



**Early Childhood Education 4 #55021
Child, Family, and Community
Spring '24 Online
January 8 – March 8**

Instructor: Marcy Davidson
Phone: 559.494.3000 ext. 3127
Office Hours: Zoom Mon. 11:00a, - 12:00p, Wed. 9:00a -10:00a and , Friday 8:00a – 9:00a
On Campus: Tues.11:00a – 12:00p
Office: Center for Early Childhood and Education : CECE 147
Email: marcy.davidson@reedleycollege.edu

Text:

Required Texts: NO TEXTBOOK FOR THIS CLASS!! WAHOOO This is an OER (Online Educational Resources) Course. All reading and information for this class will be available via Canvas.

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.

Course Objectives

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

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

Student Outcomes

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

1. Identify how the child develops within a system and is influenced by multiple factors of socialization.
2. Compare historical and current theoretical frameworks of socialization.
3. Describe contemporary social issues and their effects on families and children
4. Compare and contrast diverse family characteristics and parenting styles.
5. Evaluate the impact of one's own experiences on their relationships with children, families, and the community.
6. Describe legal requirements and ethical responsibilities of professionals working with children and families.
7. Identify community resources and strategies that support children and families.

Assignments/Requirements

Assignments may vary weekly and may be based on student needs. This may include written work, individual and group activities, and quizzes. To ensure success in this class, you should log on to Canvas at least two times per week, read and watch what is provided in the modules and be prepared to discuss with classmates.

- Papers should be double - spaced, 12-point font, one inch margins in an easy to read font.
- Please make a copy of your work. Be sure your name is on the top of everything submitted.
- Take responsibility to present completed, polished college level work on-time. Please be sure to ask for help or contact the writing center if needed.
- All papers should be corrected for proper punctuation, grammar and spelling (see the writing center for support if needed)
- Late Assignments - Life happens and occasionally you are not able to “attend” class even online. As an ECE student, you are not only learning the material in the class but also learning time management and what is expected in the workforce. Deadlines and timelines are very important when working with children, families, agencies and reporting institutions. This class provides you with a chance to work on your time management and develop the skills required and expected in the education and child care field. All work, except quizzes, may be turned in late, but if this happens more than once, I may reach out to you to set up a time when we can chat about how to best help you meet deadlines. In order to complete all grading by the end of the semester, I will not be able to accept late work past week 8.
- As an online course, you will need to read and respond to your classmates in discussion boards and support each other in a respectful and professional manner. (See Brave Space Ideas)
- This class only meets online therefore, all work should be submitted via the class Canvas site. Please do not email me your work.

Assignments – All assignments will be embedded in to the weekly modules. Modules open weekly on Monday at 6:00 am.

1. Online Orientation and Ground Rules – Read and comment on orientation presentation and brave space assignment (Orientation 5 points /Brave space 5 points) **DUE BY 1/14**
2. Who Am I Biography – A written self-portrait of who you are (20 points) **DUE BY 1/14**
3. Weekly Check In / Participation – Read the text and handouts provided as well discussion boards. To be successful in class, you should 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. (45 points) **DUE Weekly**
4. Weekly Reflection Questions – Read, answer and respond to the weekly reflection questions. Read and respond to at least three others in class weekly. Points are determined on your participation. SLO # 1, 2, 3 (40) **DUE WEEKLY**
5. Think Back Activity – Share your childhood memories and home by recalling details and stories from your own childhood. SLO # 1 (25 points). **DUE 1/21**
6. Community Resource – Research and write a one-page report on one community resources that support children and families. SLO # 2 (25 points) **DUE BY 2/4**
7. It Takes a Village Activity – Work as a group to develop a community using all the elements learned in class. SLO # 1 (50 points) **DUE BY 3/1**
8. Exams - Quiz # 1 will cover the first half of the semester and Quiz # 2 the second ½ of the semester. (2 @ 40 points each) Q #1 **DUE 2/11 and Q #2 3/7**
9. Socialization Report – Your final exam will be based on a completed socialization report. A seven to nine page report and visual presentation. SLO # 1, 2, 3 (85 points- paper/15 points web presentation) **DRAFT # 1 DUE 1/28. DRAFT # 2 DUE 2/25 FINAL DUE BY MON. 3/3.**

10. Extra Credit Option – Attendance at an early childhood education workshop/event or guided pathway event and a written summary/reaction paper. Verification of attendance must accompany paper. Please obtain prior approval for all events off campus. Various opportunities will be provided during the course (Maximum 10 points) Needs to be completed by week 8.

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, DSP&S 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. If you have a verified need for academic accommodation or materials in alternative media (e.g. Braille, large print, electric text, etc.) per the Americans with Disabilities or Section 504 of Rehabilitation Act, please contact your instructor as soon as possible.

Office Hours

In order to accommodate student needs, a variety of office hours are available each week.

If you need to meet with me outside of these times, please connect with me so that we can find a time that works. Please see Canvas for zoom links.

Grades

	Possible Points	Total Points	Final Grade
Orientation and Brave Space	10		
Who Am I Biography	20		
Reflection Questions 8 @ 5 ea	40	360 - 400	A
Quick Write/Check In	45	320 - 359	B
Community Resource	30	280 - 319	C
Think Back Activity	25	240 - 279	D
Quizzes 2 @ 40	80	0 – 239	F
It Takes a Village Activity	50		
Socialization Report	100		

If a problem arises during the semester, please make an appointment 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 during the week. If you email on Friday, you may not here back until Monday or Tuesday.***

Web Classroom Guidance

- Students should log on at least 3 times per week and actively participate in class discussions weekly.
- Students should conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor. See Brave Space.
- Students should direct all concerns/questions to the instructor in writing.
- Cheating and plagiarism will be cause for disciplinary action.

Online Attendance

- If you do not check in weekly, you will be considered absent.
- If you miss more than three classes (weeks) you may be dropped.
- Dropping after the drop date will result in an “F” grade.
- If you do not intend to complete the course, be sure to drop the class before the drop date.
- If you are unable to participate for any reason, please let me know in order to support you.

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 guidelines of this course as outlined 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.

** The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class. You will be informed of any changes in advance.

Important Dates to remember

First Day of Class	Monday, January 8, 2024
No Class - MLK Day	Monday, January 15, 2024
Last Day add/ drop	Friday, January 19, 2024
No Class -Lincoln Day	Friday, February 16, 2024
No Class – President’s Day	Monday, February 19, 2024
Last Day of Class	Friday, March 8, 2024