

		"CHILD, FAMILY & COMMUNITY"	CCDS 202
<u>WEEK</u>	<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
1	Aug.29	Introductions/Review of Syllabus Family-Essential for a Child's Development	Chapter 1
2	Sept. 5	Diversity of Families Working with Culturally and Linguistically Diverse Groups.	Chapter 2 Chapter 3
3	Sept. 12	Parent Involvement :A Historical Overview Video : Historical Overview of the 20th & 21th Century	Chapter 4 <u>Multiple Choice Exams</u>
4	Sept. 19	Effective Home-School-Community Relationship Effective Teacher-Family Communication: Types, Barriers, Conferences, and Programs	Chapter 5 Chapter 6 <u>Reports begin</u>
5	Sept. 26	Collaborative Leadership-Working with Parents Reports continue...	Chapter 7
6	Oct. 3	School- Based Programs Reports continue...	Chapter 8 <u>Multiple Choice Exams</u>
7	Oct. 10	Home-Based Programs Video: Head Start Home Base Programs Reports continue...	Chapter 9 <u>Midterm take home</u>
8	Oct. 17	Supporting Families of Children with Special Needs Video: Sean's Story (A lesson in Life)	Chapter 10 <u>Midterm exam due</u>
9	Oct. 24	The Abused Child Video: Make a Difference Report	Chapter 11
10	Oct. 31	Assisting Parents with Child Advocacy Video: Scared Silent Documentary	Chapters 12
11	Nov. 7	Parent Conferencing/Role Play	In Class Activity <u>Multiple Choice Exams</u>
12	Nov. 14	Parent Conferencing/Role Play	In Class Activity Handouts
13	Nov. 21	Child Care Issues/Community Resources Child Care Issues Video: Names Can Really Hurt Us	<u>Resource File Due</u>
14	Nov. 28	Holiday	
15	Dec. 5	Community Resource Panel/Advocacy	Term Papers Due
16	Dec. 12	Last day of Class – Congratulations you did it let's celebrate!!!!!!!!!!	

CHILD, FAMILY & COMMUNITY
Fall 2013
CHILD DEVELOPMENT 11

Instructor's Name: Ade Hernandez

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Office Location Child Development Studies

Office Hours: Thursday: 6:10-6:40 and by appointment

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, and 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.

COURSE OBJECTIVES:

As a result of completing this course students will have an understanding of or be able to apply, the following principles concepts.

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 child 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.

REQUIRED TEXTS AND MATERIALS

- 1- Berger & Riojas-Cortez **Parents as Partners in Education**. Pearson Prentice Hall, 2012 Eight Edition.
- 2- Hernandez, Ade. Collection of Handouts (will be provided in class)

Student Learning Outcomes	College GE SLO	Assessment Method	
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<p>1- Students will analyze and articulate current family issues and functions that affect the lives of young children.</p> <p>2- Students will collect and categorize various community resources that serve to support teachers, children and families.</p> <p>3- Students will formulate strategies for effective advocacy on behalf of children and families.</p> <p>4- Students will demonstrate strategies for developing respectful, reciprocal relationships between parents and teachers and enhancing partnerships between home and school.</p>	<p>. Written and Oral Communication (1)</p> <p>. Global Awareness (7)</p> <p>. Information Competency (2)</p> <p>. Written and oral (1) Communication</p> <p>. Global Awareness (7)</p> <p>. Problem Solving (3)</p> <p>. Ethics and Values (6)</p>	<p>1. Oral and written presentations, and/or term paper.</p> <p>2. Development of resource file.</p> <p>3. Development of an action plan, letter writing campaign and/or term paper.</p> <p>4. Role playing and/or term paper.</p>	
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REQUIRED ASSIGNMENTS:

- 1. Power Point Classroom report** based on list of topics or student's own interest related to the course -report consists of a three (3) page written paper plus a five (5) minute oral report given in class.
- 2- Multiple Choice Exams:** *all submitted examinations must be the student's group work.*
- 3. Midterm Exam:** *all submitted examinations must be the student's individual work.*
- 4. Resource File:** a minimum of 30 resources compiled into a usable filing system - with at least 10 resources for teachers, 10 resources for parents, and 10 resources for children. Include a Table of Contents.
- 5. Final Term Paper:** this is a major research paper to be done on a topic of the student's choice based on course content. The term paper must include information based on research from five (5) books, and must also include an interview based on the topic.
- 6. Attendance and Class Participation**

GRADING INFORMATION:

There is always much interest, and occasionally some anxiety about the grading process, so it is important to understand the system at the beginning to alleviate any concerns!!

In this class, you will have four assignments to complete - 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 - 90 - 100
- B - 80 - 89
- C - 70 - 79
- D - 50 - 69
- F - below 50

Each of the first three assignments will be weighted equally, while the last assignment, the final term paper, will be doubled when averaged to determine your final grade.

The five assignments are as follows:

- 1) Power Point 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 bibliography must accompany your written paper, and resources should be included with the oral.
- 2) Multiple Choice Exams - All submitted examinations must be the student's group Work**
- 3) Midterm Exam - all submitted examinations must be the student's individual work.**
- 4) Resource File:** You will compile a minimum of thirty resources (places to go) compiled into a usable filing system - with at least ten resources for teachers, ten resources for parents, and ten resources for children. A Table of Contents listing the resources under each of the three headings is required at the beginning of your file.
- 5) Final Term Paper:** This is a major research paper to be done on a topic of your choice pertaining to the class. The term paper must include information based on research from five (5) books, and must also include an interview based on the topic. A detailed description of the process for writing a term paper will be distributed in class.
- 6-Attendance:** Your class attendance and participation are also very important, and will influence your grade.

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

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 measure of your progress is your own growth and development throughout this class. We will all be learning from each other, through presentations, readings, discussions, and lectures. I am always available to meet with you individually if you have any questions, concerns, ideas etc. about the class, and I welcome your input. Please feel free to make an appointment with me to have extra time together if you want or need additional help. We are partners in learning, and I'm looking forward to an exciting semester together!

NO FOOD IN CLASS: The Administration has requested us to not let students bring food to the Classrooms (this means no potluck parties on the last day of class).

WRITING A TERM PAPER

For many of you, this might be the first experience writing a term paper, and you may be feeling some anxiety about the assignment. Here are a few helpful suggestions to keep in mind.

1. **Choose your topic.** This sounds like a very easy part of the process, but it often causes uncertainty. For the purpose of this paper, you have the freedom to write about **any** topic that interests you from the list of topics provided in class. If you wish to choose a topic that is not on the list, please check with me first to establish its relevance to the course. Choosing a topic is simply asking a question that you want to answer! e.g.

What are the effects of divorce on young children and the family?

How can parents and teachers work together as partners in education?

How can quality be achieved in day care programs for young children?

The answer to your question becomes your term paper!!!

2. **Find your resources.** These are the books and/or articles that you will use to help answer your question. You must use at least five books or ten articles, and yes, your textbook counts as one book! All the books and articles that you use must be listed at the end of your paper as your **bibliography**. The format for writing a bibliography can be found at the end of each chapter of your text. Be sure to find current books - preferably from the last five years.

3. **Create an outline.** Decide how you want to approach your term paper. What are the things that you want to answer in it? **Your paper must begin with an introduction and end with a conclusion.** Also, you **must** include an interview with someone related to your area of research. Here is an example:

1. **Cover page with the name of the topic, the student's name and the date**
2. **Introduction of the topic**
3. **Definition of the topic**
4. **Current law as it applies to the topic**
5. **Advantages and challenges to the topic**
6. **Resources and support systems to the topic**
7. **Role of the teacher to the topic**
8. **Interview related to the topic (with a teacher, parent, child etc. involved with inclusion)**
9. **Conclusion to the topic**

4. **Do your readings.** As you begin to read your books and articles, you will come across information that answers your questions and that you find interesting. Make notes as you go along! I find it helpful to have a sheet of paper for each of the sections of my outline, and when I find useful information, I write it down in the appropriate section. **Whenever possible, write the information down in your own words. If you make a direct quote, you must give the author's name, the title of the book and the page number where it is written.**

5. **Conduct your interview.** Choose to interview someone related to your field of study. Create your questions before your interview. You may choose to use a tape recorder so that you do not have to stop and write down the answers as you go along. You can transcribe them later.

6. **Write a draft of your paper.** Now comes the fun part! You have your information on papers and in your head, and your challenge is to write it down on paper in a way that makes sense and answers your original question. **You must begin your paper with an introduction and end with a conclusion.** Remember to write the paper in your own words. **All quotations must be footnoted!!** Failure to do this will result in failing your assignment, and is considered a very serious offense. You may use footnotes, endnotes, or references; the important thing is to make sure that I know that the words have been quoted from the author and that you are not implying that they are your own. **Your paper should be between 8-10 pages.**

7. **Reread and make any necessary corrections.** You are almost done! You've answered your original question, written down your thoughts and findings, and now you're simply doing the "fine tuning"!

8. **Type your paper!**

9. **Include all necessary pages.** Be sure that you have a title page with the name of your term paper, your own name, class number and date. Next comes the body of the term paper. Following the body of the paper comes your interview. Finally include the bibliography listing all the books and articles that you used.

10. **Make a copy.** Keep a copy for yourself to protect your work in case something should happen that results in it being lost.

11. **Congratulate yourself!** You completed a challenging assignment, and I'm sure that you've learned a lot along the way! Remember, this is designed to be a learning experience for you - you choose your own topic and your own resources. Be sure to choose something that interests you and will help you grow as a teacher!!

CHILD DEVELOPMENT 11: TERM PAPER GRADING

Information: _____ / 50
Interview: _____ / 20
Organization: _____ / 10
Bibliography: _____ / 10
Neatness: _____ / 10
Total: (out of 100) _____ / 100
Letter Grade: _____

COMMENTS:

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
Written Paper: (out of possible 50)
Information: _____ / 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 (10)

Parents (10)

Children (10)