

**Child Development 103 [CD3]
Syllabus FALL 2009**

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Prerequisites: N/A

Required Texts:

Santrock, John. Children, 10th Edition, (revised edition)

Optional Texts:

Course Description:

This course will focus on the growth and development from prenatal stages through adolescence, with emphasis on the process through which the individual moves toward physical, mental, social and emotional maturity.

Course Objectives:

1. Using standard research methods, students will analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychological, cognitive, and language development.
2. In projects and/or essays, students will compare and contrast various theoretical frameworks that relate to the study of human development.
3. Using investigative research methodologies, students will apply developmental theory to the analysis of child observations, surveys, and/or interviews.

Assignments:

“Baby Day” –

A summary of infant observation focusing on the child’s general skills. **(in class assignment)**

Total Points Possible > 50

Preschool Activity –

You will create a developmental activity for preschool or school age children. **(Group Activity)**

Total Points Possible > 50

Adolescent Interview –

You will interview a panel of adolescents ages 13-17 years old. Each interview must address all required assignment criteria. **(in class assignment)**

Total Points Possible > 25

Midterm Assessment –

Multiple Choice format **(Scantron 882 required)**

Total Points Possible > 50

Final –

Part 1 - Multiple Choice format **(Scantron 882 required)**

Part 2 – Essay format. Papers must be typed, 1.5 line spaced.

Total Points Possible > 75

Extra Credit

Total Points Possible > 10 (in class assignment)

Course Outline:

Week 1	September 3	Introduction Video: TBD
Week 2	September 10	Chapter 1 Theory- video: 49-up
Week 3	September 17	Chapter 3 & 4 Prenatal Development/ Birth Video: "stages of labor", test review
Week 4	September 24	Midterm Assessment Chapters 5 & 6 Infant toddler/ Physical Development/ Cognitive Development toy experiment, Introduction to baby day
Week 5	October 1	Chapter 7 Infant Toddler Social Emotional Development Review Baby Day instructions
Week 6	October 8	Baby Day
Week 7	October 15	Chapter 9 The Preschool Child / Cognitive Development Intro to Pre-school Assignment In-class work on Pre-k Activity
Week 8	October 22	Chapters 8 & 10 The Preschool Child Social Emotional and Physical Development In-class work on Preschool Activity
Week 9	October 29	Preschool Presentation Overview of Final Essay
Week 10	November 5	Chapter 11 & 12 The School Age Child / Physical Development / Cognitive Development Video: "Educating Peter" Overview of final essay
Week 11	November 12	Chapter 13 The School age Child / Social Emotional Development Assignment: extra credit Gardner Intelligence Test (typed)
Week 12	November 19	Chapters 14, 15 & 16 The Adolescent / Physical Development / Cognitive Development / Social Emotional Development Video: "inside the teen-age brain", sign-ups for adolescent review
Week 13	November 26	Thanksgiving No Class
Week 14	December 3	The Adolescent Interview
Week 15	December 10	Essay Questions & Final Exam Review
Week 16	December 17	Final Exam and Essay

Conduct & Policies:

Assignments

- **No Late assignments will be accepted**
 - All assignments are due at the beginning of class. If you are late to class, your assignment will be considered late.
- There are no make up-assignments.
- All out of class assignments must be typed using a computer.
- Save all graded assignments in case grade verification is ever needed.
- Detailed descriptions of all assignments will be given in class.

Class Activities

Class participation is mandatory. You will participate in a variety of activities throughout the semester. 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. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.

Midterm Examination

The midterm exam is given on the date indicated. It may cover the assigned reading material, videos, class activities, and class lecture/discussions. No make up exam will be given.

Readings

All chapters should be read during the week they are assigned.

Attendance

- **Your attendance is mandatory.**
- Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- If you miss **three** class sessions you may be excluded from class.
- It is the student's responsibility to:
 - Inform the instructor at the end of class of your late arrival.
 - Inform the instructor of personal/medical emergencies affecting your attendance.
 - Obtain information about missed classes for fellow students.
 - Officially drop the class if you stop attending.
 - Use the buddy system. Exchange phone numbers with classmates.
- If you are absent the day any demonstration is due you will lose the points for that demo.
- You must be present to participate in the demonstrations of other students.

Individual Grading Sheet

Name: _____

Midterm Assessment _____/50 points

"Baby Day" _____/50 points

Preschool Activity _____/50 points

Adolescent Interview _____/25 points

Final: _____/75 points

Total Points: 250

A= 250 - 225

B= 224 - 200

C= 199 - 175

D= 174 - 150

F= 149 - 0

Extra Credit: _____/10 points additional to
final score

**El Camino College
Childhood Education Department**

Childhood Education Department Program Mission Statement

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

Program Level Student Learning Outcomes

1. Integrate an understanding of the needs, the characteristics and the multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education of young children
2. Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children
3. Apply effective guidance and interaction strategies that support all children's social and emotional development
4. Develop strategies that promote partnerships between programs, teachers, families and their communities
5. Demonstrate and/or evaluate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the early childhood