

Program	Allan Hancock College Early Childhood Studies
Course Number	ECS 100
Instructor	Michael Shaw
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Campus	Orcutt Academy High School
Address	610 Pinal
City/State/Zip	Santa Maria, CA , 93454
Beginning Date	August 22
Number of Weeks	16 weeks
Meeting Times	5 th Period as per OAHS's schedule

- September 6, 7, 9, 12, 13, 14, 16, 19-23, 26-28, 30
- October 3-5, 7, 10-12, 14, 17-19, 21, 24-26, 28, 31
- November 1, 2, 4, 7-9, 14-16, 18, 28-30
- December 2, 5-7, 9

Course Description:

This course is designed for upperclassmen to be introduced to Child Development and Early Childhood Studies. The class will deal with the big issues such as the developing child and early childhood philosophy (including physical, psychological, social, emotional, and motor development). Working independently, in small groups, and one-on-one with the instructor, the students will build their understanding of their own development as well as learning about others.

Grade Composition:

Unit Tests and Quizzes	30%
Papers and Presentations	30%
Homework and Effort	30%
Comprehensive Final Exam	10%

Grading:

- A = 90%-100%
- B= 80%-89%
- C= 70%-79%
- D= 60%-69%
- F= 59% or lower

Major Assignments:

ELC Lab Experience- Students will work in the May Grisham Early Learning Center for practicum experience. Students will apply learning from the lecture and text to their lab experience. Students will keep a lab notebook where they document interactions and reflections on the learning process and development of children.

Theorist Research Presentation- Students will work in teams to research and present on a major theorist who has shaped the early childhood philosophy. Presentations will be based upon the text and three other sources (one being a book source). Sources will be listed on an APA Works Cited Page and will be used to craft a 10-minute presentation on the theorist.

Prenatal Development Model Construction- Students will follow the prenatal development from egg and sperm to fetus and will construct models of the development of the child and mother. From this model, students will present on their understanding of prenatal development.

Observational Journal- Students will keep an observational journal of children at different points in the developmental continuum. Students will observe children, beginning with infants, and write naturalistic observations of the children's behaviors. Students will then chart the milestones from zero to eight years, noting physical, social, psychological, cognitive, large motor, small motor, and emotional developments.

1,000 Word Research on Developmental Milestones- Students will construct a 1,000 word research paper based on the theorists who articulate milestones. Five sources must be used, including two book sources.

Virtual Child Online- Students will create an online profile and will "grow" a child online. The virtual program will help students identify the major milestones as they observe and care for their virtual child. Student will complete notebook assignments and online assignments.

Unit Notebook- For each unit, students will take Cornell Notes in a spiral notebook on the chapter and lecture. Notebooks will be collected on the day of each chapter test and will be evaluated based on completion and content.

Unit Tests- At the end of each unit/chapter, students will complete a standardized test with questions from the test bank. Tests will consist of short answer, essay, true/false, and multiple choice.

Final Exam- A comprehensive final exam will be issued at the end of the term. The final will consist of short answer, fill in the blank, true/false, multiple choice, and an essay.

Effort Grade- Each day students will receive a plus, check, or minus based on their preparedness for class and involvement in class activities. These marks translate into an effort grade and are averaged with homework grades.

Materials for Class:

- ✓ Spiral-bound Journal, college ruled, 70+ pages
- ✓ Blue or black ink pen
- ✓ Highlighter

*Note- All of these items must be in class daily!

Course Details:

Child Development is designed for students to search out the *Big Questions*, such as:

What makes me *me*?

What motivates?

Is nature or nurture at work?

The texts, articles, videos and essays presented in this class will allow us to look into the minds of great thinkers as they grapple with these very questions. In some cases, we discuss or read about sensitive issues such as sexual development, gender identity, drug-use, and child abuse. It is important students are mature and deal with these topics in an appropriate fashion.

Textbooks

Feldman, Robert (2012). *Child Development* (6th Ed.). New Jersey: Pearson Education. ISBN: 978-0-205-25480-4

My Virtual Child Access Code Pearson Education Inc.

Supplemental Texts-

YC Young Children Journal. The National Association for the Education of Young Children monthly periodical (NAEYC).

A Guidance Approach to the Encouraging Classroom by Dan Gartrell, 2013. ISBN: 978-1-285-48860-8

At the end of the course, the student will be able to:

1. analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
2. analyze how cultural, economic, political, historical contexts affect children's development.
3. compare and contrast various theoretical frameworks that relate to the study of human development
4. apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies
5. differentiate characteristics of typical and atypical development at various stages.
6. analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.
7. examine and discuss major theories of child development
8. examine ways in which developmental domains are continuous, sequential and inter-related.
9. demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
10. investigate and explain sources of developmental change and reasons for disturbances in the developmental process
11. demonstrate knowledge of current research findings as they apply to child development.
12. examine and explain how bias can influence the research process.
13. demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers
14. examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment
15. examine and evaluate the role of family in facilitating children's development.
16. examine and evaluate the role of teachers and other professionals in facilitating children's development
17. examine and evaluate the role of play and its relationship to development at various stages
18. identify and describe risk factors that impact families and children at each major developmental stage
19. describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

Student Outcomes-

We will base this course around Allan Hancock College's Early Childhood Studies Department Standards and Course Objectives for ECS 100. These objectives were created and designed by ECS Professionals and are as follows:

Student Learner Outcome 1: Analyze and apply child development theories and principles for children from birth through adolescence in the areas of physical, psychosocial, cognitive and language development using standard research methodologies including but not limited to observation, interviews, and surveys.

- a. Students will identify, examine and discuss major theories of child development.
- b. Students will demonstrate knowledge of current research findings as they apply to child development, and how bias can influence the research process.
- c. Students will demonstrate objective techniques and skills when observing interviewing describing and evaluating behavior in children of all ages, cultures, backgrounds and caregiver skills.

Student Learner Outcome 2: Analyze how social economic, political, historical and cultural contexts affect children's development.

- a. Students will investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- b. Students will examine and evaluate the role of family, teachers and other professionals in facilitating children's development.

Student Learner Outcome 3: Differentiate between typical and atypical development in various stages of children's development.

- a. Students will demonstrate knowledge of the physical social/emotional, cognitive and language development of children, both typically developing and atypically developing, in major developmental stages.
- b. Students will identify and describe risk factors that impact families and children at each major developmental stage.
- c. Students will examine ways in which developmental domains are continuous, sequential and inter-related.

Student Learner Outcome 4: Analyze the importance of the early years and the effects of interactions between maturational processes and environmental factors on various areas of development.

- a. Students will investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- b. Students will examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- c. Students will examine and evaluate the role of play and its relationship to development at various stages.

PROGRAM OUTCOMES

1. Understand & apply child development theories and principles.
2. Identify and implement observation, documentation and other assessment strategies.
3. Identify, develop and implement developmentally appropriate curriculum & teaching practices to positively guide children's behavior and learning.
4. Develop an environment that honors the diversity of the learning community (children, families, staff, and community) through empowerment, equity, respect and dignity.
5. Value and cultivate collaborative family and community relationships.

PROFESSIONAL SKILLS

- Acts in a professional, respectful manner.
- Works as a constructive member of a team.
- Communicates effectively.

STUDENT LEARNER OUTCOMES

1. Identify and analyze historical trends and theories of guidance and discipline.
2. Investigate new trends in positive child guidance.

3. Identify and analyze guidance features of various educational environments.
4. Identify and apply techniques and strategies for developing an encouraging classroom.
5. Identify and apply positive guidance teaching techniques and strategies.
6. Analyze the role of the family, community, and school relationships in developing a child's positive self-esteem and self-concept.
7. Identify the teacher's role in building collaborative relationships with the child.
8. *Analyze the importance of the development of positive self-esteem and self-concept in children's overall development and educational efficacy.*

COURSE OBJECTIVES	
Students will be able to:	
1.	Identify, analyze, and label historical trends and theories of guidance and discipline.
2.	Research new trends in positive child guidance in current publications.
3.	Identify and analyze guidance features in Infant and Toddler, Preschool, and School Aged environments.
4.	Recognize and note strategies for developing an encouraging classroom.
5.	Identify and apply positive guidance teaching techniques and strategies to specific case study examples and in real life situations through observation of teacher child interactions in natural environments.
6.	Analyze the role of the family, community, and school relationships in developing a child's positive self-esteem and self-concept in a given case study.
7.	Identify the teacher's role in building collaborative relationships with the child through observation and interview.
8.	<i>Analyze the importance of the development of positive self-esteem and self-concept in children's overall development and educational efficacy.</i>
Grading Information	
Letter grades of A, B, C, D or F will be used in this course as an evaluation of student performance, unless otherwise arranged at the time of registration.	
A 90-100%	
B 80-89%	
C 70-79%	
D 60-69%	
F below 60%	
Guidelines for Success	
Academic Honesty	
Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.	

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work.
2. Allowing another learner to copy from your work.
3. Using resource materials or information to complete an assessment without permission from your instructor.
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
5. Taking a test for someone else or permitting someone else to take a test for you

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

ADA Statement

The student who has any need for special accommodations in this course is encouraged to contact the instructor at the beginning of the course.

Guidelines for Mutual Respect

This course is designed for collaboration rather than competition. That means each member of the class supports the others in their efforts to succeed. Be sure to come to each class prepared to:

1. Listen with respect.
2. Speak with respect.
3. Contribute actively to the work of your team.

Each of the assignments in the course has due dates. The due dates are written down on a schedule given out the beginning of the semester, as well as posted each week in class. Some weeks the assignments will be discussed in class, and it is important that they be completed on time. Any time an assignment is turned in late, there will be a reduction in your grade. No assignment will be accepted if it is over two weeks late.

Students are expected to take tests on scheduled days. Any student who is absent on a test day will be expected to make up the test the following class period either before or after class. If this is not done, the student will not be able to take the test.

Attendance

Plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete your assignments and assessments on or before the date they are due.

One absence is allowed in this course without demerit. While one absence is permitted, work missed during an absence must be made up outside of class and submitted within one class session of the absence. There are a number of class assignments and points cannot be given if you are not present and participating. There will be no makeup points for missed class work or quizzes. In addition while

attendance and participation make up 10% of your grade if you miss more than two (2) class sessions you may be dropped from the class, resulting in an F or W.

Because we are training for employment, we at Allan Hancock College have the same expectation as your future employers. We expect you to be on time for all class meetings. Various activities have been planned during each class period. If you are not on time you are missing out on information, which you need to learn and are not able to be an active group member. If you are late your grade will be affected. "Late" is defined as anything after the scheduled start time.

The instructor will present information in class, which reinforces what you have learned in your reading and other assignments, and will also present new information. To gain full comprehension you must attend all class sessions. If you are late more than 30 minutes you will be counted absent. Coming late to class will affect your grade.

Please sign below saying you have read and agree to the above curriculum guidelines.

Parent Signature- _____ Date- _____

Student Signature- _____