**Child Development 8A – Course Syllabus**

**Introduction to School Age Child Care**

**Instructor:** Dr. Laura Gonzalez **Office Hours:** TBA **Semester**: Fall 2015

**Email**: laura.gonzalez@reedleycollege.edu **Units**: 3 Semester Units **Course Section:** 56979

**Meeting Days and Times**: Tuesdays 6:00 p.m. - 7:50 p.m. **Lab hours required:** 3 arranged lab hours per week

**Basic Skills Advisories:** Eligibility for ENGL 125 or ENGL 126

**Course Description:**

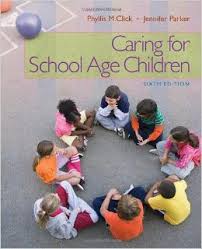
This course will examine quality child care, licensing requirements, and program options for school-age child care. An emphasis will be placed on administrative aspects including staffing requirements, environmental design, and program planning for quality school-age child care.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Design, implement and evaluate developmentally appropriate activities in a before school or after school program.
2. Demonstrate an understanding of Title 22 licensing regulations and procedures as they pertain to school-age child care programs.
3. Identify the different levels of childcare professionals and the educational requirements for each level.

**Required Textbook:**



Title: *Caring for School Age Children (6th Edition)* by Click & Parker

ISBN: 978-1111298135

**Other Readings:**

The instructor will be providing additional supplementary readings as required by progression of the course. It is the responsibility of the student to be in class to receive a copy of these additional readings.

**Grading Policy:**

**Problem Solving Group Activities**

There will be a group activity for each textbook chapter discussed in class. You will sometimes be assigned a group to work with for these activities.

**Objective Examination—Tests**

There will be three (3) tests based on the textbook chapters. Each test will be made up of multiple choice and short answer questions. ***No make-up tests will be given. If you are absent on the day a test is given, then you miss the opportunity to gain the points for that test.***(See Course Outline and Schedule for exact exam dates.)

**Writing Assignment—Student Paper**

Each student will be required to research and write a 2-4 page paper on a topic related to school age child care. The student paper is worth 70 points and will require you to reflect on your overall lab experience and how it applies to what you have learned in class. Please see Student Project handout for more information.

**Lab Reflection and Log**

For each weeks hours you are required to submit one reflection of what you have learned or observed.

**Final Grades:** Grades are determined on the basis of accumulated points from all assignments.

**Percentage Points Range Grade Percentage Points Range Grade**

90 – 100% 360 - 400 A 60 – 69% 240-279 D

80 – 89% 320 - 359 B 0 – 59% 0 – 239 F

70 – 79% 280 - 319 C

**Point Breakdown and Tally Sheet: Points Possible Points Earned**

**Chapter Tests:**

Test #1 50 \_\_\_\_\_

Test #2 (Midterm) 50 \_\_\_\_\_

Test #3 (Final) 50 \_\_\_\_\_

**Group/ Homework Activities:**

Chapter 1 10 \_\_\_\_\_

Chapter 2 10 \_\_\_\_\_

Chapter 3 10 \_\_\_\_\_

Chapter 4 10 \_\_\_\_\_

Chapter 5 10 \_\_\_\_\_

Chapter 6 10 \_\_\_\_\_

Chapter 7 10 \_\_\_\_\_

Chapter 8 10 \_\_\_\_\_

**Writing Assignment:**

Student Paper 70 \_\_\_\_\_

**Lab Hours:**

Lab Log with reflections 100 \_\_\_\_\_

Total Points Possible: 400 Total:\_\_\_\_\_

**Course Outline and Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Date** | **In Class Assignments** | **Homework** |
| 1 | Aug  18 | Introduction to course, Syllabus course overview and book walk | Read Syllabus and handouts;  Begin reading chapter 1 |
| 2 | Aug.  25 | Chapter 1 Caregivers who are they? | Read chapter complete necessary assignment |
| 3 | Sep.  1 | Chapter 2 The Children | Read chapter complete necessary assignment |
| 4 | Sep.  8 | Chapter 2 cont. The Children | Read chapter complete necessary assignment |
| 5 | Sep.  15 | Chapter 2 cont. The Children | Read chapter complete necessary assignment |
| 6 | Sep.  22 | Chapter 3 Families where children are nurtured | Read chapter complete necessary assignment and prepare for test 1 |
| 7 | Sep.  29 | Chapter 3 cont. Families where children are nurtured **TEST #1** | Read chapter complete necessary assignment |
| 8 | Oct.  6 | Chapter 4 Development in middle childhood: Physical | Read chapter complete necessary assignment |
| 9 | Oct.  13 | Chapter 4 cont. Development in middle childhood: Physical | Read chapter complete necessary assignment |
| 10 | Oct.  20 | Chapter 5 Development in middle childhood: cognitive | Read chapter complete necessary assignment, |
| 11 | Oct.  27 | Chapter 5 cont. Development in middle childhood cognitive | Read chapter complete necessary assignment |
| 12 | Nov.  3 | Chapter 6 Development in middle childhood: Psychosocial and moral **MIDTERM** | Read chapter complete necessary assignment |
| 13 | Nov.  10 | Chapter 6 cont. Development in middle childhood: Psychosocial and moral | Read chapter complete necessary assignment **Paper DUE on 11/10** |
| 14 | Nov.  17 | Chapter 7 Helping Children develop social competence | Read chapter complete necessary assignment |
| 15 | Nov.  24 | Chapter 7 cont. Helping Children develop social competence | Read chapter complete necessary assignment |
| 16 | Nov.  1 | Chapter 8 | Read chapter complete necessary assignment |
| 17 | Dec.  8 | Chapter 8 cont. | Prepare for Final Exam |
| 18 | Dec.  15 | **FINAL EXAM** | --- |

**Important Dates**

August 17 (M) Start of Fall 2015 semester

August 28 (F) Last day to drop a Fall 2015 full-term class for full refund

September 4 (F) Last day to register for a Fall 2015 full-term class in person

September 4 (F) Last day to drop a Fall 2015 full-term class to avoid a “W” in person

September 7 (M) Last day to drop a Fall 2015 full-term class to avoid a “W” on WebAdvisor

September 7 (M) Labor Day Holiday (no classes held, campus closed)

September 18 (?) Last day to change a Fall 2015 class to/from Pass/No-Pass grading basis

October 16 (F) Last Day to drop a full-term class (letter grades assigned after this date)

October 19 - December 18 (M-F) Short-Term classes, second nine weeks

November 11 (W) Veterans Day (no classes held, campus open)

November 26-27 (Th-F) Thanksgiving holiday (no classes held, campus closed)

December 14-18 (M-f) Fall 2015 final exams week

December 15 Child Development 8A Final Exam 6:00 p.m.

**Students are expected to:**

* Demonstrate professionalism by being prompt to class, prompt in turning in assignments and responsible for returning materials.
* Be honest in all coursework

**Attendance: It is expected that students will:**

* attend every class session and be on time
* understand that an absence is assessed each time a student is not in attendance during a regularly scheduled class period
* 3 or more absences will result in a modification of your grade

**Cheating and Plagiarism**

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Having Problems? If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don’t understand about the material, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework.

**Written Work Expectations**

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

All assignments completed in this class are expected to have college level quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style where applicable. All outside classroom assignments are to be typed. Assignments turned in hand written will result in a score of zero.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

**BlackBoard**

Information about this course, and resources for it, will be available on Blackboard. Blackboard is available at [http://](http://www.csufresno.edu)reedleycollege.edu. Your password is your first initial (upper case), your last initial (lower case), and your 6-digit date of birth. Through Blackboard, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Blackboard to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Blackboard. Any messages that I send to the class will be sent through Blackboard, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

# Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media

(i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA)

or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor

will comply with the requirements of the American’s with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

**Changing Syllabus Statement**

This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the term. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student’s decision to attend the class denotes acceptance of:

1. This syllabus as a contract outlining the student’s responsibilities to complete all required assignments by the due dates
2. The policy that late assignments will have half of the possible points automatically deducted, with additional points deducted for errors, and will not be accepted more than 2 weeks late
3. The changing syllabus statement
4. The expectations of this course as outlined in this syllabus
5. That final grades are determined on the basis of accumulated points from required assignments
6. The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.