

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)

This course introduces the student to the history and development of early childhood education and the various philosophies and practices in effect today. A variety of programs are examined in relation to the needs of the child, the environment and the teacher. The roles of the teacher and of the school in social, emotional, cognitive and physical development are stressed. Observations in schools to be arranged.

STUDENT LEARNING OUTCOMES:

1. Students will compare the various types of early care and education programs available in California with regard to funding, curriculum and philosophy. (evaluation: exam question)
2. Students will evaluate the quality of early childhood classrooms based on observations and application of professionally recognized standards. (evaluation: observations of programs)
3. Students will 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. develop techniques of observing and evaluating programs
3. identify the different types and philosophies of early childhood programs in California
4. describe the characteristics of the child of early childhood age and recognize individual differences and special needs
5. recognize and acknowledge child behaviors that might indicate emotional stress and evaluate and apply positive strategies and techniques for guiding behavior
6. identify and describe the relationships, environments and experiences necessary for a quality program
7. describe the curriculum elements necessary for the physical, social, emotional and cognitive development of the child
8. recognize the importance of the role of parents and families in general
9. identify issues related to diversity of culture and ability as it relates to the classroom experience as well as the home and family context
10. recognize the importance of advocacy and current trends in Early Childhood Education
11. demonstrate understanding of current law relating to inclusion of children with special needs in natural environments
12. demonstrate awareness of issues connected to child abuse, including signs, symptoms, laws, policies and available resources for working with children and families.

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

Phone: 818-364-7714

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

E-Mail: 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

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

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 to have your absence changed.

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: Hendrick, Joanne. The Whole Child: Developmental Education for the Early Years. Columbus, OH: Merrill Pub. 2010
 Silver, Collection of Handouts

WEEK	DATE	TOPIC	ASSIGNMENT
1	Feb. 7	Introduction/The Teacher	Chap. 1, App. B
2	Feb. 14	The Teacher: Roles and Career Path	Chap. 1,2
3	Feb. 21	Types of Programs/Licensing	Handouts App.B,C,D
4	Feb. 28	Quality Issues/Environments	Handouts
5	Mar. 7	Routines	Chap. 7,8
6	Mar. 14	Physical and Mental Development/Self-Esteem	Chap. 9,10 <u>Observation 1 due</u> <u>Midterm Take Home</u>
7	Mar. 21	Social Development/Guidance Midterm Part 2 – In class	Chap. 9,10,11 <u>Midterm Exam Due</u>
8	Mar. 28	No Class	
9	Apr. 4	No Class – Spring Break	
10	Apr. 11	Social Development/Guidance	
11	Apr. 18	Diversity Issues/Inclusion	Chap. 4,5
12	Apr. 25	Creativity/Play	Chap. 3,15,16 App. E
13	May 2	Creativity/Play	<u>Observation 2 Due</u>
14	May 9	Project Presentations Curriculum Development	<u>Papers/Projects Due</u>
15	May 16	Professional Development	<u>Final Take Home</u>
16	May 23	Final Exam- Part 2	<u>Part 1 Due</u>
17	May 30	Final Class 10:00 a.m.	

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 March 14, 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 May 2, 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. – March 21, 2013
4. Term Paper/Project - May 9, 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 - May 9, 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. – May 23, 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 – minus 5 points

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 – minus 5 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