

Child Development 31: Child, Family and Community

Fall, 1995 Tuesdays 6-8:50 PM

Instructor : Mary Scaff #638-0350 or 638-3641(messages)

Required text: Home, School and Community Relations by Carol Gestwicki , 1992

Course Outline

8-15-95 Introduction to CD 31, Discussion about the relationships between children, families, schools and communities, written exercises, developing sensitivity to families.

**READ PAGES vii-27 IN TEXT**

8-22-95 Influences of the family on the child.

**READ PAGES 29-63 IN TEXT**

8-29-95 Parenting and the effects of children on the family.

**READ PAGES 65-97 IN TEXT**

9-5-95 STAFF DAY NO CLASS

9-12-95 Complexity of contemporary family living.

**READ PAGES 307-345 IN TEXT**

9-19-95 Special family circumstances.

9-26-95 **MIDTERM EXAM** on developing sensitivity to families.

**READ PAGES 99-133, 347-366 IN TEXT**

10-3-95 Developing skills for work with families and children.

**READ PAGES 135-177 IN TEXT**

10-10-95 Continuation of skills.

**READ PAGES 179-240 IN TEXT**

10-13-95 **LAST DAY TO DROP A CLASS**

10-17-95 Communication between parents and teachers.

10-24-95 Moral development and prosocial behavior.

10-31-95 **MIDTERM EXAM** on skills for work with families and children.

**READ PAGES 283-303 IN TEXT**

11-7-95 Building Community in the classroom and beyond.

**READ PAGES 367-392 IN TEXT**

11-14-95 Community resources for families.

11-21-95 Anti-bias curriculum for toddlers and preschoolers.

11-28-95 Working with specific communities.

12-5-95 Summary and review of working with communities.

**COMMUNITY PROJECTS DUE**

12-12-95 **FINAL EXAM** on working with communities, 6-8:50 P.M.

12-15-94 **FINAL EXAM** 4 PM

### Course Objectives

“Students will be able to

1. Identify major factors affecting development of personality and behaviors within the family and the community.
2. Recognize the importance of the social influences on the child and observe different methods of socialization.
3. Develop sensitivity to a diversity of children, families and communities.
4. Build personal and professional skills for working with families.
5. Observe a community program for children and/or families or interview members of different communities for class presentation.
6. Complete three written examinations , one 5-10 page Community Project (described above) and several short written assignments.
7. Attend class for the entire class time and participate in class discussions and exercises

### Course Requirements

1. Attendance will be recorded at the beginning and the end of each class session. If a student misses 2 consecutive class sessions without notifying the instructor, the student will be dropped from the class. Students are responsible for getting notes from a missed class from another student. Class attendance, participation and short written exercises are 20% of the final grade (100 points).
2. Reading assignments are all required homework, and will help students fully participate in class discussions. Points are taken off for late written assignments. No written assignments will be accepted later than 1 week after they are due.
3. Written exams will be given at the end of each unit (3). Each exam is worth 20% of the final grade (100 points each, 300 points total). If a student must miss an exam arrangements should be made to take a make-up exam before the next class. It is the responsibility of the student to make arrangements for make-up exams. Failure to do so will result in the student receiving a zero for that exam.
4. The Community Project includes at least 2 observations of a program for children and/or families or 2 interviews of people about their culture and community. Students will write a 5-10 page paper in their own words. Students may be invited by the instructor to present their project to the class for extra credit. The Community Project is 20% of the final grade (100 points).

### Grading Policy

A= 90% and above of the total points possible	(450-500 points total)
B= 80-89% of the total points possible	(400-449 points)
C= 70-79% of the total points possible	(350-399 points)
D= 60-69% of the total points possible	(300-349 points)
F= 59% and lower of the total points possible	(299 points and below)