

CHILD DEVELOPMENT 101  
INSTRUCTOR: LEE BIPPUS JONES, MFT

<b>Contact Information:</b>	<b>Office hours</b> by appointment
<b>Monday class location: Muir 163</b>	<b>Class time: 6:00 pm – 9:05 pm</b>
<b><a href="mailto:JONESL@mjc.edu">JONESL@mjc.edu</a></b>	<b>Department phone: 575-6343</b>

<b>Required texts</b>	<b>Copple and Bredekamp, <i>Developmentally Appropriate Practice</i></b>
<b>Required testing</b>	Every student will need documentation that you are free from Tuberculosis.
<b>TB test due date</b>	<b>Tuberculosis (TB) requirement must be met by January 25<sup>th</sup>.</b>
<b>IMPORTANT NOTE Student responsibilities:</b> Documentation must be provided to the instructor <b>on or before 01/25/10</b> . This clearance can be obtained from the Health Center on either campus, but must be done on a Monday or Tuesday if done here at MJC. This limits your opportunities. You may use your own physician. TB verifications must be less than 11 months old. This means that your verification must be more recent than February 1, 2009. The verification submitted must include the following:	
	Clearly written name of the student
	Date of Test and Date of Read
	Clearly stated that student is free from Tuberculosis
	Physician's office or health center contact information
Students born outside of the USA should check with their physician for appropriate clearance. In most cases, you should NOT receive the standard test given here.	
If you have met this requirement AND we have documentation of your results on file in the Child Development office, simply verify information by submitting a full size sheet of paper with this statement: <i>My TB Clearance is already on file in the Child Development office. My name is _____ . I am in CLDDV 101 _____ session.</i>	
Clearances are due to the Child Development Program Office by <b>January 25, 2010</b> .	
<b>This is a 25 point assignment.</b>	
<b>Students not meeting this requirement will be dropped from the class.</b>	

<b><u>COURSE GOALS &amp; OBJECTIVES</u></b>
<ol style="list-style-type: none"> <li>1. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and Philosophies and ethical standards.</li> <li>2. Identify the underlying theoretical perspective in forming a professional philosophy.</li> <li>3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.</li> <li>4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.</li> </ol>
<b>Student Learning Outcomes:</b> By the end of the semester, each student will demonstrate an ability to make connections between philosophies, classroom models, and developmentally appropriate practice while constructing a vision of education and being an early childhood educator.
<b>Assessment:</b> After lecture, text, media presentations, guest speakers, discussions, and group activities, each student will write a philosophy statement.
<b>Extra Credit:</b> Students will be provided opportunities by announcements in class and posted online

**COURSE EXPECTATIONS & ASSUMPTIONS:**

My role as the instructor in this class is to provide a theoretical framework, activities, and assignments for students to utilize in developing understanding, knowledge, and skills. I care very much about how and what you learn in this class. I believe that you will enjoy learning through the activities provided. I look forward to the discussion and feedback we will share. In addition, I encourage you to see your colleagues and classmates as valuable resources for your learning.

**All papers must have the following information:**

**Typewritten, with no less than a 12 font, space and a half.**

All quizzes and exams will be done on a scantron form 882 E.

Each class period you must bring scantrons, #2 pencil (sharpened), and note paper for in class essays

Keep scantrons in the package in a place where they will not become bent, wrinkled or damaged.

**DO NOT 3-HOLE PUNCH YOUR SCANTRONS.**

Quizzes may be given at any time, without notice, and may include any and all of the content covered up to that time. It is your responsibility to have an eraser that works. Answers marked wrong because of poor erasure will not receive credit. Erase cleanly.

This program information will be required for **EVERY** observation assignment. 5 points will be subtracted if it is missing from the first page. **Top right corner first, then left side, as shown below (each additional paper must have your last and page number.**

	Last Name, First Name CLDDV 101 (Mon or Thur PM) Title of Assignment Due Date
<b>Location of Visit:</b>	
<i>Date and time of Visit:</i>	
<i>Number of children present:</i>	
<b>Age of subject: birth date if possible</b>	
<i>Number of adults present:</i>	
<i>Activity centers available to children during visit:</i>	

**NO COVER SHEETS or FOLDERS PLEASE (except for portfolio assignment).**

Staple your pages together.

**IMPORTANT:** You should keep all of your returned papers, quizzes and tests until you receive your grade for the course. You can also keep track of your own grade by tallying your points from each assignment which has been returned to you.

**Late papers will be accepted the next class with a penalty of 50%.**

**Turn off your cell phones. NO texting, searching etc. unless it is part of an assignment/class activity.** If you have a family emergency, put your phone on silent mode and leave the room to answer it. Respectful attentiveness is expected. If you are bored or too tired to stay awake, please excuse yourself gracefully. If you use your cell phone, text device or other devices that connect you to the outside during class, I will respectfully invite you to leave.

**If you need assistance, please speak with the instructor as soon possible.**

## **ACADEMIC ETHICS**

In this course, students are expected to share ideas, suggestions, resources and information, and are often able to work together cooperatively to complete a task. However, cheating and plagiarism will result in an “F” grade. This will apply to all persons involved. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements.

**Internet Access Required:** The assignments, study guides, and other information for this course will be found on the child development department website. The website can be accessed at URL:

[http://virtual.yosemite.cc.ca.us/Childdevelopment/Lee\\_Jones/home.htm](http://virtual.yosemite.cc.ca.us/Childdevelopment/Lee_Jones/home.htm)

You can also get to the website by going to MJC.edu, clicking on “Directory” and going to Child Development Department. Then click on the link to Instructors and select my name.

For those of you who do not have Internet access at home you can access the Internet at the following locations on campus.

### **East Campus:**

- ❖ Library Computer Lab North Reading Room, Library 116
- ❖ “The Place” Computer Lab, Founders Hall, 152
- ❖ STAR Computer Lab, Founders Hall, 122

### **West Campus**

- ❖ Library Computer Lab, Yosemite Hall, A235
- ❖ Tutoring Center, Yosemite Hall, 118

All *PowerPoint* presentations will also be available for you on this website

**Student Materials and Quizzes:** Some materials to support chapters and lectures will be found on the class website, identified by the class meeting number and or/topic. The text book has an informative disc that promotes the text material. Regular quizzes will be created from lectures, media presentation, guest speakers, and readings.

**Personal Ethics:** Classroom participation is expected, along with appropriateness of information shared in class discussions, questions, and responses. Respecting what is shared includes, but is not limited to, nonjudgmental responses and maintaining confidentiality to the extent possible.

**Assignments and Grades:** This section is subject to adjustment. Class dynamics, natural events, or instructor preferences may cause changes to the assignments and or dates provided in this syllabus.

### **Grading Process:**

Students **earn** their grades through attendance and participation, completion of assignments, and quiz and test scores. Quizzes may be given at any time during a class meeting. Coming late or leaving early will jeopardize your grade. **No make-ups of quizzes or in class assignments will be given for any reason.**

**Observational assignments for this course MUST be done in center based children’s classrooms.** Family Child Care homes, church nursery programs, family dinners, and play dates at the park are not acceptable. Please make arrangements for the time you will need to perform the assignments. 4 hours over the 16 weeks will probably be sufficient.

Keep track of your grades and you will always know where you stand in the course. If you have an “F” going into the final, you will not pass the class.

**YOU MUST HAVE YOUR TB CLEARANCE IN ORDER TO GO INTO CENTERS TO DO YOUR OBSERVATIONS!** That is why it is due early in the course.

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Your final grade reflects your overall performance in class. Missing one quiz or an assignment will have not have a significant impact. The problem develops when your choice to not attend class or not complete an assignment becomes frequent resulting in a major impact on your overall grade.

**The Assignments, Points, and Due Dates are subject to change. Please refer to you syllabus on the website periodically.**

<u>Assignment</u>	<u>Point Value</u>	<u>Due Date</u>
TB Clearance	25 points	February 1, 2010
Quizzes/In class assignments	100 points	<b>May be given anytime</b>
<b>Observations</b>		
Anecdotal assignments		
#1	10 points	February 1 <sup>st</sup>
#2	10 points	February 8 <sup>th</sup>
#3	25 points	February 22 <sup>nd</sup>
#4	25 Points	March 1 <sup>st</sup>
Mid-Term	50 points	March 8 <sup>th</sup>
Running Record		
# 1	25 points	March 15 <sup>th</sup>
# 2	25 points	March 22 <sup>nd</sup>
Time Tracking	50 points	March 29 <sup>th</sup>
Philosophy Statement	50 points	April 5 <sup>th</sup>
Portfolio	50 points	On or before April 12 <sup>th</sup>
Final Exam	100 points	(in 2 parts, April 12 <sup>th</sup> and 26 <sup>th</sup> )
Total points possible	Approx. 500 points	

Papers will be graded as follows:

Required Information 10%  
 Conforms to format provided 10%  
 Written content, answers assignment 50%  
 Writing (Grammar, spelling, syntax, structure etc.) 30%

Grading Scale: There are approximately 600 points possible.  
 A standard grading scale will be used to calculate your grade.

90-100 %	A	60-69 %	D
80-89 %	B	Less than 60 %	F
70-79 %	C		

***Note that the grade of "D" or "F" cannot be used to satisfy the requirements for the Child Development Permit or for the Major requirements for graduation.***

Refer to the website for Class Resources. Throughout the semester, there will be changes. Make sure you take the responsibility to refer to the website to insure up-to-date changes. If you attend class late, you may miss important announcements referring to assignments