

Reedley College

Department of Early Childhood Education
ECE 4 – Child, Family, and Community
Section 54023- 3 units – Tuesday 11:00-12:15 pm– CECE 104
Instructor: Richell Swallow, M.A. Eds (ECE) Office: CECE 142 Office Phone: 559-494-3000 ext.
3660
E-mail: [In Box through CANVAS](#) (Best way to reach me!)
Fall 2023 Office Hours: Multiple- See Door Card, Canvas Door Card Page or see Canvas
Homepage for additional

Course Description:

The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development. ADVISORIES: Early Childhood Education 1 and 2.

Required Textbooks and Materials:

- ✓ *This course is designated OER (open educational resources) and ZTC (Zero Textbook Cost materials). This means that I will provide you with everything you will need to read, view, and complete. NO TEXTBOOK IS REQUIRED! All of the readings will be provided in the course modules.*
- ✓ Regular Use of Canvas
- ✓ Regular Use of RC email.
- ✓ Regular use of computers & programs

Student Learning Outcomes (SLOs): In the process of completing this course, students will...

1. Describe the socialization of the child focusing on the interrelationship of family, culture, teachers, and the community.
2. Describe strategies that empower families and encourage family involvement in children's development.
3. Identify the educational, political, and socioeconomic impacts on children and families.

Class Performance Expectations:

You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor (me!) to gain the most from our time together. Reading the assigned materials before class is IMPORTANT. Being able to critically analyze what you have read and discussed, as well as make connections to real-world settings when applicable, are ultimate goals.

Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services at (559) 494-3032 or TTY (559) 638-0382.

Academic Success:

To succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

Canvas:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at <http://reedleycollege.edu>. You will use your RC username and password to log in. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send emails to your classmates and me. You will also be able to use Blackboard to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester if I make a recording error.

Please note that ONLY your RC email address is recognized by Blackboard. Any messages that I send to the class will be sent through Blackboard, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this means if your email is not sent through your Reedley College email, **I will not open it**. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” “I don’t have access to a computer,” etc.) is not an acceptable excuse.

Attendance Policy:

The instructor of this course believes that, though not always measurable, much important learning occurs in the classroom when we are engaged in discussions about the course content. Because of this belief, the instructor has a policy that any student in this class, **who misses four (4) or more classes, for any reason, will not receive credit for the class, regardless of scores earned on work completed**. A roll sheet will be distributed at the beginning and end of every class, and you must sign each time to be considered present for the entire class. Signing for a classmate is cheating, and doing so puts you at risk of receiving a failing grade in the course.

Leaving Early & Arriving Late Policy:

As a college student who has enrolled in a class, you are aware well in advance of the time that each class starts at the time you register. Therefore, being late or leaving early to/from class is **NOT ACCEPTABLE**. It is disrespectful to the learning environment of the classroom, your classmates, and your instructor. If you are late or leave early you will not receive points for any in-class assignments or activities that may occur. Leaving early or arriving late will affect your grade as well as your learning of the material presented in class. If you are late do not come to class.

Communication:

All course communications MUST come to me through the Canvas messaging system. I teach a full load of courses and have other responsibilities on campus, because of this I receive a vast amount of emails each day. I do my best to respond promptly, however, that being said, if you email me,

I will ignore the email. Always contact me by Canvas In-Box. If you are uncertain or have questions about how to use any part of the Canvas system use the help guides.

As students, sometimes it is difficult to understand an instructor is not available to answer communications at all hours of the day and night. All communications will be answered within 24-48 hours. If, for some reason you have not heard from me, please send me a respectful, kind reminder (those are greatly appreciated).

Weekend Hours:

As students, most of you are taking a full course load, and because of this the demands and enjoyments of life can become overwhelming. We, instructors also have those same demands and enjoyments, for this reason, I am not available during the weekend hours. I will check on the classes on Fridays at around 4:00 p.m. and most of the time not be available again until Monday at 8:00 a.m. Now and again, you **MIGHT** find me online on the weekend and I **MIGHT** answer a question or two. However, this does not mean I am constantly available during these hours. I will **NEVER** answer on Sundays or holidays. I encourage you to use the Q & A discussion boards or In-Box me by Friday at 1:00 p.m. Monday-Thursday all communication stops at 4:00 p.m. and on Fridays by 1:00 p.m. On Friday afternoons, I am typically observing students at mentor sites or in meetings. All of my contact information can be found on the front of this syllabus and in Module #1.

Cell Phone:

All cell phones are to be turned silent/vibrant at the beginning of each class session. Students **MAY NOT** use cell phones in class for any reason unless specified by the instructor of the course. If a student is caught using a cell phone during the class session the student will be dismissed from that class meeting and will need to meet with the instructor before the next class session. All cell phones are to be placed in backpacks or others upon entering class.

Participation/Accountability:

We have a lot to learn from each other, so individual contributions to large group discussions are encouraged and individual contributions to small groups are required. When not speaking to the class or a small group, participation includes alert and respectful attention to anyone speaking to the class or small group. Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a calm, respectful manner; it is never ok to disrespect or condescend to another student or instructor for expressing his/her views.

You, the student, are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is your responsibility to ask a classmate for notes and information.

Examinations/Quizzes:

For this class, there will not be any quizzes or exams. Students will demonstrate knowledge gained and their learning through course assignments throughout the semester. It is the student's responsibility to keep up with these. See the late assignment policy.

Late Assignments:

Turning assignments in on time is very important and enable the instructor to return graded assignments more quickly. Some assignments **WILL NOT** be accepted late or made up, and those include In-Class Activities, Presentations, and the Socialization Pape (final) and all module assignments (including any discussion boards) as these pertain to the weekly content.. Of the remaining assignments, **ONE** assignment will be accepted up to **ONE WEEK** late without penalty with prior instructor notification. Late assignments without instructor notification will not be accepted. **All written assignments are submitted through Canvas (NO Exceptions).** Assignments submitted electronically have until 11:45 p.m. on the due date. See the Canvas calendar for due dates.

Submitting Assignments:

All assignments are turned in on Canvas. Assignments will not be an If the assignment does not require an electronic submission you can submit the assignments to the instructor during class, to the main switchboard before the class period. All assignments will be typed, complete and in proper college writing, failure to do so will result in a score of zero (0). See the writing rubric for student writing expectations and writing support materials in the module titled "Writer's Workshop". **NO INBOX or EMAILED ASSIGNMENTS WILL BE ACCEPTED!! YOU MAY NOT TURN ASSIGNMENTS IN TO THE EARLY CHILDHOOD OFFICE!**

Retaining Returned Assignments:

Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed out on the final day of class.

Writing Expectations:

You will see in the various assignment guidelines on Canvas as well as in the Assessment Procedures below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, and style, as well as following proper APA citing style where applicable. All outside assignments are to be typed, 12 point font; any assignment turned in handwritten will result in a score of zero. Assignments, projects, etc. are NOT accepted hand-written, scanned, screenshot, or photographed. Students are expected to read and follow all directions and rubrics on the required course assignments and projects and submit these in the requested required format. Google Docs, Google Slides, and Apple applications are NOT compatible with the Canvas LMS system and will not upload correctly. Be sure that you have saved and uploaded your assignments in the correct format. Doing otherwise with result in a score of zero (0) on assignments.

The Reading & Writing Center (Library) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 494-3000 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-494-3000 ext. 3058.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter; it matters here and it will matter in your profession. If you intend to work with children and families, there will be many times when you need to communicate crucial

information, including a rationale for continued funding for your job and the children and families you serve. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

Assessment Procedures:

As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an 'A' paper*, a 'B' paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics.

*Note that in these descriptions, "paper" is used to refer to all assignments written outside of class. Including projects and presentations etc.

- A A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.
- B A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the 'A' paper, yet still is indicative of a good understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar but is clear and coherent. All sections are complete.
- C A good paper that is adequate and addresses each aspect of each item satisfactorily. This paper, though, lacks the depth of understanding and synthesis that is evident in the 'A' and 'B' papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.
- D A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.
- F A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates an understanding of course concepts. There are likely serious problems with writing mechanics. There may be incomplete sections.

When computing final course grades at the end of the semester, issues such as participation and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B, have participated actively, and have turned in all assignments, you may be judged to have earned a B in the course.

Honor Code:

As a community of learners together, we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and inappropriate collaboration).
- b) Neither gives nor receives unauthorized aid on examinations or other coursework that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and report it to the instructor or other appropriate officials for action.

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 (Reedley College Catalog, 2022-2023, pg. 47).

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 the severity and frequency of the incidents (.Reedley College, 2022-2023, pg. 48).

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, share themselves without losing their identities, and develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every 1 hour in class. Some students may need more outside study time and some less. For on-campus tutoring, contact the Tutorial Center (Library Building LRC 111) a variety of services to help you succeed in college through more effective learning strategies are offered. For more information call the Tutorial Center at 559-638-0358.

Grading

<u>Assignments</u>	<u>Possible Points</u>	<u>SLOs</u>
In-Class Activities/Small Group Work/Quick Writes	30	SLO: #1-3
Treasure Hunt, Survey & Norms	15	
Module Assignments (15 x 10 points -150pts)	150	SLO: #1-3
Think Back Activity	40	SLO: #1-2
Community-Based Learning Agency/Organization Report	40	SLO: #1, 3
Family Empowerment Project	25	SLO: #1-3
Socialization Report (Final)	100	SLO: #1-3
		SLO: # 1-3
Total Points	400	

Grading Scale:

400-360= A	100-90% = A
359-323= B	89-80% = B
322-290=C	79-70% = C
289-260= D	69-60% = D
259 & Below F	59% & Below F

This course is graded on a 10% grade scale.

Assignments:

In-Class Activities/Small Group Work/Quick Writes (30 points) – SLO #1-3

Throughout the semester opportunities for large and small group discussions, small group presentations, activities, reflections, and responses to class material will be given. These points are given randomly throughout the semester, not at every class session. If you are unable to attend class, arrive late, or leave early, you will miss these opportunities and not receive points. **These points cannot be made up. Points are posted to Canvas at the end of the semester.**

Introductory Activities (15 points)

These assignments are meant to help you become familiar with me and the course. These will be completed on Canvas and in class the first week. Remember, you must go page by page in Canvas in order to access the assignments and material that you will need for the course.

Think Back Activity – (40 points) – SLO #1 & 2

Share your childhood memories and home by recalling details and stories from your childhood. Assignment Details Sheet (ADS) on Canvas.

Community-Based Learning Agency/Organization Report (40 points) – SLO #1, 3

The purpose of this assignment is for you to find resources that support families with various needs. Ideally, finding agencies/organizations that are in your community works best as you will want to develop a list of these agencies as you continue your coursework and completion of your degree in Early Childhood Education.

Family Empowerment Project – (25 points) – SLO #1-3

Students will find a quality piece of children's literature that power families according to assignment guidelines. ADS on Canvas.

Socialization Report – (100 points) SLO #1-3

Your final exam will be based on a completed socialization report. A seven-nine-page report and visual presentation (visual presentation is worth 15 points of extra credit).

Module Assignments (15x10 points) 100 points – SLO: #1-3

During the course of the semester, students will have module assignments embedded into their Canvas modules. These will be short small assignments (could include discussion boards too) meant to reinforce class and module content. These assignments cannot be late as they pertain to the current module of the week.

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 take this course denotes:

1. Acceptance of this syllabus.
2. Acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, including assignment dues dates, is subject to change. Students will be notified through Canvas Inbox or in a class of any changes.
4. The students understand that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

This syllabus and course calendar are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on Canvas for announcements made while you were absent or with a classmate.