Welcome to …

**CHILD DEVELOPMENT 2**

**EARLY CHILDHOOD: PRINCIPLES AND PRACTICES**

Summer 2013 (Section 0802)  CCDS Room 201

**TEXT**

The Whole Child
By: Weissman & Hendrick
( 10th edition will be used)

Handouts by Jan Silver

**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.

**COURSE OBJECTIVES**

This course will enable the student to:

- describe the requirements and professional responsibilities of a teacher
- develop techniques of observing and evaluating programs
- identify the different types and philosophies of early childhood programs in California
- describe the characteristics of the child of early childhood age and recognize individual differences and special needs
- recognize and acknowledge child behaviors that might indicate emotional stress and evaluate and apply positive strategies and techniques for guiding behavior
- identify and describe the relationships, environments and experiences necessary for a quality program
- describe the curriculum elements necessary for the physical, social, emotional and cognitive development of the child
- recognize the importance of the role of parents and families in general
- identify issues related to diversity of culture and ability as it relates to the classroom experience as well as the home and family context
- recognize the importance of advocacy and current trends in Early Childhood Education
- demonstrate understanding of current law relating to inclusion of children with special needs in natural environments
demonstrate awareness of issues connected to child abuse, including signs, symptoms, laws, policies and available resources for working with children and families.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1. Students will compare the various types of early care and education programs available in California with regard to funding, curriculum and philosophy.</td>
<td>- Written and Oral Communication (1)</td>
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<tr>
<td>2. Students will evaluate the quality of early childhood classrooms based on observations and application of professionally recognized standards.</td>
<td>- Information Competency (2)</td>
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<tr>
<td>3. Students will analyze the qualities and practices of an early childhood teacher necessary to meet the developmental needs of young children.</td>
<td>- Problem Solving (3)</td>
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**Special Needs**

If any students have identified special needs and would benefit from modifications or additional support, please come and see me after class to introduce yourself and discuss accommodations necessary for your success.

**COURSE REQUIREMENTS**

1. **Text**- Required readings done before class.
2. **Course Packet**- Jan Silver's packet at the bookstore
3. **Assignments**- 2 observations assignments, final project
4. **Exams**- Take home midterm and final.
5. **Class Participation** is essential part of your learning and participation points.

**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>180</td>
</tr>
<tr>
<td>(10 points X 18 class meeting)</td>
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</tr>
<tr>
<td>In class assignments</td>
<td>160</td>
</tr>
<tr>
<td>(10 points x 16 chapters )</td>
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</tbody>
</table>
Midterm 100
Final 100
Collaborative Project 200

740 total points

Grading Scale
740-663 = A
662-589 = B
588-515 = C
514-441 = D
440 or below = F

Participation
- Participation in class is mandatory. Students who are absent will lose 10 points per absence. Points will be taken off for tardies and when students have to leave early. If you are not in class then you can not participate and if you do not participate then you will not get the points.
- Make sure to let your instructor know when you come in late or if you have to leave early so that you do not miss any participation points.
- If a student does not attend class it will be considered as an ABSENT(excused or unexcused) regardless of illness, family issues, transportation, etc.
- Students need to email the instructor when absent.
- It is expected that each student will keep up with the assigned readings before coming to class to make the most of lecture time and to ask questions.
- Lectures will be presented in power point and will be available for students to download at www.lamission.edu. Find directory link and look for the instructor's last name (Bazikyan), find your school and download the slides.
- Disruptive/disrespectful behavior will result in the student being asked to leave the class and the loss of all participation points for that day.

Assignments
- Are due on the dates specified on the course outline.
- If you are going to be absent on the due date of an assignment you may leave the assignment to be turned in by a classmate.
- **Emailed or Faxed papers will not be accepted.** Only hard copies will be accepted.
- **Assignments need to be typed.** Specific information will be given. In class assignments do not need to be typed but handwritten neatly with name of the student.

Late Assignments
- Late assignments will result in point deductions.

Academic Dishonesty
• Academic dishonesty will not be tolerated and will result in an automatic “F” for that particular assignment or test.
• See the schedule of classes “Standards of Student Conduct and Disciplinary Conduct” pg 62 for further details.

Electronic Devises:
• Please turn off/put cell phones on silent mode when in class.
• If you need to make or are expected to receive an important phone call please discreetly step out of the class so as to not disrupt lecture and other students.
• Students who are seen texting and on the internet will lose participation points.

Respectful Conduct:
• It is your instructor’s belief that learning occurs in an environment of mutual respect. Therefore it is expected that respect will occur at all levels. This includes respect for self, others, property, ideas, privacy, personal space, and the class environment as a whole.
• Conduct considered inappropriate would include: talking or whispering while someone else is talking, not cleaning up after oneself, shuffling through papers other than those handed out by the instructor, interrupting class by arriving or leaving other than the scheduled time, and doing work other than class work in class.
• If students are continuously disrespectful to the instructor, other students or are not mature enough to attend class they will be asked to leave and or expelled from the course.

Learning Center (818) 364-7756
• Students can get help with Math and English
• One-on-one and small group tutoring available.

IMPORTANT MESSAGE!!!
The most important measure of your progress is your own growth and development throughout this class. I am always available to meet with you and discuss your progress. Please do not hesitate to email me for an appointment or stay after class to ask questions, discuss concerns, or simply to review what we’re discussing in class. The most important part of this course is your own growth and understanding – we will all be participating the learning process together!

The five assignments are as follows:

1. Observation of physical environment: use of space - (100 points) 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 are required to 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.

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 in the Collection of Handouts. You are required to 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.

3. **Midterm Exam - (100 points)** - All submitted exams must be the student’s **individual work**.
   Take Home - **100 points**.

4. **Collaborative Project (Groups will be assigned by the Instructor) - (200 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.

5. **Final Exam - (100 points)**
   In class - **100 points**.

### Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Subjects Covered</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>06/18/13</td>
<td>Introductions</td>
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<tr>
<td></td>
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<td>Video on Career Encounters</td>
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<td></td>
<td>06/01/13</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>2</td>
<td>06/25/13</td>
<td>Chapter 2</td>
<td></td>
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<td></td>
<td>06/27/13</td>
<td>Chapter 3</td>
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<tr>
<td>3</td>
<td>07/02/13</td>
<td>Chapter 4</td>
<td>Observation #1 Due</td>
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<td>4</td>
<td>07/09/13</td>
<td>Chapter 5</td>
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<td></td>
<td>07/11/13</td>
<td>Chapter 6</td>
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<tr>
<td>5</td>
<td>07/16/13</td>
<td>Chapter 7</td>
<td>Midterm Due</td>
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<tr>
<td></td>
<td>07/18/13</td>
<td>Chapter 8</td>
<td></td>
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<tr>
<td>6</td>
<td>07/23/13</td>
<td>Chapter 9</td>
<td>Observation #2 Due</td>
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<td></td>
<td>07/25/14</td>
<td>Chapter 10 &amp; 11</td>
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<tr>
<td>7</td>
<td>07/30/13</td>
<td>Chapter 12 &amp; 13</td>
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<tr>
<td></td>
<td>08/01/13</td>
<td>Chapter 14</td>
<td></td>
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<tr>
<td>8</td>
<td>08/06/13</td>
<td>Chapter 15 &amp; 16</td>
<td>Project Due</td>
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<tr>
<td></td>
<td>08/08/13</td>
<td>Final in class</td>
<td>Celebrate !!!</td>
</tr>
</tbody>
</table>

**Holidays**

July 4<sup>th</sup> No Class