Los Angeles Mission College Janice G. Silver

CHILD, FAMILY AND COMMUNITY

CHILD DEVELOPMENT 11 Fall 2012

COURSE DESCRIPTION: (3 units)

This course introduces the student to the effects that the home, the school and the community have on the development and experience of the young child. The relationships among these major institutions will be examined through lectures, films, readings, discussions, reports, research and guest speakers. Issues, challenges and concerns will be explored in an effort to understand how partnerships can be developed to benefit children in today's society.

Education is not preparation for life; education is life itself
(John Dewey)

STUDENT LEARNING OUTCOMES:

1. Students will analyze and articulate current family issues and functions that affect the lives of young children. (evaluation: classroom presentation)
2. Students will collect and categorize various community resources that serve to support teachers, children and families. (evaluation: resource file)
3. Students will formulate strategies for effective advocacy on behalf of children and families. (evaluation: classroom presentation)
4. Students will demonstrate strategies for developing respectful, reciprocal relationships between parents and teachers and for enhancing partnerships between home and school. (evaluation: role-playing)

COURSE OBJECTIVES:

This course will enable the student to:

1. Identify the child's major socializing influences with emphasis upon the roles of the home school and community
2. Demonstrate understanding of family in terms of both historic and current roles and functions emphasizing the impact on child development
3. Enhance child and family's participation in early childhood programs
4. Have opportunities to practice verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support each child's development
5. Explore current child rearing issues and trends
6. Describe and value cultural diversity as an enrichment of personal experience
7. Understand the impact of a disability on the family
8. Understand importance of interactions among family, culture, social and physical environments which may influence the infant and young children in achieving maximum growth and development
9. Understand the need for advocacy and develop skills in advocating for children, families and quality programs
10. Identify and describe various home and school educational program models
11. Identify community resources available to teachers, children and families, and recognize the value and accessibility of these support systems.

The following information will support your success in the course:

MY CONTACT INFORMATION: Office is CCDS #211 (across the hall from this classroom!)

Office Phone: (818) 364-7714
Office Hours: Tues: 2:00 – 4:00 Wed: 12:30 – 3:30
E-mail: silverjg@lamission.edu
Webpage : lamission.edu/~silverjg

Student Resources at Los Angeles Mission College

LAMC Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: http://www.lamissionbookstore.com/
Counseling Department: For appointments and information call 818-364-7655 or visit http://www.lamission.edu/counseling/
Disabled Students Programs and Services: For appointments and information call 818-364-7732 or visit http://www.lamission.edu/dsps/
Extended Opportunity Programs and Services: For appointments and information call 818-364-7645 or visit http://www.lamission.edu/eops/
Financial Aid: For information and applications call 818-364-7648 or visit http://www.lamission.edu/financialaid/
Library: For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or http://www.lamission.edu/library/
Child Development Student Resource Center: Appointments and information call 818-364-7600 ext. 7123
Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit www.lamission.edu/learningcenter

Assignment Requirements:

All assignments must be typed.
Assignments should be submitted with all pages stapled together. Please do not use folders.

Attendance:

Your class attendance and participation are also very important, and will influence your grade.

Late Work:

Occasionally something occurs that prevents an assignment from being submitted on time. If this has been discussed in advance, there is no penalty, however if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered. If an assignment is not submitted at all, your final grade will be lowered by a full letter grade.

SPECIAL NEEDS:

If any students have identified special needs and would benefit from modifications or additional support, please come and see me after class to introduce yourself and discuss accommodations necessary for your success.

IMPORTANT MESSAGE!!

The most important aspect of this course is your own personal and professional growth and development. This will be enhanced by your participation in each of our class meetings, as we will all be learning with and from each other. I am always available to meet with you to discuss your own growth, issues related to the class, or concerns you may have. Please don't hesitate to set up an appointment at any time to meet with me. I am truly looking forward to sharing ideas and issues with you throughout the semester!

LOS ANGELES MISSION COLLEGE | Janice G. Silver
Child Development 11 | Fall 2012

"Child, Family and Community"

Text: Berger and Riojas-Cortez. Parents as Partners in Education. Columbus. Merrill Pub. 2012 (8th edition)
Silver. Collection of Handouts

WEEK	DATE	TOPIC	ASSIGNMENTS
1	Aug. 29	Introduction	
2	Sept. 5	Family Structures and Issues	Chapter 1,2
3	Sept. 12	Diversity of Families	Chapter 3,4
4	Sept. 19	Library Research Class (in Library)	
5	Sept. 26	No Class	
6	Oct. 3	Reports: The Modern Family	Reports begin
7	Oct. 10	Reports continue	
8	Oct. 17	Child Abuse	Chapter 11
9	Oct. 24	Diversity Issues Midterm take home	Chapter 3, 10
10	Oct. 31	Midterm Part 2 Parental Involvement: Creating Partnerships	Midterm exam due Chapters 1,5,6,7
11	Nov. 7	Working with Parents/Families	
12	Nov. 14	Parent Conferencing/Role Play	Chapter 6
13	Nov. 21	Child Care Issues	Group Projects Due
14	Nov. 28	Advocacy	Chapter 12 Resource Files Due
15	Dec. 5	Community Resources	
16	Dec. 12	Last day of Class 10:00 a.m.	

Child Development 11 J. Silver

GRADING INFORMATION

There is often much interest, and occasionally some concern over the grading system. To help clarify the expectations and avoid confusion, here is some information for you as we begin this course together. You will be evaluated on the basis of your participation and coursework in the four categories listed below. Your final grade will be the sum of earned points throughout the semester.

The assignments/expectations for this class are as follows:

Classroom Report	100 points	Grade Distribution:	
Midterm Exam	100 points	450 – 500	=A
Resource File	100 points	400 - 449	= B
Term Project (Group)	200 points	350 - 399	= C
		250 – 349	= D
Possible points:	500 points	Below 250	= F

1) Classroom report: The report consists of a five minute oral report on a topic of your choice from the list provided in class. It must be accompanied by a three page written paper on the same topic *based on your readings.* A works cited page (bibliography) must accompany your written paper, and resources should be included with the oral.
This may be done with a partner, with a ten minute oral report and one six page paper written by both students. Both students will receive the same grade.
The grading rubric must be stapled to your paper and given to me before you do your oral report.

2) Midterm Exam - *all submitted examinations must be the student's individual work.*

3) Resource File: You will compile a minimum of fifteen resources (places to go) compiled into a usable filing system - with at least five resources for teachers, five resources for parents, and five resources for children. A Table of Contents listing the resources under each of the three headings is required at the beginning of your file. The grading rubric must be included in your file.

4) Group Project: This is a major research project to be done in groups of four students. Topics will be explored through the following:

- Statement of interest and two copies of the contract to be submitted by the group (10 points)
- Annotated works cited page (bibliography) – list of at least five books and/or articles with brief summaries of each. Each member must contribute and sign at least one annotated book or article to the list. (25 points)
- Annotated list of community resources – at least five community and internet resources that offer support for this topic with brief descriptions of each. Each member must submit at least one. (25 points)
- Interview with someone connected to this issue including a section on what was learned (10 points)
- Four page report divided into sections: Each member must do one and sign it.
    - ✓ Explanation of the issue (25 points)
    - ✓ Impact on the child (25 points)
    - ✓ Impact on the parents and family (25 points)
    - ✓ Role of the teacher (25 points)

Participation in all meetings and review of all materials. (30 points)

CHILD DEVELOPMENT 11 GROUP PROJECT

(200 points)

This assignment will be done in a small group of approximately four students, each of whom will receive the same grade. The term project is an opportunity to explore one course topic in depth, resulting in a broader and deeper understanding of an issue that affects a child, the family and the classroom experience. The project is divided into five parts as follows:

1) One page introductory statement of interest, foundation knowledge, goals, and plans for exploration. This will be accompanied by the group "contract". (10 points)

2) Annotated bibliography of at least five books and articles (including children's books) that are relevant to the topic. Be sure to include a brief description of each. Each group member must contribute and sign at least one annotated book or article to the list. (25 points)

3) Annotated list of at least five community resources and websites that offer support for this topic. At least three of these must be actual places to go, the rest can be websites. Each group member must contribute and sign at least one annotated resource to the list. Be sure to include a brief description of each. (25 points)

4) Interview with someone connected to this issue (a parent, a professional, etc.) Include a section on what was learned from the interview. (10 points)

5) A four page report divided into the following sections: Each member must do one and sign it.

    - Explanation of the issue (25 points)
    - Impact on the child (25 points)
    - Impact on the parents and family (25 points)
    - Role of the teacher (25 points)

6) Participation in all group meetings and review of all materials. (30 points)

Note: In order to receive a grade for this project, all group members must divide the work in a fair and equal manner. Each group member must contribute at least one annotated book or article and one resource to the list. All members will monitor attendance at each meeting.

CHILD DEVELOPMENT 11 TERM PROJECT CONTRACT

(200 points)

Our topic is _____

Our group members are:

1) _____

2) _____

3) _____

4) _____

Our plan for collaborative learning is as follows:

Responsibility	To be coordinated by Student's Name (Plan)	Completed by Student's Name	Signature of all members of the group
One page introductory statement of interest, foundation knowledge, goals, and plans for exploration.			
Annotated bibliography of books and articles (including children's books) relevant to the topic	At least one adult book per student (at least 5)		
Annotated list of community resources and websites that offer support for this topic	At least one resource per student (at least 5)		
Interview with someone connected to this issue including a section on what was learned.			
Explanation of the issue (written report)			
Impact on the child (written report)			
Impact on the parents and family (written report)			
Role of the teacher (written report)			
Coordination of all components of the report to turn in			
Group participation in all meetings and review of all materials			

CHILD DEVELOPMENT 11: ORAL PRESENTATION GRADING

Oral Presentation: (out of possible 50)

Information: _____/ 30

Use of Time (5 minutes): _____ / 5

Contact with Audience and Volume: _____ / 5

Resources _____ / 10
(books, websites, handouts, etc. shared with the class)

Written Paper: (out of possible 50)

Information from readings: _____ / 35

Use of Resources (bibliography): _____ / 10

Neatness: _____ / 5

TOTAL: _____ / 100

COMMENTS:

RESOURCE FILE FORMAT

Name of Facility:

Address:

Phone Number:

Contact Person:

Description of Facility and Services Available:

Hours of Service:

Languages Spoken:

Fee:

Other Relevant Information:

Category: Circle those that apply

Teachers Parents Children

CD 11
RESOURCE FILE

TABLE OF CONTENTS

Teachers

1._____
2._____
3._____
4._____
5._____

Parents

1._____
2._____
3,_____
4._____
5._____

Children

1._____
2._____
3._____
4._____
5._____

CD11 Resource File Grading Rubric

90 – 100 points:

- 15 unduplicated resources with 5 resources under each category (parents, children, teachers)
- No more than one internet site in each category
- Resources are supportive, enriching and reflect community needs
- Cover pages are typed, neat and complete
- Table of contents is typed and complete
- Resources are well organized and easy to access, and contain back up materials

80 – 89 points:

- 15 resources with 5 resources under each category (parents, children, teachers)
- No more than two internet sites in a category
- Resources are supportive and reflect community needs
- Cover pages are typed, neat and almost complete
- Table of contents is complete
- Resources are organized and accessible, and contain back up materials

70 – 79 points:

- At least 13 resources with equal number under each category (parents, children, teachers)
- Majority of resources are places to go rather than internet sites
- Majority of resources are supportive and reflect community needs
- Cover pages are legible and almost complete
- Table of contents is almost complete
- Resources are organized with majority of back up materials accessible

60 – 69 points

- At least 10 resources divided into three categories (parents, children, teachers)
- Resources are a combination of places to go and internet sites
- Some resources lack thoughtful response to community needs
- Cover pages lack neatness and/or completion
- Table of contents is almost complete
- Resources lack thoughtful organization with accessible back up materials

Below 60 points

- Fewer than 10 resources
- Resources lack thoughtful response to community needs
- Cover pages lack neatness and completion
- Table of contents is incomplete
- Resources are disorganized with back up materials lacking