

**CHILD DEVELOPMENT 2**  
**EARLY CHILDHOOD: PRINCIPLES AND PRACTICES**

**WELCOME TO CHILD DEVELOPMENT 2!**

You have chosen a course that will give you the opportunity to deepen your understanding of the field of early childhood education, and the role that it plays in the lives of young children and their families. Together we will read, discuss, share, observe and analyze the issues that influence the early childhood experience, and discover the importance of the teacher's role in program quality.

***Childhood is a journey, not a race.....***

**COURSE DESCRIPTION: (3 units)**

The student will explore the history of early childhood education as well as current philosophies and practices. Early Childhood programs will be observed and examined in relation to the needs of the child, the arrangement of the environment and the role of the teacher.

**STUDENT LEARNING OUTCOMES:**

1. Compare the various types of early care and education programs available in California with regard to funding, curriculum and philosophy. (evaluation: exam question)
2. Evaluate the quality of early childhood classrooms based on observations and application of professionally recognized standards. (evaluation: observations of programs)
3. Analyze the qualities and practices of an early childhood teacher necessary to meet the developmental needs of young children. (evaluation: exam question)

**COURSE OBJECTIVES:**

These objectives will enable the student to:

1. Describe the requirements and professional responsibilities of a teacher
2. Compare the different types and philosophies of early childhood programs in California
3. Identify and describe the relationships, environments and experiences necessary for a quality program
4. Examine various quality assessment tools used to evaluate quality early childhood programs
5. Design techniques of observing and evaluating programs.
6. Examine the curriculum elements necessary to support the physical, social, emotional, cognitive and creative development of the child including modifications to meet special needs.
7. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community
8. Select teaching techniques and practices that demonstrate respectful support of the child's family, home, community and culture.
9. Analyze the relationship between observation, planning, implementation and assessment in developing best practices in early childhood education.

## The following information will support your success in the course:

**My Contact Information:** Office is CCDS #211 (across the hall from this classroom!)

**Webpage:** [www.lamission.edu/~silverjg](http://www.lamission.edu/~silverjg)

**Phone:** 818-364-7714

**Office Hours:** Tues: 2:00 – 4:00 Wed: 12:30 – 3:30

**E-Mail:** [silverjg@lamission.edu](mailto:silverjg@lamission.edu)

### Student Resources at Los Angeles Mission College

**Child Development Student Resource Center:** For appointments and information call 818-364-7600 ext. 7123 or email [CDSRC@lamission.edu](mailto:CDSRC@lamission.edu)

**LAMC Bookstore:** For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: <http://www.lamissionbookstore.com/>

**Counseling Department:** For appointments and information call 818-364-7655 or visit <http://www.lamission.edu/counseling/>

**Disabled Students Programs and Services:** For appointments and information call 818-364-7732 or visit <http://www.lamission.edu/dsps/>

**Extended Opportunity Programs and Services:** For appointments and information call 818-364-7645 or visit <http://www.lamission.edu/eops/>

**Financial Aid:** For information and applications call 818-364-7648 or visit <http://www.lamission.edu/financialaid/>

**Library:** For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or <http://www.lamission.edu/library/>

**Tutoring Services in Learning Center:** Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit [www.lamission.edu/learningcenter](http://www.lamission.edu/learningcenter)

### Assignment Requirements:

All assignments must be typed or neatly hand written in ink on one side of the paper only.

Assignments should be submitted with all pages stapled together. Please do not use folders.

### Attendance and Participation:

Your class attendance and participation are very important, and will influence your grade. I will call attendance at the beginning of each class. If you come in late, please come and see me at the break or after class. After the first absence, 15 points will be deducted for each absence.

### Late Work:

Occasionally something occurs that prevents an assignment from being submitted on time. If this has been discussed in advance, there is no penalty, however if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered. If an assignment is not submitted at all, it will be counted as a "0".

### Special Needs:

If you have an identified special need and would benefit from modifications or additional support, please come and see me after the first class to introduce yourself and discuss accommodations necessary for your success.

### Important Message!!!

The most important measure of your progress is your own growth and development throughout this class. We will be exploring many ideas and concepts related to the role of the teacher, and practices in an early childhood program. I am always available to meet with you to discuss questions, concerns, or simply your own ideas about the course. Please feel free to make an appointment, or to meet with me after class if you want or need extra help. We are partners in learning, and I'm looking forward to an exciting semester together!

**"Early Childhood: Principles and Practices"**

Texts: Weissman and Hendrick. The Whole Child: Developmental Education for the Early Years. Columbus, OH: Merrill Pub. 2014, 10<sup>th</sup> edition  
 Silver, Collection of Handouts

WEEK	DATE	TOPIC	ASSIGNMENT
1	Aug. 29	Introduction/The Teacher	Chap. 1, App. B
2	Sept. 5	<b>No Class</b>	Chap. 1,2
3	Sept. 12	Types of Programs/Licensing	Handouts App.B,C,D
4	Sept. 19	Quality Issues/Environments	Handouts
5	Sept. 26	<b>NO CLASS</b>	
6	Oct. 3	Environments/Routines	Chap. 7,8
7	Oct. 10	Physical and Mental Development/Self-Esteem	Chap. 9,10 <b><u>Observation 1 due</u></b> <b><u>Midterm Take Home</u></b>
8	Oct. 17	Social Development/Guidance Midterm Part 2 – In class	Chap. 9,10,11 <b><u>Midterm Exam Due</u></b>
9	Oct. 24	Social Development/Guidance	
10	Oct. 31	Diversity Issues/Inclusion	Chap. 4,5
11	Nov. 7	Creativity/Play	Chap. 3,15,16 App. E
12	Nov. 14	Creativity/Play	<b><u>Observation 2 Due</u></b>
13	Nov. 21	<b>NO CLASS – Thanksgiving</b>	
14	Nov. 28	Project Presentations Curriculum Development	<b><u>Papers/Projects Due</u></b> <b><u>Final Take Home</u></b>
15	Dec. 5	<b>Final Exam- Part 2</b>	<b><u>Part 1 Due</u></b>
16	Dec. 12	<b>Final Class 10:00 a.m.</b>	

There is always much interest, and occasionally some anxiety about the grading process, so it is important to understand the system at the beginning to alleviate any concerns!!

In this class, you will have five pieces of work to submit - each of which is worth 100 points for a total of 500 possible points. Your final grade will be determined by adding up the points earned for each assignment.

A	450 – 500
B	400 – 449
C	350 – 399
D	250 – 349
F	Below 250

**The five assignments are as follows:**

1. **Observation of physical environment: use of space – due October 10, 2013**

You are required to visit a school/program to observe the physical environment, or in other words, how the space is set up both indoors and outdoors. A cover sheet is required as well as filling out a question form, both of which are available in the Collection of Handouts. You may work with a partner on this assignment, turn in one paper, and both students will receive the same grade.

*One of your observations must be done at our LAMC Center or an Accredited site (see handouts for a list of sites.) Attach a copy of the grading rubric to your observation.*

2. **Observation of the role of the teacher – due November 14, 2013**

You are required to visit a different school to observe the role of the teacher while s/he is working with a group of children. Again, the assignment sheets are available in the Collection of Handouts. You may work with a partner on this assignment, turn in one paper, and both students will receive the same grade. *One of your observations must be done at our LAMC Center or an Accredited site (see handouts for a list of sites.) Attach a copy of the grading rubric to your observation.*

3. **Midterm Exam All submitted exams must be the student's individual work. – October 17, 2013**

4. **Term Paper/Project - November 28, 2013**

You are required to write a five to eight page term paper on the topic of your choice from those discussed in your text book. A detailed description of the process for writing a term paper is attached.

**Or**

**Learning Center Presentation - November 28, 2013**

On your own, or with a small group, create and present a learning center that could be developed in an early childhood classroom. The presentation must include four parts:

- A diagram of a classroom indicating the location of the learning center
- A three-dimensional miniature model of the center itself indicating storage, equipment and materials
- A kit of actual (not miniature) materials for one activity to be included in the center, and
- An oral and written discussion of the values of this particular center and activity must be included in the presentation.

5. **Final Exam All submitted exams must be the student's individual work. – December 5, 2013**

## Grading Rubric for Observations (out of a possible 100 points)

**Staple a copy of this to the back of both your first and second observations.**

- 90 – 100** Cover page is complete  
Philosophy, schedule and brochure are attached in required format  
All questions are answered using detailed descriptions  
Presented neatly and clearly with proper spelling and grammar  
Thoughtful and complete summaries and evaluations based on observations and reflection
- 80 – 89** Cover page is almost fully complete  
Philosophy, schedule and brochure attached  
All questions answered with many detailed descriptions  
Presented neatly and clearly with attention to spelling and grammar  
Thoughtful summaries and evaluations based on observations and reflection
- 70 – 79** Cover page has the majority of information required  
At least partial requirements for philosophy, schedule and brochure are met  
Majority of questions are answered, many with detailed descriptions  
Presented with acceptable neatness, clarity, spelling and grammar  
Summaries and evaluations are included
- 50 – 69** Cover page has limited information  
Philosophy, schedule and brochure may be missing  
Many questions are answered  
Presented without acceptable neatness, clarity, spelling or grammar  
At least partial summaries and evaluations are included
- Below 50** Cover page may be incomplete  
Philosophy, schedule and brochure may be missing  
Many questions are answered incompletely or not at all  
Presented with a lack of neatness and clarity  
Summaries and evaluations are missing, incomplete, or lack thought and reflection

Rubric missing – (lose five points)

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Rubric missing – (lose five points)

**CHILD DEVELOPMENT 2: TERM PAPER GRADING (Staple this to the back of your paper)**

Information: \_\_\_\_\_ / 50

Role of Teacher: \_\_\_\_\_ / 20

Organization \_\_\_\_\_ / 10

Works Cited: \_\_\_\_\_ / 10

Neatness: \_\_\_\_\_ / 10

Total: (out of 100) \_\_\_\_\_ / 100

Letter Grade: \_\_\_\_\_

COMMENTS:

**CHILD DEVELOPMENT 2: LEARNING CENTER GRADING (for your information only)**

Classroom Diagram: \_\_\_\_\_ / 20

Learning Center Model: \_\_\_\_\_ / 30

Activity Kit: \_\_\_\_\_ / 30

Organization: \_\_\_\_\_ / 10

Values: \_\_\_\_\_ / 10

Total: (out of 100) \_\_\_\_\_ / 100

Letter Grade: \_\_\_\_\_

COMMENTS:

## WRITING A TERM PAPER

For many of you, this might be the first experience writing a term paper, and you may be feeling some anxiety about the assignment. Here are a few helpful suggestions to keep in mind.

1. **Choose your topic.** This sounds like a very easy part of the process, but it often causes uncertainty. For the purpose of this paper, you have the freedom to write about **any** topic that interests you as long as it is taken from the table of contents in your text book. Read the chapter headings and topics carefully, and find one that you would like to explore in more depth. Choosing a topic is simply asking a question that you want to answer! e.g.

What is the value of play in an early childhood classroom?

What is appropriate discipline in an early childhood classroom?

How can a teacher create an appropriate environment to meet children's needs?

Once you have decided what question you want to ask, **the answer becomes your term paper!!!**

2. **Find your resources.** These are the books and/or articles that you will use to help answer your question. You must use at least three books or six articles, and yes, your text book counts as one book! All the books and articles that you use must be listed at the end of your paper as your **bibliography**. The format for writing a bibliography can be found at the end of each chapter of your text. Be sure to find current books - preferably from the last ten years.

3. **Create an outline.** Decide how you want to approach your term paper. What are the things that you want to answer in it? You **must** include an introduction, a section on the role of the teacher, and a conclusion. Here is an example:

### Creating a Quality Environment

1. Introduction
2. Definition of environment
3. How the environment influences behavior
4. Supporting children's play through room arrangement
5. Setting up the physical space
6. Choosing the materials
7. Role of the teacher
8. Conclusion



4. **Do your readings.** As you begin to read your books and articles, you will come across information that answers your questions and that you find interesting. Make notes as you go along! I find it helpful to have a sheet of paper for each of the sections of my outline, and when I find useful information, I write it down in the appropriate section. **Whenever possible, write the information down in your own words. If you make a direct quote, you must give the author's name, the title of the book and the page number where it is written.**

5. **Write a draft of your paper.** Now comes the fun part! You have your information on papers and in your head, and your challenge is to write it down on paper in a way that makes sense and answers your original question. **You must begin your paper with an introduction and end with a conclusion.** Remember to write the paper in your own words. **All quotations must be footnoted!!** Failure to do this will result in failing your assignment, and is considered a very serious offense. You may use footnotes, endnotes, or references, the important thing is to make sure that I know that the words have been quoted from the author and that you are not implying that they are your own.

6. **Reread and make any necessary corrections.** You are almost done! You've answered your original question, written down your thoughts and findings, and now you're simply doing the "fine tuning"!

7. **Type your paper!**

8. **Include all necessary pages.** Be sure that you have a title page with the name of your term paper, your own name, class number and date. Next comes the body of the term paper. Finally comes the bibliography listing all the books and articles that you used.

9. **Make a copy.** Keep a copy for yourself to protect your work in case something should happen that results in it being lost.

10. **Congratulate yourself!** You completed a challenging assignment, and I'm sure that you've learned a lot along the way! Remember, this is designed to be a learning experience for you - you choose your own topic and your own resources. Be sure to choose something that interests you and will help you grow as a teacher!!

J. Silver