Los Angeles Mission College Child Development Department

Taught Bilingually (English/Spanish)

Child Development 2 – EARLY CHILDHOOD: PRINCIPLES AND PRACTICES- Section # 3170

Spring 2014 - Tuesday - 6:50 pm - 10:00 pm

Instructor's Name: Lilamani de Silva
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E-mail: desilvlp@lamission.edu
Office Location: Center for Child Development Studies - Office # 212

Office Hours: Monday – 11:00 am – 12:00 pm & 3:20 pm - 4:20 pm
Wednesday – 2:00 pm – 4:00 pm & 6:00 pm – 7:00 pm
Thursday – 3:20 pm – 3:55 pm
and by appointment

REQUIRED TEXTS AND MATERIALS:

- Weissman and Hendrick. The Whole Child - Developmental Education for the Early Years. Copyright 2014 by Pearson Education, Inc. (Tenth Edition)
- Scantron Form 882 E
- Syllabus: Please download syllabus at www.lamission.edu, click on Directory link and for the Instructor's last name (de Silva). Click on CD 2 syllabus, print and bring to class.

CATALOG 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.

COURSE OBJECTIVES:

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.

Student Learning Outcomes	ASSESSMENT METHOD	Institutional Learning Outcome
1 Compare the various types of early care and education programs available with regard to funding, curriculum and philosophy. 2 Evaluate the quality of early childhood classrooms based on observations and application of professionally recognized standards. 3 Analyze the qualities and practices of an early childhood teacher necessary to meet the developmental needs of young children.	1. Answer a standardized exam question. 2. Submit written observations of two classrooms using professionally recognized quality standards. 3. Demonstrate Developmentally Appropriate practices by designing a learning environment for young children.	1. Written and Oral Communication Problem Solving 2. Information Competency Written and Oral Communication 3. Written and Oral Communication Problem Solving

REQUIRED ASSISGNMENTS:

All assignments must be typed. The assignments are as follows:

1. Observation of physical environment: use of space - (100 points) You are required to visit a school/program (at a NAEYC Accredited Center or the Child Development Center at Campus) 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 on my web page. You may work with a partner on this assignment, and both students will receive the same grade. You are free to choose your own partner for this assignment. The grading rubrics for this assignment is posted on my web page.

2. Observation of the role of the teacher - (100 points) 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 cover sheet and separate forms are available on my web page. You may work with a partner on this assignment, and both students will receive the same grade. You are free to choose your own partner for this assignment. The grading rubrics for this assignment is posted on my web page.

3. Midterm Exam - (150 points) – Chapters 1-8. Please bring a scantron Form No. 882-E to do your exam.
4. Final Exam - (150 points) - Chapters 9-16. Please bring a scantron Form No. 882-E to do your exam.

5. Collaborative Project (Groups will be assigned by the Instructor) - (100 points)
   Active Group Participation is required. If a group member is not participating she/he may not get the same grade. Turn in a summary of how each group member participated in this collaborative project along with your paper. The process of doing this project is of great value in learning.

   - Learning Center Presentation - With a small group, you will be required to create and present a learning center that Facilitate Creative Play in an early childhood classroom. The presentation must include the following:
     1) A diagram of a classroom indicating the location of the learning centers.
     2) A three-dimensional model of the center itself indicating storage, equipment and materials.
     3) Including all children –Special needs, diversity, gender equality
     4) Plan the environment to foster physical, cognitive, social and emotional development.
     5) Think about ways to extend activities as they emerge.
     6) Include actual real life experience when developing the environment for children to be creative in their play.
     7) Outdoor Play – include nature in their environment
     8) A kit of materials for one activity to be included in the center (open-ended activity to foster creativity). Role play how you all will facilitate creativity.
     9) An Oral and written discussion of the values of this particular center and activity must be included in the presentation.
     10) As a group you will turn in a minimum of four page written paper describing the values of this particular center. Each group member will get the same grade for this project.
     11) This will be presented to the class along with a one-page summary for the entire class members.
     12) More details will be given in class along with the grading rubrics which is posted on my web page.

Participation: (100 Points)

- Attendance is mandatory.
- If you cannot attend class for any reason, it is important that you notify me in advance.
- Coming to class late and leaving early will result in a minus of 10 points.
- Small and Large group participation is also very important and will influence your grade.
- Every class missed will result in a minus of 20 points.
- It is your responsibility to drop a class, if you are no longer attending the class.
- Students with excessive absences or tardiness (3 weeks in a row) will be dropped from this class.
- Always get the name, telephone number; e-mail address of one of the student's in this class to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.

Assignments turned in late:

- 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, your final grade will be lowered by a full letter grade.

Extra Credit:
Attendance of Conferences and Workshops. A written report of what you learned must be submitted.

EVALUATION:
There are Five (5) assignments to submit in this class. Each of which will contribute to your final grade. Each assignment will be given a letter grade (e.g. A, B, C, D, or F), which will then be recorded in order to determine your final grade for the class. The letter grades mean the following:

A - 650-700
B - 600-649
C - 550-599
D - 500-549
F - below 499

INCOMPLETE GRADE:
Incomplete grades will be issued at the end of the semester for those students who encounter a personal emergency, family crisis, illness, and other special circumstance. Also the students must at least have completed 75% of class. Incomplete work needs to be turned in before one year. If not turned in within one year a grade will be given for that class.

STUDENTS WITH SPECIAL NEEDS:
If you are a student with a disability and require classroom accommodations, please meet with me to discuss arrangements. If you have not yet contacted Disabled Student Program & Services (DSP&S), do so in a timely manner. DSP&S is located in Instructional Building. Visit DSP&S at www.lamission.edu/dsps or 818-833-3313 for contact information.

ELECTRONIC DEVISES:
- Please be courteous and turn your cell phone on to a silent mode.
- Please do not text, go online and chat using your phone or lap top during class.
- Please do not tape any class discussions, lectures or any part of the class.

TEACHING STYLE:
"All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher." (Adler, 1982)
One must learn by doing the thing, for though you think you know it-you have no certainty until you try." (Sophocles, 5th C. B.C.)

THREE ATTEMPT LIMIT:
A new state policy in effect as of 2012 limits students to (3) three attempts per course. Receiving a grade or a "W" for a course counts as an attempt, regardless of when the course was taken. Withdrawal by the deadline to avoid a "W" will not count as an attempt. For the Spring 2014, the deadline to avoid a "W" is February 23.

Important Deadline Dates:
ADD Dates – Deadline to add online.....February 9
ADD Dates – Deadline to add full term classes in person.....February 21
DROP Dates – Drop classes without incurring fees or with a refund.....February 23
Drop classes without receiving a "W".....February 23
Drop classes with a "W" (letter grade is required from this day forward).....May 11

If you stop attending a class (or wish to drop a class) YOU MUST DROP THE CLASS YOURSELF-OFFICIALLY – on or before May 11, through the Internet or in person in the Office of Admissions & Records. Failure to do so may result in a grade of "F" in that class. Registration Information – Website – www.laccd.edu (Student Information System)

Statement for Plagiarism and Student Conduct - Academic Dishonesty – Board Rule 9803.28
Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered or cheating on assignments (e.g., copying or giving answers, using "crib" sheets, etc.) will (I) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For further information on plagiarism go to the Writing Center website and refer to the STANDARDS OF STUDENT CONDUCT AND DISCIPLINARY ACTION in the Current Schedule of Classes and the Catalog.

Child Development 2 - Section # 3170

Class Schedule – Spring 2014

Tuesday - 6:50 pm – 10:00 pm

WEEK	DATE	TOPIC	ASSIGNMENTS
1	February 11	Introduction Child Development Programs – Licensing Teaching Profession - Roles and Career Path	Read Chapter 1 & Appendix B, C, & D
2	February 18	Chapter 1 - What is Good Education for Young Children	Read Chapter 2
3	February 25	Chapter 2 – Collaborating with Families	Read Chapters 3 & 4
4	March 4	Chapter 3 – Fostering Creativity in Play Chapter 4 – Providing Cross-Cultural, Nonsexist Education	Read Chapters 5 & 6
5	March 11	Chapter 5 – Welcoming Children Who Have Special Educational Requirements Chapter 6 – Using Standards and Assessment in Early Education	Read Chapters 7 & 8 Read Chapter 9
6	March 18	Chapter 7 – Arranging a Good day for Young Children: Daily Routines and Supporting Classroom Environment Chapter 8 – Promoting the Development of the Physical Self	Work on Observation # 1 Review for Mid-Term Exam Chapters 1-8
7	March 25	Chapter 9 – Strengthening the Development of the Emotional Self Observation # 1 – Due	Read Chapters 10 & 11
8	April 1	Mid-Term Exam – Chapters 1-8	Work on Observation # 2
9	April 8	No Class – College Closed – Spring Break	
10	April 15	Chapter 10 – The Social Self: Encouraging Social Competence in Young Children Chapter 11 – The Social self: Fostering Self-Discipline and Conflict Resolution Skills Observation # 2 Due	Read Chapters 12 & 13
11	April 22	Chapter 12 – Fostering the Development of Language Skills Chapter 13 – Fostering the Emergence of Literacy	Read Chapter 14
12	April 29	Chapter 14 – Supporting the Development of Cognitive Self	Work on Collaborative Project Read Chapter 15
13	May 6	Chapter 15 – Nurturing the Development of Creative Self	Work on Collaborative Project Read Chapter 16
14	May 13	Chapter 16 – Developing the Whole Child: Becoming the Whole Teacher	
15	May 20	Collaborative Project Presentations	
16	May 27	No Class – Non-Instruction Day	Review for Final Exam-Chapters 9-16
17	June 3	Final Exam - 8:00 pm – 10:00 pm	

Please note: The course outline is a guide for the semester and may be modified/revised to enhance learning outcomes or by events outside the control of the instructor.

Child Development 2-Section # 3170
Assignment Check List
Spring 2014 – Tuesday - 6:50 pm – 10:50 pm

Student's Name: _____ Total Points:_____ Final Grade:_____

1.	_____March 25	Observation # 1– Physical Environment	_____/100
2.	_____April 1	Midterm Exam – Chapters 1-8	_____/100
3.	_____April 15	Observation # 2 - Role of the Teacher	_____/100
4.	_____May 20	Collaborative Project	_____/200
5.	_____June 3	Final Exam	_____/100
6.	_____June 3	Participation	_____/100
7.	_____May 20	Extra Credit	_____/20
	Total Points		_____700

A – 650-700
B - 600-649
C - 550-599
D - 500-549
F - below 499

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and by appointment

Child Development Web Site: www.lamission.edu/childdevelopment

If you have any questions, concerns or did not understand any contents of the material please make an appointment to meet with me. I can give you my full attention when I can set aside time to meet with you. Please feel free to call and e-mail me.

Child Development 2- Section # 3170
Spring 2014

Name:_____

Address:_____

Telephone: Cell:_____ Day:_____Evening:_____

E-mail:_____ Major:_____

Reason taking this class:_____

How many units enrolled this semester:_____?

Name the classes' enrolled:_____

_____

How many Child Development classes previously taken:_____

Name the Child Development classes' taken:_____

How many hours do you work? _____

Occupation:_____

What is your first language? _____

Languages spoken:_____

Do you have any Special Needs? _____

Any other information you would like to share:_____

_____