

**CHDEV 30**

**Course #: 55015**

**Child/Family/Community**

**Fall 2018**

Instructor Information: Cecil Trinidad

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Course Information:

Class Meetings: Mon./Wed. 1:30 p.m. – 2:45 p.m.

**Important Dates:**

August 13 (M) Start of Fall 2018 semester

August 13 - October 12 (M-F) Short-term classes, first nine weeks

August 24 (F) Last day to drop a Fall 2018 full-term class for full refund

August 31 (F) Last day to drop a Fall 2018 full-term class in person

August 31 (F) Last day to drop a Fall 2018 full-term class to avoid a "W" in person

September 2 (Su) Last day to drop a Fall 2018 full-term class to avoid a "W" on WebAdvisor

September 3 (M) Labor Day Holiday (No classes/Campus Closed)

September 14 (F) Last day to change a Fall 2018 class to/from Pass/No Pass grading basis

October 12 (F) Last day to drop a full-term class (letter grades assigned after this date)

October 15 - December 14 (M-F) Short-term classes, second nine weeks

November 12 (M) Veteran's Day Observed (no classes held, campus open)

November 23-24 (Th-F) Thanksgiving Holiday (no classes held, campus closed)

December 10-14 (M-F) Fall 2018 Finals Exam Week

December 14 (F) End of the Fall Semester

**\*\*Students are to take responsibility of dropping this course in the event of non-continuance**

**Text:** Child, Family, School, Community-Socialization and Support; Berns, Roberta, 10<sup>th</sup> Edition, Wadsworth Cengage Learning 2013

**Course Outcomes:**

- A. Analyze theories of socialization that address the interrelationship of child family and community.
- B. Assess the impact of educational political and socioeconomic factors on children and families.
- C. Describe social issues, changes and transitions that affect children, families schools and communities
- D. Describe effective strategies that empower families and encourage family involvement in children's development
- E. Identify and evaluate community support services and agencies available to families and children
- F. Analyze one's own values, goals and sense of self and related to family history and life experiences, assessing how this impacts relationships with children and families.

**Accommodations:** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.), per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me ASAP. I am happy to work with students to ensure and support your academic success.

**Having Problems?** If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don't understand about the material, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework.

**Class Policies and Procedures:**

**Class Participation:** Learning through sharing and classroom activities is a VERY large part of this class. Regular attendance is EXPECTED. If you stop coming to class after the deadline, you will get an "F."

**The statements below are taken directly from the Reedley College Catalog *Academic Dishonesty***

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.



***Cheating***

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.*

***Plagiarism***

*Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in*

*collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on*

***Cheating/Plagiarism: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated.***

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class whether you are present or not. It is **NOT** my responsibility to "fill you in" on what you missed. If you are absent you may come to my office hour and collect any handouts given during class. I will not bring extra handouts to class the next lecture. You need to get the phone number or email address of a fellow student(s) in order to get information in case of your absence.

Name \_\_\_\_\_ Phone#/ email \_\_\_\_\_

Name \_\_\_\_\_ Phone#/ email \_\_\_\_\_

***Missed Tests:*** Inform the instructor as soon as you know you will miss a test day and arrangements will be made for you to take the test at another time. If you fail to inform the instructor before the test date, it will be too late for you to make up that test. Do not take this lightly. No excuses will be accepted.

***Accommodations for Students with Disabilities:*** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Changing Syllabus Statement.** This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student's decision to attend the class denotes acceptance of:

- ✓ This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
- ✓ The policy that late assignments will not be accepted
- ✓ The changing syllabus statement
- ✓ The expectations of this course as outlined in this syllabus
- ✓ That final grades are determined on the basis of accumulated points from required assignments
- ✓ The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

8/13	Chapter 1	Ecology of the Child Overview of syllabus
8/15	Chapter 1	Continued
8/20	Chapter 2	Ecology of Socialization
8/22	Chapter 2	Continued
8/27	Chapter 3	Ecology of the Family
8/29	Chapter 3	Continued
9/3	Labor Day Holiday – No Class, campus closed	
9/5	Chapter 4	Ecology of Parenting
9/10	Chapter 4	Continued Article # 1 Due
9/12	Chapter 4	Continued
9/17	Exam # 1	
9/19	Chapter 5	Ecology of Nonparental Child Care
9/24	Chapter 5	Continued
9/26	Chapter 6	Ecology of the School
10/1	Chapter 6	Continued
10/3	Chapter 6	Continued
10/8	Chapter 7	Ecology of Teaching Continued
10/10	Chapter 7	Continued
10/15	Chapter 7	Continued Article # 2 due
10/17	Exam # 2	
10/22	Chapter 8	Ecology of the Peer Group
10/24	Chapter 8	Continued

10/29	Chapter 9	Ecology of the Mass Media
10/31	Chapter 9	Continued Community Resources # 1 Due
11/5	Chapter 10	Ecology of the Community
11/7	Chapter 10	Continued
11/12	Veteran's Day Observed –No class, campus closed	
11/14	Exam # 3	
11/19	Chapter 11	Emotional and Cognitive Socialization Outcomes
11/21	Chapter 11	Continued
11/23-24	Thanksgiving Holiday	
11/26	Chapter 12	School and Behavioral Socialization Outcomes
11/28	Chapter 12	Continued
12/3	Identity/Socialization/Cultural Box/Collage/PPT Presentation Begin Community Resources # 2 Due	
12/5	Identity/Socialization/Cultural Box/Collage/PPT Presentation	
12/12	1:00 pm - Final Exam/Reflection Paper	

**Assignments/Requirements:**

Assignments may vary weekly. This may include written work, role-playing, group activities, journal writing, or assessment questionnaires. For some assignments, you must be in class to get credit. Students are expected to come to class prepared and ready to discuss reading assignments. For every hour in class, expect to spend two hours studying out of class.

- All assignments are to be typed unless otherwise specified by instructor.
- All assignments must be neat and clearly labeled with student name, date, title of the assignment, and class day/time.
- Papers should be double-spaced, 12 point font, one inch margins, stapled, and without plastic report covers.
- Always make a copy of your work.
- Late assignments – Students have one week to turn in assignments after their due date. The grade/points will be dropped by one grade (ie. If you turn your assignment in late and you did "A" work, it will be dropped automatically to a "B." After the one week grace period no credit for the assignment will be give.
- If you know you will be absent you may turn in your work early or make other arrangements with the instructor.

## Assignments:

Students who plan to work in the community with people from many different economic, social, racial, and ethnic groups should have an understanding of the affects of differing life experiences on attitudes and values of the individual.

The socialization portfolio provides a means of demonstrating the process of socialization in a way that makes it meaningful. It is useful in helping the student to assess his or her values and attitudes and the effect of the primary socialization agencies on his/her development. In addition, it allows the student to contrast his/her own experiences with those of others and thereby better understand the diversity of attitudes and values, which exist within a community.

### **“Who Am I?” Socialization Assignment (Select option A or B or C)**

- A. “Whom Am I Box: Find a box of any kind that works best for you (cigar box, shoe box). Reflect on your culture influences, educational experiences, relationships, life experiences and community interactions in any way you choose. You may paint, decorate, put things on or in your box that has had a personal impact and is of importance to you. Use this box to describe who you are and about the communities you live in. The content (realia) should be related to your experiences, interests, values, goals and wishes and how these items impacted your development and understanding of yourself and your future endeavors
- B. “Whom Am I “Collage: may be a collection of pictures, printed letters, or other materials taken from magazines, internet sources, etc. These are most effective when allowed to overlap. Use this medium to describe who you are and about the communities you live in. The content (realia) should be related to your experiences, interests, values, goals and wishes and how these items impacted your development and understanding of yourself and your future endeavors
- C. “Who Am I” PowerPoint Presentation: Use this presentation format to reflect /describe who you are and about the communities you live in. The content (realia) should be related to your experiences, interests, values, goals and wishes and how these items impacted your development and understanding of yourself and your future endeavors
- D. You will share your “Whom am I” box, collage or powerpoint in class through an oral presentation.  
(40 points)

### **The Oral Report:**

The oral report should include at least of one the following that represents your life:

1. Collection of pictures, printed letters, or other materials taken from magazines, internet sources, etc. These are most effective when allowed to overlap. The content should be related to your experiences, interests, values, and wishes.
  2. Artifacts: These may be family or cultural artifacts, products you have made, collections, or artwork.
  3. Other: Records, tapes, videos, PowerPoint, music – that demonstrate you as an individual within a community.
- A. Begin where you are now. What do you think are some of your values?  
What are your interests? What do you hope to do in the future?
  - B. Go back to the beginning. Remember that the purpose of the socialization report is to attempt to determine how you were affected by the primary agencies of socialization: the family, the community, the school, religious or other organizations, your peer group, and the media of mass communication. Include the following areas within the context of your report:

Family type: (nuclear, extended, single parent, etc.). How did this family type affect your development? Brothers and sisters, your birth order, your attachments, family occupation, early memories, experiences, feeling of trust, inter or independence, initiative and self esteem learned in your family.

Community: The size, location, economy, attitudes, special people in the neighborhood or community, your connections to your community – how did these affect you? Share a story you recall about your community.

School: Size, type, teacher(s) who influenced you both positively and/or negatively, your attitude and “fit” into the social dynamics of school. How did all of this affect you?

Religious Organizations: Denomination, activities, attitudes, relationship and experiences. How did this help shape who you are today?

Peer Group: Where did you meet your friends? Who were they? What did you learn from them? What did they teach you? What do you wish you had known back then?

Organizations: Formal or informal, that might have influenced you. These may include Scouts, Camp Fire, 4-H clubs, gangs, teams, hospitals, political organizations in which you worked or associated. How did they play a part in your socialization process?

Media/Technology: Which books, television shows, movies were part of your childhood? How has technology affected/influence you?

Era: How did the era in which you grew up, such as the 50's, 60's, 70's, 80's, 90's,00's, etc. affect you? What were the historical events, figures, or trends of the time that may have influenced you?

Other: Work, jobs, sports, special skills, travel, volunteer work, marriage, children, and any other experiences or events which strongly influenced you.

**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 half-page summary of the article and a half-page personal response/reflection of the article. (2 articles – 10 points each)

**Community Resources** –two resources will be required. You will need to research and document two different community resources that support children and families. A half page written informational page will be expected for each resource. (2 write-ups-- 5 points each)

Class Participation Activities/Points- Learning through sharing and classroom activities is a VERY large part of this class (5 points per day that class meets). Regular attendance is EXPECTED.

Grades:

2 articles @ 10 points each	= 20 points	
3 exams @ 65, 55, 50 points	= 170 points	
Final Exam/Reflection Paper	= 25 points	
2 community resources @ 5 points each	= 10 points	
1 Identity/Socialization/Cultural Box/Collage/PPT Report @ 40 points	= 40 points	
Class Participation@ 5pts/day	= 165 pts	
		Total Points: 430
387-430 = A		258-300= D
344-386 = B		257 and below = F
301-343 = C		

**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATERIAL, READING, AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONABLE NOTICE OF ALL CHANGES**