Los Angeles Mission College
Child Development Department
Child Development 11 – Child, Family and Community - Section # 3081
Fall 2012 - Wednesday 3:30 pm - 6:40 pm

Instructor's Name: Lilamani de Silva
Telephone: (818) 364-7673
E-mail: desilvlp@lamission.edu
Office Location: Center for Child Development Studies
Office Hours: Monday - 2:30 pm-3:30 pm & 6:40 pm-7:40 pm
Wednesday - 6:40 pm - 7:40 pm
Thursday - 3:00 pm-4:00 pm & 6:05 pm-7:40 pm
and by appointment

CATALOG COURSE DESCRIPTION: (3 units)
Introduces the student to the effects of the home, the school and the community on the development and experience of the child. Issues, challenges and concerns will be explored as well as the importance of developing partnerships.

COURSE OBJECTIVES:
1. Analyze theories of socialization that address the interrelationship of child, family and community.
2. Analyze and synthesize research regarding social issues, changes and transitions that affect children and families.
3. Critically assess how educational, political and socioeconomic factors directly impact the lives of children and families.
4. Evaluate these issues in terms of their current impact on children, families, school and communities.
5. Critique strategies that support and empower families through respectful, reciprocal relationships.
6. Develop positive strategies to involve all families in their children's development.
7. Compile and analyze a variety of community resources available to teachers, children and families, and recognize the value and accessibility of these support systems.
8. Plan effective advocacy strategies to support quality experiences for young children and their families.

REQUIRED TEXTS AND MATERIALS:
1. Berger. Parents as Partners in Education. Pearson Prentice Hall, 2012
2. De Silva, Lilamani. Collection of Handouts – Revised Fall 2012

Student Learning Outcomes	College GE SLO	Assessment Method
1) Students will create a community resource guide for parents and early childhood staff. 2) Students will develop an oral and written presentation on current family issues and functions that affect the lives of young children. 3) Students will demonstrate strategies for developing respectful, reciprocal relationships between parents and teachers and enhancing partnerships between home and school	Written and Oral Communication Information Competency	1) Students will collect and organize a binder of community resources with sections for children, parents and teachers. 2) Students will prepare and deliver an oral and written presentation based on research of a social, educational, political or socioeconomic issue that impacts the lives of young children and families. 3) Students will role play a parent conferencing situation utilizing respectful, reciprocal communication strategies.

REQUIRED ASSIGNMENTS:
All assignments must be typed.
The four assignments are as follows:

1. Classroom Report - (100 points)

The report consists of a five-minute oral report on a topic of your choice from the list provided in class. A three page written paper on the same topic based on your readings must accompany it. A bibliography must accompany your written paper, and resources should be included with the oral.

2. Midterm Exam – Take Home (100 points)

3. Resource File Assignment - (100 points)

The resource file consists of gathering information from a minimum of fifteen (15) resources.
These resources must be chosen in Three Categories:

1. Five for use by teachers.
2. Five for Use by children.
3. Five for use by parents.

Each resource must include:

- The Cover sheet (see Attached)
- Brochures, information sheets and etc., provided by the agencies.

NOTE:
You may compile your file in any way that will be useful for you:

- A folder
- A file box, etc.

Be prepared to display it in class for sharing with other students. The sharing of community resources will benefit is all.

5. Collaborative Research Project (Groups will be assigned by the Instructor)- (200 points)

- Active Group Participation is required. If a group member is not participating she/he may not get the same grade. Turn in a summary of how each group member participated in this collaborative project along with your paper. The process of doing this project is of great value in learning.
- You will work in a group of Three to Four to do this paper and project.
- This is a major research paper to be done on a topic of your choice pertaining to the class. The paper must include information based on research from Three to Four (3-4) books, and must also include an interview based on the topic.
- A detailed description of the process for writing this paper will be distributed in class.
- It is very important to be a team player by cooperating, giving each member a turn to contribute and having equal responsibility.

6. Participation: (100 Points)

- Class participation is also very important and will influence your grade.
- Active Small and Large group participation is also very important and will influence your grade.
- Always get the name, telephone number, e-mail address of one of the student's to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.

Assignments turned in late:

- 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.

Extra Credit:
Attendance of Conference and Workshops. A written report of what you learned must be submitted.

EVALUATION:
There are Five (5) assignments to submit in this class. Each of which will contribute to your final grade. Each assignment will be given a letter grade (e.g. A, B, C, D, or F), which will then be recorded in order to determine your final grade for the class. The letter grades mean the following:

A - 550-600
B - 500-549
C - 450-499
D - 400-449
F - below 399

Self Evaluation:
20 minutes of reflective writing about the process and content. These reflections should include your thoughts, experiences, perceptions, and ideas.

STUDENTS WITH SPECIAL NEEDS:
If you are a student with a disability and require classroom accommodations, please meet with me to discuss arrangements. If you have not yet contacted Disabled Student Program & Services (DSP&S), do so in a timely manner. DSP&S is located in Instructional Building. Visit DSP&S at www.lamission.edu/dsps or 818-833-3313 for contact information.

Cell Phones:
Please be courteous and turn off your cell phone to a silent mode.

Teaching Style:
"All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher." (Adler, 1982)
"One must learn by doing the thing, for though you think you know it-you have no certainty until you try."
(Sophocles, 5th C.B.C.)

Statement for Plagiarism and Student Conduct - Academic Dishonesty – Board Rule 9803.28
Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered or cheating on assignments (e.g., copying or giving answers, using "crib" sheets, etc.) will (I) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For further information on plagiarism go to the Writing Center website and refer to the STANDARDS OF STUDENT CONDUCT AND DISCIPLINARY ACTION in the Current Schedule of Classes and the Catalog.

Child Development 11- Section 3081
Class Schedule – Fall 2012
Wednesday- 3:30 pm–6:40 pm

	DATE	TOPIC	ASSIGNMENTS
1.	August 29	Introduction	
2.	September 5	Family – Essential for a Child's Development	Chapter 1
3.	September 12	Families and Communities: Overview, Trends, and Insights	Chapter 2
4.	September 19	Working with Culturally and Linguistically Diverse Groups	Chapter 3
5.	September 26	Parent Involvement: A Historical Overview Presentation of Reports.....	Chapter 4 Reports Due
6.	October 3	The Abused Child Presentation of Reports.....	Chapter 11
7.	October 10	Supporting Families of Children with Special Needs Presentation of Reports.....	Chapter 10
8.	October 17	Effective Home-School-Community Relationships	Chapter 5 Mid-Term Exam Due
9.	October 24	Effective Teacher-Family Communication: Types, Barriers, Conferences, and Programs	Chapter 6
10.	October 31	Collaborative Leadership-Working with Parents	Chapter 7
11.	November 7	Community Resources	Resource Files Due
12.	November 14	School-Based Programs Home-Based Programs	Chapter 8 Chapter 9
13.	November 21	Assisting Parents with Child Advocacy	Chapter 12
14.	November 28	Collaborative Research Project Presentations	Collaborative Project Due
15.	December 5	Collaborative Research Project Presentations	
16.	December 12	Final in Class - Let's Celebrate! You did it!	

Please note
The course outline is a guide for the quarter and may be modified/revised to enhance learning outcomes or by events outside the control of the instructor.

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CHILD DEVELOPMENT 11

ORAL & WRITTEN PRESENTATION GRADING

Oral Presentation: (out of possible 50)

Information:	_____/30
Use of Time (5 minutes):	_____/10
Contact with Audience and Volume:	_____/5
Resources:	_____/5

Written Paper: (out of possible 50)

Information:	_____/35
Use of Resources (bibliography):	_____/10
Neatness:	_____/5

TOTAL: _____/100

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Collaborative Project Grading

Active group participation	_____/30
Introduction	_____/10
Research	_____/40
Role of the teacher/school, parents and community	_____/40
Resources and support systems	_____/30
Organization/Neatness	_____/10
Bibliography	_____/10
Interview	_____/30
Total	_____/200

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Resource Binder Grading Sheet

5 Resources for Parents	_____/15
5 Resources for Children	_____/15
5 resources for Teachers	_____/15
Cover Sheets	_____/15
Neatness	_____/10
Organization	_____/10
Variety of Resources	_____/10
Important Resources	_____/10
Total: (Out of 100 Points)	_____/100

Resource File
Fall 2012

Name of Organization:	Address:
Phone Numbers:	E-mail Address:
Contact Person:	Fee:
Hours of Service:	Languages Spoken or Language Support:
Description of Facility and Services Available:	Other Relevant Information:
Category: Circle those that apply Teachers Parents Children	Other:

Child Development 11
Assignment Check List
Fall 2012
Wednesday 3:30 pm – 6:40 pm

Name:_____ Total Points:_____ Grade:_____

1.	_____ September 26 – October 10	Class Report Due - Paper	_____/50
	_____ September 26 – October 10	Class Report - Oral	_____/50
2.	_____October 17	Midterm Exam	_____/100
3.	_____November 7	Resource Files Due	_____/100
5.	_____November 28-December 5	Collaborative Research Project	_____/200
6.	_____December 12	Participation	_____/100
7.	_____December 5	Extra Credit	_____/

A - 550-600
B - 500-549
C - 450-499
D - 400-449
F - below 399

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and by appointment

Child Development Web Site: www.lamission.edu/childdevelopment

If you have any questions, concerns or did not understand any contents of the material please make an appointment to meet with me. I can give you my full attention when I can set aside time to meet with you. Please feel free to call and e-mail me.

Child Development 11- Section #3081
Fall 2012

Name:_____

Address:_____

Telephone: Day:_____ Evening:_____ Cell:_____

E-mail:_____ Major:_____

Reason taking this class:_____

How many units enrolled this semester:_____

Name the classes' enrolled:_____

_____

How many Child Development classes previously taken:_____

Name the Child Development classes' taken:_____

How many hours do you work?_____

Occupation:_____

What is your first language?_____

Languages spoken:_____

Do you have any Special Needs?_____

_____

Any other information you would like to share:_____

_____