

# East Los Angeles College

## Child Development 4

### Creative Experiences for Children II

#### Spring 2022 (Online/Short-Term)

Instructor: Rokeya B. Rahman

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Office Hours: by canvas inbox, pronto, and chat Tuesday (11:00-12:00 pm)

Community Hour via Zoom (Thursday: 4:00-5:00pm)

You are welcome to email me anytime. I will respond to all questions via canvas email within 24-48 hours Monday-Thursday (excluding weekends and holidays).



## Child Development 4: Creative Experiences for Children II

Section: 21991 (Short-Term)

Units: 3

Class Schedule: Asynchronous (Online)

From 4/11/22-6/6/22

### Welcome!

*"You cannot use up creativity. The more you use, the more you have."- Maya Angelou*

Welcome to my CD 4: Creative Experiences for Children II class. My compassion behind taking this Journey with you is to share my knowledge and experiences with you and in turn learn from you. My commitment is to create a safe and positive atmosphere where students with diverse backgrounds feel comfortable to ask questions, participate in discussions, and express their thoughts and opinions without being judged. My pledge to myself is to bring an equity-minded online classroom culture where every student feels connected, valued, nurtured, and supported towards their goals and becomes successful. My expectations for you be prepared, be engaged, have an open-mind, and work-hard to reach your goal. Together, we will succeed our journey!

### Course Description

In this course, students value the explorations of early math, science, and social science creative learning experiences designed to support young learners' (children ages 0-8) construction of knowledge of the concepts and skills essential to the basic understanding of mathematics, science, and the social sciences in early education programs. This course encompasses planning early math, science, and social science creative experiences that are developmentally appropriate and culturally relevant in an organized and sequential approach, referring to inquiry-based and early basic scientific methodology including naturalistic, informal, and structured experiences for young children.

## **Course Objectives:**

**Upon successfully completing this course, the student will be able to:**

- Identify and distinguish the learning cycle and thinking stages as children engage in various early learning experiences and investigations of science, math, and early technology.
- Recognize developmental assessment tasks and best practices; examine developmental differences and comparing accommodations for early learners; assess objective and subjective appreciation of creative arts integrating math and science concepts.
- Analyze the role of the teacher in fostering creative experiences. Examine project-based learning using inquiry-based instruction. Assess methods to integrate science, math, and technology to stimulate imagination and ideas in the creative arts process.
- Formulate, present, and evaluate a simple investigation utilizing scientific inquiry process/method. Plan, prepare, demonstrate, and evaluate science investigations and/or experiences utilizing given early learning guidelines and National Math and Science Standards. Define science process skills that allow children to study problems and begin to develop an understanding about scientific inquiry. Create group work using physics and chemistry as a basis for planning experiments that allow young children to observe, compare, classify, measure, and communicate.
- Design and organize early math curriculum in each of the logico-mathematical and spatiotemporal stages integrating developmentally appropriate and culturally relevant practices. Identify and analyze Piaget's studies on logic and number. Evaluate development and acquisition of early logico-mathematical and spatiotemporal relationships and concepts: Classification, seriation, number, time, and spatial relations, fundamental geometry, event sequences, and cause-effect relationships.
- Assess technology software programs for young learners related to math, science, and social studies.
- Identify components of curriculum development and components of lesson planning. Evaluate the young learner's learning cycle. Identify Bloom's taxonomy and assess methods of modeling writing skills.
- Design and organize early social studies curriculum integrating developmentally appropriate and culturally relevant practices. Select and design inquiry-based early learning curriculum project that incorporates early social studies experiences from a constructivist and anti-bias perspective. Evaluate components of creative social studies. Analyze cooperative experiences in all areas of the early childhood curriculum and assess methods for fostering social attitudes, values, and skills in young learners.

## **Course Learning Outcome (CLO):**

- Create math materials and experiences that are developmentally appropriate and reflective of the diverse cultural background of young children and their families.

- Create science materials and experiences that are developmentally appropriate and are reflective of the diverse background of young children and their families.

### **Required Text:**

Copley, J. (2010). The young child and mathematics (2<sup>nd</sup>). NAEYC  
 Shallidy A. (2013). Spotlight on young children and science. NAEYC

### **Additional Resources:**

Preschool Learning Foundations Frameworks- Volume 1-3

California Department of Education Link: [https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/high-five-mathematize-guide\\_0.pdf](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/high-five-mathematize-guide_0.pdf)

<https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

<https://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

High Five Mathematize: An Early Head Start and Head Start Resource Guide

By National Head Start Family Literacy Center for the Office of Head Start

Download from the Link : [https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/high-five-mathematize-guide\\_0.pdf](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/high-five-mathematize-guide_0.pdf)

### **Materials and Fee Requirement:**

Students are **NOT** required to pay a **\$15.00** fee for materials this semester. However, you will be asked to buy or gather some materials from your household for some specific weekly activities or projects, such as- paper, marker, scissor, glue, manipulative materials, seeds, natural materials, items to create playdoh/slime etc.

## **Course Communication**

### **Announcements**

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your preferred method of notification from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

### **With the instructor- Conversation (Inbox) Messages**

The best way to reach me is canvas inbox messages. Please send all email through the class site email, which means canvas inbox. I will respond to you within 24 hours, Monday through Friday. I suggest you not to email me directly to my college email. I get lots of emails and yours might get lost.

### **Questions**

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Post all questions in the "Questions" area which is pinned in the Discussions section. It is quite possible that other students have the same question as you do, or perhaps can even answer your question. If you have a private question, you may send me a private message.

## Discussion Forum

Discussion Forums are a way for you to engage with each other about the course content. Each week, we may have at least one or two question that links to a forum. You can also access each forum by clicking on the **DISCUSSIONS** button in the course navigation links. To get participation points, you will need to post a thoughtful, well-written response to the question and respond to one of your classmates' answers.

## Community Hour

There will be a community hour via Zoom **every Thursday from 4:00-5:00 pm**. Feel free to join for any questions, clarifications, and most importantly for building a connection with your instructor and fellow students.

## Course Format

**Modules** is the meat of the course. Modules contain class documents such as my lecture slides, assignments and grading rubrics, and discussion etc. They will open on Monday at 8:00 am and remain open for the entire semester. Once opened, modules will not close, although Discussions, Assignments, Quizzes, and Exams will.

**Discussion Forums** are found in Discussions. You may be asked to respond to a prompt by submitting a thoughtful response (in at least 100 words) and could include additional submittals such as a picture, file, etc. Additionally, you may be asked to respond (again in at least 50 words) to a classmate's response as well. Not all Discussions are graded but are encouraged to respond to all discussions for me to determine your participation in this course.

**Assignments** are found in Assignments and are used to measure your understanding of CLO's and must be submitted here. Assignments have specific deadlines. Pay attention to the deadlines.

**Quizzes** include Quizzes and Exams.

### East Los Angeles College Mission Statement

East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community, and the world.

## College Policies

### **Attendance Policy:**

Active participation and daily logging onto the class is required for student success. According to the [ELAC catalog](#): "It is the responsibility of the student to drop a class if they are no longer attending." Exclusions of students who are "no show" or "no longer active" as of census date (sometime in during

the first week) is mandatory. If during the first week or any week thereafter you are unable to attend or log onto class for 5 consecutive days, there might be a possible exclusion. Therefore, please let me know if circumstances make you miss more than a week of online course participation during this semester. Feel free to contact me for potential accommodation.

***Dropping Policy:***

You are responsible for dropping any classes that you do not attend. Make sure to take appropriate drop procedures to avoid record of enrollment such as a “W” or a failing grade or fee liability. Please refer to the Academic Calendar in the Schedule of Classes for the specific date to drop without record of enrollment. Dropping with a “W” grade has consequences that affect your ability to retake the course (see Limitation on Dropping Class).

***American with Disabilities Act:***

If you are a student with a disability and require special accommodation, please meet with me to discuss an arrangement. If you have not yet contacted [DSP&S \(Disabilities Support Program and Services\)](#) for the necessary accommodation approval, please do so in a timely manner. The DSP&S office is in E1-160. The hours are 8:00 am to 4:30 pm, Monday through Friday. For more information, please contact the DSPS office at 323-265-8681.

***Statement of Reasonable Accommodations:***

In compliance with the [Americans with Disabilities Act \(ADA\)](#), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class for any accommodations needed for this course. Audio tools and videos may be utilized, please notify me if you need transcribed information. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at the ELAC Students with Disabilities office. Upon registration the ELAC office of Student with Disabilities will provide the instructor with a copy of his/her registration to ensure appropriate accommodation.

***Academic Dishonesty and Plagiarism:***

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, fabrication, cheating, and sabotage. According to College Board Rule 9803.12 *“When there is evidence of academic dishonesty, the instructor may issue the student a zero or “F” on that particular assignment or test. The instructor may initiate student discipline under LACCD Board Rule 91101, which may include the issuance of verbal and written warning.*

Students are expected to refrain from engaging in the following behaviors that would be grounds for disciplinary action at ELAC according to the Standards of Student Conduct:

- Turning in work that is not one’s own (plagiarism),
- Dishonesty, such as cheating, fabrication etc.,
- Knowing furnishing false information to instructors and college personnel,
- “Obstruction or disruption of classes”
- Any kind of cyber bullying
- Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.

***Refer to the District Policies Section of the [College Catalog](#) for Complete Standards of Student Conduct***

### ***Diversity & Inclusivity Statement***

I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific/academic nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of the material.

Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.)

To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official ELAC records, please let me know! You can also set your pronouns through Canvas settings. I (like many people) am still in the process of learning about diverse perspectives and identities.

If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. Also, please keep confidential any discussions other students have in our learning community that is of a personal nature. As a participant in course discussions, you should also strive to honor the diversity of your classmates.

### ***Netiquette (Net-Etiquette):***

While interacting and communicating with people in the net world, followings are some helpful net etiquettes or online community ground rules need to be followed:

1. Be respectful to your fellow classmates and instructor.
2. Respect to the diverse opinion. Remember there is a human behind the screen with different background, interest, opinion, and perspective.
3. When you write something, make sure you are not using offensive, attacking, or aggressive languages. Read several times before sending a message or email.
4. Do not write in all capitals - this is considered SHOUTING.
5. Do not belittle any of your classmate's opinions/ideas - everyone is entitled to their own ideas whether you agree or not, it is OK to disagree in a constructive way.
6. Be sensitive towards all diversity (culture, ethnicity, language, sexual orientation etc). We must show anti-bias attitude towards other students. Your message should not show any hatred or favor to a specific group or people.
7. Seek for help when you need it and reach out and help when you see the need.
8. Keep an open mind, contribute regularly if you can by sharing knowledge, opinion, and resources.
9. Do not expect immediate responses to questions - just because this is an online class does not mean that fellow students and/or the instructor is always online and available. All questions will be answered within 48 hours unless it is a weekend, then questions will be answered on Monday.
10. If, at any time, you feel that any of these ground rules have been violated by a member of our community, you are encouraged to bring your concern directly and immediately to your instructor.

*(Adapted from Communication for Online Learning -California Community Colleges; and Community Ground Rules- an @one blog post by Michelle Pacansky-Brock, Oct.6, 2017).*

***Online Learning:***

Do you need assistance with online/hybrid and web-enhance classes using Canvas? Have you visited our Distance Learning online website page? There is a great wealth of information. Well worth your time to take a look. East Los Angeles [Distance Learning Department](#) offers Canvas technical support and provides comprehensive services. If you have technology-related questions or problems, the Distance Learning Department can help you.

Visit: [Online Learning Website](#)

Email: [onlinehelp@elac.edu](mailto:onlinehelp@elac.edu)

Phone: (323) 415-5313

***The Writing Center:***

It is highly recommended to use writing center's services to assist you for this class. The [Writing Center](#) is located in E3-220. It offers free services to all students on either a drop-in basis or by appointment at 323-415-4147. You may also make an advance appointment online by going to [elac.edu](http://elac.edu) and using the search term "Writing Center". Please be aware that due to COVID-19, tutoring sessions may be different than as usual. Please call or check for online tutoring appointment.

## **Course Policies**

***Assignments:***

All assignments must be typed using 12 font-sizes (use either Times New Roman or Calibri). It is strongly recommended that all assignments need to be proofread and checked for grammar and spelling. Please make sure you save a copy of your work on a USB drive to prevent no credit due to missing assignment.

***Late Work Policy:***

Submitting assignments by the due dates is particularly important for this course. Assignments will not be available after the due date. If you have an unavoidable circumstance, please contact me by email before assignment is due to make alternative arrangements or accommodation.

***Drop Policy:***

If you are not able to complete the course CHECK-IN ACTIVITY (**Meet & Greet**) by the first Friday (**11:59 PM PST**) after this class begins, you might be dropped from class for non-attendance. Students who do not participate in class, that is, who consistently do not complete assignments, quizzes, respond to forums or turn in other work will be dropped from the class for non-participation. So, please contact me if you have any unavoidable situation that hindering your participation.

***Extra Credit Policy:***

There will be two extra credit opportunities available throughout the semester that is attending to any online professional training, workshop, or conference. Each workshop or training is worth 10 points. Free online webinar and workshop links will be posted on canvas.

***Group Work Policy:***

Everyone must take a part in a group project. All members of a group will receive the same score. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Grades:**

You can view your grades using the GRADES button in the course navigation links. Please check your grades regularly to make sure that you have submitted all your assignments and received grades. If you have a concern about a grade, email me through canvas email. **Please do not post your personal concerns in a discussion board.**

**Evaluation and Grading**

Grading will be determined by the successful completion of all requirements (discussion boards, weekly activities, reading, assignments, and exams etc.).

The graded assignment will be evaluated using the following weighted categories:

<u>Category Weight</u>	<u>Percentage (%)</u>
Discussion Board/Participation	15%
Weekly Activities	15%
Lesson Plans (3x50)	37.5%
Midterm	6%
Essay (Article Reflection)	6%
Final	7.5%
STEAM Curriculum Project	13%
Total:	100%

Assignments	Possible points	Points earned	Grade	Points	Percentage
Discussion Board /Participation (6x10)	60		A	360-400	90-100%
Weekly Activities (6x10)	60		B	320-359	80-89%
Journal Article Reflection (1)	25		C	280-319	70-79%
Lesson Plan (3x50)	150		D	240-279	60-69%
Midterm	25		F	-239	50-59%
STEAM Curriculum Project	50				
Final Exam	30				
Total Points	400				

### Course Outline and Calendar

WEEK	DATE	TOPICS/DISCUSSION/ACTIVITIES	CHAPTER READING/ ASIGNMENTS/ DUE DATES
1	4/11 – 4/17	<b>Welcome / Introduction</b> <ul style="list-style-type: none"> <li>Overview of Course, Syllabus &amp; Assignments</li> <li>Course Learning Outcomes (CLO's)</li> </ul> <b>Developmentally Appropriate Practice</b> <ul style="list-style-type: none"> <li>Guidelines of DAP</li> <li>Individualization and Planning</li> <li>Learning Styles</li> <li>Howard Gardner's Multiple Intelligences Theory</li> </ul>	<b>Discussion Board # 1</b> (Who Am I? Who Are We?)  <b>Extra Credit</b> Netiquette Quiz  <b>Activity # 1</b> (Syllabus Scavenger Hunt)
2	4/18 – 4/24	<b>Social Studies</b> <ul style="list-style-type: none"> <li>Article: Pushing up the Social Studies from Early Childhood to the World Social Studies activities</li> </ul> <b>Science and Scientific Method</b> <ul style="list-style-type: none"> <li>Steps of Scientific Method</li> <li>Scientific Inquiry in ECE Classroom</li> <li>Classroom Strategies for Young Scientist</li> </ul>	<b>Discussion Board # 2</b> (Article Reading Reflection)  <b>Activity # 2</b> (Brainstorming Science Activities)
3	4/25- 5/1	<b>Physical Sciences</b> <ul style="list-style-type: none"> <li>Young Thinkers in Motion</li> <li>The Value of Play for Young Children How Adults Contribute to Children's Initiative</li> </ul> <b>Life and Earth Sciences</b> <ul style="list-style-type: none"> <li>Backyard Life Science</li> <li>Gardening and Nature-Based Play</li> <li>Investigate Rocks and Sands Science Standards</li> </ul>	<b>Journal Article Reflection is due</b>  <b>Activity # 3</b> (Lesson Plan Practice)  <b>Discussion Board # 3</b> (Early Science Experience)  <b>Working on Science Lesson plan</b>
4	5/2 – 5/8	<b>STEAM Education for Children</b> <ul style="list-style-type: none"> <li>What is STEM/STEAM?</li> <li>Areas of STEM</li> <li>How to STEAM into Curriculum</li> </ul> <b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>Supporting Nutrition and Health</li> </ul>	<b>Lesson Plan # 1 (Science) due</b>  <b>Activity # 4</b> (STEAM Activities)  <b>Discussion Board # 4</b>

		<ul style="list-style-type: none"> <li>• Cooking and Learning</li> <li>• Family Engagement in Nutrition Activity</li> </ul>	(Nutrition/Cooking Activity at Home)
5	5/9 – 5/15	<b>Math Integration in ECE Classroom</b> <ul style="list-style-type: none"> <li>• Strategies for Creating Meaningful Mathematics Experiences</li> <li>• Math Talk</li> <li>• Environmental Factors in Supporting Math</li> </ul> <b>Number and Operations</b> <ul style="list-style-type: none"> <li>• Number and Operation Terms</li> <li>• Learning to Count</li> <li>• Comparing and Ordering Quantities</li> </ul>	<b>Lesson Plan # 2 (Nutrition) due</b>  <b>Mid Term</b>  <b>Activity # 5</b> (High Five Mathematize)
6	5/16– 5/22	<b>Geometry and Spatial Sense</b> <ul style="list-style-type: none"> <li>• Geometry and Spatial Sense Terms and Indicators</li> <li>• Two- and Three-Dimensional Shapes</li> <li>• Moving Through Space</li> </ul> <b>Pattern</b> <ul style="list-style-type: none"> <li>• Pattern Terms and Indicators</li> <li>• Classifying and Sorting Objects</li> <li>• Recognizing, Extending, and Creating Patterns</li> </ul>	<b>Activity # 6</b> (Supporting Geometry and Spatial Sense)  <b>Working on Math Lesson Plan</b>
7	5/23 – 5/29	<b>Measurement</b> <ul style="list-style-type: none"> <li>• Measurement Terms and Indicators</li> <li>• Length, Height, Width, and Area</li> <li>• Volume and Capacity</li> </ul> <b>Graphing</b> <ul style="list-style-type: none"> <li>• Graphing Terms and Indicators</li> <li>• Types of Graphing</li> <li>• Literacy and Math Connection</li> <li>• Engaging Families in Math Education</li> </ul>	<b>Lesson Plan # 3 (Math) due</b>  <b>Discussion Board # 5</b> (Promoting Mathematics- Rich Environment)
8	5/30 – 6/6	<b>Parent Involvement in Math, Science and Social Studies Education</b>  <b>Final Exam</b>	<b>STEAM Curriculum Project due</b>  <b>Final Exam</b>  <b>Discussion Board # 6</b> Self-Reflection and Feedback

**Disclaimer: Schedule Subject to Change**

Please note that there might be changes to the syllabus and course schedule based on the needs of the class.

**Course Requirements and Assignments:**

You must follow the instruction for assignments and review the rubric before submitting your assignments. Directions and outlines of all assignments will be posted in canvas at least two weeks in advance. The following is a brief information about the course assignments.

**1. Weekly Activities (6X10=60 points)**

Weekly activities will be taking place during throughout the semester in different weeks. Activities consist of self-reflections, activities at home, video reflection, hands-on activities, presentation etc. You will be required to submit your activities via assignment links in canvas, and there will be no make-ups after due dates.

**2. Discussion Board (6X10=60 points)**

Discussion board questions will be assigned throughout the semester. You may be asked to respond to a prompt by submitting thoughtful response in 100+ words and could additional submittals such as picture, file etc. Additionally, you may be asked to respond in at least 50+ words to one of your classmates' responses to make discussion board more interactive.

**3. Article Reflection (25 points)**

You will submit one Journal Article reflection on the assigned article on a specific topic.

**4. Lesson Plans (3x50=150 points)**

You will submit three (3) developmentally appropriate lesson plans on Math, Science, and Nutrition.

**5. Mid Term Reflection (25 points)**

You will have a written midterm reflection covering the content from the lecture slides, activities, and handouts. There will be no make-up for midterm reflection and assignment.

6. **STEAM Curriculum Project: (50 points):** You will complete a STEAM Curriculum Project based on a topic or theme or book. You will receive more detail information at least 2/3 weeks before the due date

**7. Final Reflection (30 points)**

You will have an online final reflection covering the content from the class presentation, activities, and handouts. There will be no make-ups for final.

**8. Extra Credit (2x10=20 points)**

You will have two opportunities to earn extra credit points by attending any professional training, workshop, or conference. Each training or workshop is worth 10 points.

## Tips for Student's Success:

- Log on often.
- Periodically check for announcements and updates.
- Begin thinking about assignments in advance and work on them a little bit at a time.
- Pay attention to the deadlines and assignment dates. This is BIG.
- Check modules and assignments links for due date (it could be different than syllabus)
- Do not wait until the last minute.
- Utilize resources available in campus/online, such as library, computer lab, CFES workforce lab, reading and writing center to assist you in completing your assignments.
- Communicate with your instructor for further assistance.
- Read the course syllabus. THIS IS SO IMPORTANT.
- Do not be afraid to ask questions.
- Check your message and comments section and respond promptly to message.
- **Participate.** You attend the online class by participating. You send message and complete assignments before the due dates; that is how you show that you are “present”. If you remain silent then you are “absent.”

## Important Dates:

- Memorial Day - 5/30/2022
- Final Examination - 5/31/22-6/6/2022
- Commencement Ceremony- 6/7/2022

## Useful Resources and Student Services

### [The Reading & Writing Center](#)

E3-220  
323-415-4147

### [Book Store](#)

F5  
323-265-8730

### [Care Program](#)

E1 227  
323-265-8798

### [DSP&S](#)

E1 160  
323-265-8787

### [EOPS](#)

F5 302  
323-265-8651

### [Career and Job Services](#)

### [Dream Resource Center](#)

E1 142  
323-415-5483

### [CFES Department](#)

F7- 305  
323-415-5060

### [Child Development Center](#)

A1  
323-265-8788

### [Student Health Services](#)

F5-302  
323-265-8651

### [LA County Sharif Services](#)

B5  
323-265-8800

### [Financial Aid Office](#)

E1- 176  
323-414-4126

[ELAC Library](#)  
323-265-8758

F 1- 173  
323-265-8738

[Learning Center](#)  
E2-280  
323-265-8762

**“A child’s play is not a simply a reproduction of what he has experienced, but a creative reworking of the impressions he has acquired”- Lev Vygotsky**



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**Thank You!**