

CD 30 – Fall '12
Child, Family, and Community
Web Class

Instructor: Marcy Davidson **Office hours:** Mon 11:00 – 12:00
Phone: 559.638.3641 x 3127 **Office location:** Child Development Center
Email: marcy.davidson@reedleycollege.edu

Text: *Child, Family, School, Community: Socialization and Support*
9th ed., Berns

Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the importance of and strategies for creating parent partnerships with educational institutions.
2. Demonstrate knowledge of and strategies for effectively advocating for children and families.
3. Define the roles, rights and responsibilities of the ECE professional in child abuse prevention.
4. Describe the changing needs of second language learners and ethnic minorities in the context of a diverse society.

Student Outcomes

Upon completion of this course, students will be able to:

1. Analyze theories of socialization that address the interrelationship of child, family and community.
2. Critically access how educational, political, and socioeconomic factors directly impact the lives of children and families.
3. Synthesized and analyze research regarding issues related to social change and transitions, bias, racism, gender differences, disabilities and other special needs, social economic status and other influencing factors.
4. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
5. Critically assess community support services and agencies that are available to community and families.
6. Analyze one's own values, goals and sense of self as related to family history and life experiences, assigning how this impacts relationships with children and families.

Assignments/Requirements

Assignments may vary weekly. This may include written work, individual and group activities, and quizzes. Students are expected to log on at least two times per week, prepared and ready to discuss reading assignments

- All assignments must be neat and clearly labeled with student name and date.
- Papers should be double - spaced, 12 point font, one inch margins in an easy to read font.
- Always make a copy of your work.
- Late assignments – **Students are allowed ONE late assignment. Late assignments may be turned in up to 2 weeks past the due date. All late assignments must be completed by the 16th week of the semester.** The socialization report may not be turned in late. All assignments are given out well in advance and must be submitted on time. If you know you will be unable to turn in your work by the due date, you must contact the instructor. After one late assignment, no late work will be accepted.
- As an online course, you will be required to read and respond to your classmates.

Assignments (Weekly assignments will be posted on Sunday evenings. All assignments are due by Saturday at 9:00 pm unless otherwise noted)

1. Online Orientation and Ground Rules – read and comment on orientation presentation and ground rules (Orientation 15 / Ground Rules 5)
2. Introduction/Biography – A written self-portrait of who you are. (25)
3. Weekly Check In / Participation – Reading the text and handouts provided as well discussion boards. You are expected to read and respond to others in class. Your check in and participation in the discussion groups is essential to your learning. Activities and participation include numerous individual and group assignments given throughout the semester. (Weekly Check in – 35 / Participation 35)
4. Think Back Activity – Share your childhood memories and home by recalling details and stories from your own childhood. (25).
5. It Takes a Village Activity – Work as a group to develop a community using all the elements learned in class. (50)
6. Weekly Reflection Questions – Read, answer and respond to the weekly reflection questions. Read and respond to at least three others in class weekly. (80 points)
7. Journal Article Review – Find and review any article pertaining to families and children in the community. This article may be from the newspaper, early childhood publications, web articles, magazines, or text books. Write a one-page summary of the article including if you agree. Attach a copy of the article to your paper. (20)
8. Community Resource –Research and write a one page report on one community resources that supports children and families. (30)

9. Two quizzes (40 points each)
10. Socialization Report – Your final exam will be based on a completed socialization report. A five - seven page report and visual presentation (100 points)
11. Extra Credit Option – Attendance at an early childhood education workshop/event and a written summary/reaction paper. Verification of attendance must accompany paper. With prior permission from instructor only. (Maximum 10 points)

Grades:

	Possible Points	Total Points	Final Grade
Orientation and Ground Rules	20		
Introduction/Bio	25		
Reflection Questions	80	450- 500	A
Journal Article	20	400 - 449	B
Community Resource	30	350 - 399	C
Check In/Participation	70	300 - 349	D
Think Back Activity	25	0 – 299	F
It Takes a Village Activity	50		
Quizzes (2 @ 40 pts.)	80		
Socialization Report	100		

If a problem arises during the semester, please make an appointment with the instructor via email or phone to discuss how we can best resolve the issue and help you achieve success in class. ***If your email is received you will always receive a confirmation back and a response to your email within 72 hours.***

Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

The instructor will comply with the requirements of the American’s with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

Web Classroom Expectations

- Students are expected to log on and actively participate in class discussions weekly.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor. See Ground Rules.
- Students are expected to direct all concerns/questions to the instructor in writing.
- Cheating and plagiarism will be cause for disciplinary action.

Attendance

- If you do not check in weekly, you will be considered absent.
- If you miss more than three classes (weeks) the instructor *may* drop you.
- Dropping after the drop date will result in a “F” grade.
- It is the student’s responsibility to drop a class if they no longer intend to participate.
- If you have an emergency and are unable to check in on Monday, you may Email or call the instructor.

Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlines by this syllabus.
3. the student’s understanding that the course schedule outline in this syllabus, except assignment dues dates, is subject to change without notification to the student.
4. the student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.