment:
Instructor:

Reading about Birth

Due: _____
(10 points)

Criteria

- Select an article from a magazine, scholarly journal, etc. that relates to the birth of infants and/or prenatal development. (1/2 point)
- Attach the article or a copy of the article to your assignment. (1/2 point)
- Follow the format listed below to complete your typed summary. (1 point)
- Write your key points in complete sentences.
- Use your own words. **Do not** just copy five sentences from the article. Read the article and summarize the information you have read. Try to think of five new things you have learned as a result of reading the article you selected.

Format

Student Name:

Date:

Assignment:

Course/Instructor:

- I. TITLE OF ARTICLE (1 point)
- II. SOURCE & DATE (1 point)
- III. AUTHOR (1 point)
- IV. STATE FIVE KEY POINTS OF THE ARTICLE
Remember to write complete sentences in your own words summarizing what you read from the article. (Number each key point) (1 point each)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Who Am I?

Individual Presentation

Due: _____
(10 points)

Part 1

To help you explore your own identity formation, write ten answers to the question, “Who am I?” You may respond in terms of your social roles, responsibilities, or commitments: the groups to which you belong; your beliefs and values; your personality traits and abilities; and your needs, feelings, and behavior patterns. List only those features that are really important to you-features that, if lost would make a real difference to your sense of who you are.

After you have completed your list, indicate the importance of each feature to your identity today by assigning it a number from 1 (*most important*) to 10 (*least important*). Finally, rank the terms according to their importance to you years ago.

	Rank Today	Rank Five Years Ago
1. I am:	_____	_____
2. I am:	_____	_____
3. I am:	_____	_____
4. I am:	_____	_____
5. I am:	_____	_____
6. I am:	_____	_____
7. I am:	_____	_____
8. I am:	_____	_____
9. I am:	_____	_____
10. I am:	_____	_____

My current age is: _____

Part 2

Create at least two goals for yourself; one long-term (to accomplish within the next 5 years) and one short-term (to accomplish within a year).

Part 3

Create a collage, which includes images, words, pictures, etc. that reflects who you are (based on “Who Am I” statements) and your personal goals. You will present your collage to the class.

Pre-School Observation Visit

Due: _____ (25 points)

Students are to observe in a preschool setting (provides care for children between the ages of 2-5) for a minimum of two hours in one setting. Be sure to bring your class syllabus and observation form with you to schedule your appointment and on the actual day of the visit.

You must call the director of the program first to get permission and arrange a time to observe the child care setting. When you arrive, tell the teachers that you only want to observe, then please try not to engage the children in conversation. Stay out of the way of the class activities. Sit quietly in an inconspicuous place during your visit. Be sure to have either the teacher or director sign your completed time verification card before you leave. Also, remember to thank them both for allowing you to observe.

Your observation should be a minimum of two pages typed, double spaced and include the following information clearly marked by section headings:

1. Verification Form filled out and signed. (2 pts)
2. Draw a sketch showing the room arrangement. Be sure to include walls, furnishings, shelving, restrooms, exits and room areas. Label each area and list the types of materials stored in the different areas of the room. (3 pts)
3. What activities were the children doing during your visit? Briefly describe **all** of the different activities you saw happening during the two hours that you observe. (2 pts)
4. **Include an observation and general discussion** about what you saw in each of the following areas: (1 pt each) (**REFER TO YOUR TEXTBOOK**)
 - a). verbal abilities
 - b). fine motor skills
 - c). gross motor skills
 - d). interpersonal relationships with children
 - e). interpersonal relationships with adults.
 - f). types of play observed (give an observation of at least four).
 - 1). Sensory Motor
 - 2). Solitary Play
 - 3). Dramatic Play
 - 4). Cooperative Play
 - 5). Parallel Play
 - 6). Rough and Tumble
 - 7). Associative Play
 - g). types of imagination displayed
 - h). types of creativity displayed
5. What you enjoyed most about your visit. (2 pts)

Preschool Visit Report – Grading Rubric _____/Name

Met Observation requirements, followed format, spelling &/or grammatical errors: _____/ 5 pts.

Verification form complete and attached (all areas filled in, signed by center rep): _____/ 2 pts.

Sketch complete, attached, include labeling of all areas and types of materials: _____/ 3 pts.

Initial observation of activities happening with children: _____/ 2 pts.

Specific Observations of children (labeled): _____/ 11 pts.

Final comments (what you enjoyed most): _____/ 2 pts.

Total Points _____/ 25 pts.

Preschool Observation Verification Form

This student is required to observe in a Child Care Center while preschool children are attending for a minimum of two hours. Please sign and return this card to the student only after they have completed all of the blanks accurately.

Student's Name _____

Name of Program (Place of visit) _____

Program Address _____

Program Phone Number _____

Date of visit _____

Time in _____

Time out _____

Director's Name _____

Teacher's Name _____

Age of children (should be between 2 & 5 years) _____

Number of children observed _____

I believe the information listed above is accurate. _____

Director's or Teacher's signature

If there are any questions or problems you can contact the student's Instructor, Dr. Shaw at (323) 241-5030

Theory/Theorist Report II

Due: _____
(25 points)

- For this assignment you will select a theorist that we have reviewed in class to research.
- Your theorist must be relevant to child, growth, and development.
- You may select a theorist different from your first Theorist assignment.
- Once you have selected your theorist respond to the following questions/statements:
 6. *What is the name of your theorist?(1 points)*
 7. *Provide background information about your theorist (i.e. place of birth, age, family information, place of residence, photo, etc.). (2 points)*
 8. *Was this person best known for research about the social, emotional intellectual/cognitive, or physical development of children? (3 points)*
 9. *Briefly explain this person's developmental theory. (3 points)*
 10. *Do you agree with or like this theory? Why or why not? Give an example/scenario to support your response(5 points)*
 11. *Using children you know or have observed give an example of this theory. (6 points)*

Format (5 points)

- Questions and answers must be typed-written in complete sentences.
- Check for spelling and grammar errors before submitting your work.
- Use 12 point type font and double space.
- Number each question/answer.
- Site your references (*books, articles, etc. used to gather information.*)
- Please include the following heading on your work:

Name:
Date:
Assignment:
Instructor:

“My Baby” Life Cycle Group Display


(25 points)

- You will give birth to a baby.
- Your baby will grow in pictorial form with you as you increase your knowledge of how children grow and develop over time.
- You will begin by:

1st - Describing your child

- Name
- Birthdate
- Weight
- Height
- Apgar Score
- Physical description
- Genotype/phenotype
- Physical, social/emotional, cognitive changes/stages over time (typical and atypical)
- Special characteristics/activities, etc.
- Be sure to bond with your baby.

2nd – Draw images of your baby based on the characteristics you used to describe him or her at various stages of development.

Birth	Infancy	Preschool/Early Childhood	School-age/Middle Childhood	Adolescence
<i>Description of your child.</i>				
				

Drawing of your baby

3rd – Listen for further instructions from your instructor.