



CHDV 11: Child, Family, and Community



Section: 14751 (Winter Session 2018)
Dates: Jan 2- Feb 22, 2018 (8 weeks)
Times: Tu/Th 12:00-3:20 pm
Office: LACOE/GAIN Classroom C
Canvas: www.ilearn.laccd.edu

How to Reach Course Facilitator:
Email: smithmh@wlac.edu
Website: <http://smithwlac.weebly.com/>
Conference Hours: Tuesdays: 3:20-4:20 pm

Also available by appointment

Dr. Marini Smith

WELCOME to CHDV 11!

I am excited to be your facilitator for the second semester in your LACOE/GAIN program. As you know, my approach to teaching focuses on student-centered learning that is engaging and relevant, while giving you opportunities to think critically and reflect on your learning. In order to build these skills, I also make sure to take the time to build a strong classroom community, where students can feel safe to take academic risks and learn about themselves and each other. My goal is to help students make connections and apply new learnings in real-world settings, and along the way, to become empowered on their educational journey.

COURSE DESCRIPTION

This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Emphasis is placed on familiarizing students with techniques used in parent-teacher conferences and to perceive parents in their child’s educational experience.

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COURSE OBJECTIVES

- (1) Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- (2) Discuss theories about the role of family, school and community in the process of socialization.
- (3) Examine the role of childcare and schooling in the process of socialization.
- (4) Investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media and public policy on children and families.
- (5) Identify symptoms of common communicable diseases and other health conditions that effect children.

STUDENT LEARNING OUTCOMES

- (1) Students will construct a list of resources in specific areas that are necessary to attend to in an Early Childhood program by identifying resources, describing them and evaluating the appropriateness of the resources

INSTITUTIONAL STUDENT LEARNING OUTCOMES

- (A) Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- (G) Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

CHILD DEVELOPMENT STUDENT LEARNING OUTCOMES

Demonstrate familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for young children. The student will justify the relevance and appropriateness of the activity in relationship to the objectives of the activity.

Education is the most powerful weapon which you can use to change the world.



-Nelson Mandela-

What is this class about?

*This course is a study of the internal and external social forces of family, peer groups, schools, culture, and economic class on children and youth. It examines internal functioning of values, beliefs, and subcultural patterns and their shaping power on young children. You will be using Urie Bronfenbrenner's Ecological Systems model to analyze and evaluate the ways in which the various systems impact each other and the individual child. This course will focus on the **contexts** in which children are reared and educated. Each child is born and raised in multiple social contexts, and this course will enhance your understanding of all those contexts.*



What will you learn?

During this eight-week session, you will identify the patterns of family life in our society including the roles of family members and the influences of the environment, school, and community on the psychosocial and behavioral development of the child. You will compare community agencies, which meet the needs of today's society; understand inter-relationships among family members and between the family unit and the community. You also will learn to value parents as the child's primary teacher and integrate respect for cultural beliefs into program planning. In additional, you will learn about the various *isms*, how they are manifested in our culture and society, and ways to minimize their impact when working with young children.

Why should you care?

Nurturing and protection of each child must be viewed in terms, not only of the family, but also of the community—its neighborhoods, people, cultures, and institutions—both local and national. Care-and-education institutions are part of this context. Valuing diversity, as well as acknowledging and understanding cultural contexts, should be an important foundation for anyone working with children. Also, if you understand how societal factors such as school, family, and community can impact a child's development, you are better equipped to seek out positive resources, and better able to provide helpful interventions when necessary.





Read

You will read the assigned text – see information on this page. → You will also have additional assigned readings outside of the course text.

Think/Ask/Discuss

This is an interactive class—your active participation is an important part of your course grade. I really encourage discussions and interactions which will foster a more engaging learning environment. I expect you to ask questions when you need clarification or more information, and feel comfortable to share your ideas freely.

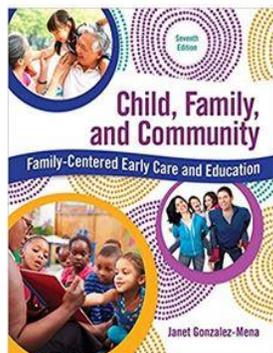
Present

You will work individually and in groups to present key concepts from specific chapters from the text. In addition, you will present major elements from your community project.

Write

Throughout the course, you will be writing responses to readings in a variety of forms (class discussions, metacognitive journal reflections, etc.) In addition, you will be completing a rhetorical précis, media analysis, and parent interview, and community project.

Textbooks



Required Textbook:

Gonzalez-Mena, J. (2017). [Child, Family, and Community:](#)

[Family-Centered Early Care and Education. \(7th Ed.\)](#), USA. Pearson.

ISBN-13: 978-0134042275

ISBN-10: 0134042271

TO BE SUCCESSFUL IN THIS CLASS

TIPS FOR SUCCESS

1. Read the **assigned chapters** each week. Outline and summarize the information. Be prepared to participate in forum discussions and activities based on the readings each week.
2. Use a **Dictionary** to look up any unfamiliar words. You may want to put dictionary.com on your phone or personal wireless device.
3. Use the textbook website to study vocabulary and take practice exams.
4. Form a **study group** with some of your peers. Practice teaching each other what you have learned.
5. Be sure that **study time** is in your daily schedule. **For every hour spent in a college course, you should be spending 2 hours studying/reviewing outside of class! Since this is an 8-week-course, you should plan to spend 18-24 hours per week on course requirements!**
6. Pay attention to **due dates** and complete work at least a couple of weeks before it is due. Give yourself enough time to proofread and rewrite your work.
7. See the **facilitator** to discuss any concerns or for additional information. My office hours are Tuesdays from 3:20 pm-4:20pm in our LACOE/GAIN classroom.
8. Become acquainted with the **resources at the library**. If needed, seek guidance for effective research methods.
9. Have fun throughout the learning process and know **YOU CAN DO THIS!!**

Our Class Assignment Schedule:

Week of	Topic	Chapter(s) to be Read <u>by</u> class on Tuesday *	Assignment
January 2	Introduction/Syllabus Promoting Student Metacognition	Chapter 1	-Metacognitive Reflection Journal
January 4	Chapter 1- The Child in Context of Family and Community		Review Rhetorical Précis
January 9	Chapter 2- Supporting Families Around Issues of Attachment and Trust Chapter 3- Supporting Families with Autonomy Seeking Youngsters	Chapter 2 Chapter 3 Chapter 4	-Metacognitive Reflection Journal - Review Parent Interview Assignment
January 11	Chapter 4- Sharing Views of Initiative with Families		DUE 1/11: Assignment#1: Rhetorical Précis
January 16	Chapter 5- Working with Families of School Age Children	Chapter 5 Chapter 6	-Metacognitive Reflection Journal
January 18	Chapter 6- Societal Influences on Children and Families		-Work on Parent Interview -Discuss Community Resource Project/Form Groups
January 23	Chapter 7- Understanding Families' Goals, Values, and Culture	Chapter 7 Chapters 8	DUE 1/23: Assignment#2: Parent Interview
January 25	Chapter 8- Working with Families on Guidance Issues		-Metacognitive Reflection Journal -Mid-term Review
January 30	Mid-Term Learning Celebration: Chapters 1-8	Chapter 9	-Turn in Metacognitive Journal
February 1	Chapter 9- Working with Families on Addressing Feelings and Problem Solving		Mid-Term Learning Celebration- Chapters 1-8 -Introduce Canvas -Due 2/1: Media Assignment Draft Due/Peer Reviews
February 6 (Canvas)	Chapter 10- Working with Families to Support Self-Esteem	Chapter 10 Chapter 11	-Canvas Discussion/ Activity
February 8 (Canvas)	Chapter 11- Working with Families Around Gender Issues		DUE 2/8: Assignment#3: Media Assignment (SUBMIT ON CANVAS)

February 13 (Canvas)	Chapter 12- Stress and Success in Family Life	Chapter 12 Chapter 13 Chapter 14	-Canvas Discussion/ Activity -Work on Community Resource Project
February 15 (Canvas)	Chapter 13- Early Care and Education Programs as Community Resources Chapter 14- Supporting Families Through Community Resources and Networks		
February 20 (Canvas)	Chapter 15- Social Policy Issues	Chapter 15	-DUE 2/20: Assignment #4: Community Resource Project (SUBMIT ON CANVAS)
February 22 (Face-to-Face)	FINAL LEARNING CELEBRATION- Chapters 9-15 (1:00-3:00 pm)* Community Resource Project Presentations (3:00- 4:20 pm)* *note time change for last session		-FINAL LEARNING CELEBRATION- Chapters 9-15 -Community Resource Project Presentations

*Shaded area above represents course materials and assignments that will be provided through Canvas online only (except 2/22 which will be in person).

**Additional readings, such as articles and text excerpts are TBD and will be assigned throughout the semester. The instructor reserves the right to make adjustments and modifications to the course schedule and assignments as needed. Students should anticipate revisions and divergencies.

Course Assignments

All assignments are due by 12 pm (beginning of class) unless otherwise specified by the instructor. There are no make-up exams, and no late work is accepted, with the exception of the one-time only “Stuff Happens Pass” (See Page 9).

Assignment #1- Rhetorical Précis

Choose an article from a peer-reviewed professional journal/publication. Write a 4-sentence paragraph, also known as the *rhetorical précis* (Google: [Rhetorical Précis Frame - sdsuwriting](#)). You can search for articles on www.eric.ed.gov. After typing in your search topic, check “peer reviewed only” and “full text available.”

Due: January 11th.

Assignment #2- Parent Interview

For this assignment, you will interview two different parents/grandparents to get to know how parents think differently about raising their children. These interviews will be conducted separately and you will type both interviews when complete. Following the interview, you will summarize your findings. What parenting style did you recognize? What were the methods of socialization? These and other questions will be answered in your summary and evaluation for each interview. **Due: January 23rd.**

Assignment #3- Media Assignment

The Media Assignment gives you the opportunity to have a direct understanding of how media influences young children. Here, you will watch two different versions of television programs and have the opportunity to evaluate them.

Due: February 8th.

Assignment #4- Community Resource Project

This project is an opportunity to understand what community resources we have for children from birth to adulthood. If a family is in need of specific resources, whom do they call? This project will answer this question and many others. You will work individually on this project but be able to utilize your peers for advice. You will interview a community partner and summarize this experience. **Due: February 20th.**

Metacognitive Journal Reflections- As part of your grade in this class, you are required to submit metacognitive journal entries due at the beginning or end of class sessions that show your thinking, reflection, evaluation, planning, correcting, questioning, etc. of the course content and your journey through the learning process. It is imperative that you arrive to class on time in order to receive the metacognitive journal assignment at the beginning of class and/or stay for the duration of the session to get your journal entry at the end of class. Each journal entry will be stamped on the date it is assigned to ensure you have completed it on time. **No late journals will be accepted. Each journal entry is worth 5 points.** In order to earn 5 points, each journal entry must be **no less than ½ page**, and should also **address all aspects of the question(s) thoroughly, demonstrating depth of thought.** As of 2/6, Canvas discussions/activities will serve as the metacognitive journal reflections.

Extra Credit- Extra credit will be available for students who submit all assignments on time and with a grade “C” or better. **Option 1:** Watch the PBS documentary, *Poor Children*, and write a 2-page typed, reflective essay where you analyze the film through the lens of the Bronfenbrenner Ecological Systems Theory. **Option 2:** To “apply” for extra credit, please submit a proposal answering the following questions: a) What would you like to do for extra credit? and b) How does the work connect to the topic(s) covered in class? Once you’ve submitted your proposal and it has been accepted, a possible point value will be assigned and you can begin your assignment. Extra credit must be submitted prior to week . **You may only select one extra credit option.**

Because Stuff Happens... You will have one “stuff happens” late pass that allows you to complete one of the homework assignments within one class meeting after the deadline. After you have used this late pass, however, **NO** additional late homework will be accepted. You will not receive extra credit at the end of the semester if you do not use your late pass (see last page for pass).

EVALUATION OF STUDENT PERFORMANCE

Assignment Point Values

Assignment #1: 25
Assignment #2: 40
Assignment #3: 40
Assignment #4: 100
Mid-Term: 50
Final: 85
Journal Reflections: ≥50
Participation/Canvas: ≥60

Total Points: ≥450

450-405	A
404-360	B
359-315	C
314-270	D
269 and below	F

Grading:
A=90-100 (≥ 405 points)
B= 80-89 (≥360 points)
C=70-70 (≥315 points)
D= 60-69 (≥270 points)
F= 59 and below (269<points)

Please Note:

Absolutely no makeup work, assignments, or exams are possible in this course. Please note that the instructor reserves the sole right to make changes to the scheduled reading and writing assignments as and when such changes become necessary.

ASSIGNMENTS

If you do not have a computer at home, you can use the LACOE/GAIN office or your local community library to access computers, internet, printers, etc. If you are able to visit the WLAC campus, you may use the Learning Center during posted hours, located in Library, 1st floor. You may also use the Child Development Lab (located in GC 120) on Wednesdays from 2-4pm. Not having internet or a computer is not a valid excuse for late, incomplete, or missing assignments. Canvas assignments must be submitted via Canvas; e-mailed assignments will not be accepted. Plan to submit assignments early to leave ample time for potential technical difficulties.

Grading

Your grade will be based on your performance on the two *learning celebrations* (formerly known as “mid-term” and “final” exam), four assignments, metacognitive journal reflections, and class participation (including discussion and presentations), but face-to-face and on Canvas (as of 2/6). Written work will be graded on the *substance* of what you write (e.g., accuracy of information, inference and reasoning, etc.) and on the *skill* with which you write (e.g., organization, syntax, spelling, etc.). You are expected to produce writing assignments that meet college-level standards. Some assignments will be scored holistically, and for some assignments, the scoring guidelines and criteria are outlined in a rubric that you must read very carefully. Unless otherwise specified, all assignments must be typed, double-spaced, using 12-point, Times New Roman font. Please submit documents as Word or PDF (no Pages, Notepad, etc.). Points will be deducted for assignments not adhering to these criteria.

Remember that it is better to turn something in – even if you think you may not earn a passing score– 59 points towards your total is a lot better than 0 points. Even though they are both and F – the 59 points do matter!

Participation and Online Conduct- CANVAS as of 2/6/17

Students must participate regularly and as required in discussion forums, tests, and any other required activity posted in Canvas for this course.

At no time are you to belittle, judge, or criticize another student in the discussion forum. If this occurs, the discussion post will be eliminated and it will not count towards your posting of the three minimum posts required per week.

House Rules: Netiquette Rules:

It is essential that you pay close attention to your written communication in an online community. It is extremely important to communicate effectively and clearly to be successful in an online program. Also, it is important that every student follow the Netiquette (online etiquette) requirements.

Please adhere to the following Netiquette rules:

- **Respectful:** Remember, the written word can be offensive so treat each other with respect. Review your comments before submitting them to ensure that your opinion is expressed, but in a respectful manner. Your comments and discussions should be focused on enhancing the learning environment. Do not judge, but challenge. You can challenge a comment, but do it respectfully.
- **Encouraging:** Comments should allow others to agree or disagree with your statements. Encourage peers who express their thoughts and validate them. Recognize good work and critical thoughts.
- **Observe:** Recognize that everyone has different experiences in life and will bring that experience into the discussion. Sometimes words are misinterpreted so if you disagree or are offended by a comment, ask a question for clarification so that your responses will be based on facts and information. Observe before defending your position.
- **Disagree politely:** While comments such as “I agree” or “I disagree” should always be followed with a reasonable and valid explanation, do this politely and by using facts, not opinion.
- **No Yelling:** Make your points, but do not YELL! Writing in all caps indicates that you are yelling at the reader. Also, avoid using exclamation marks or any other sign that indicates you are upset. Remember, this is a public forum where everyone is trying to learn.
- **No Profanity:** Online learning is not a place to use profanity or to discriminate. This will not be allowed and such communication will not be tolerated. In addition, no points will be earned for discussions or replies that include profanity.
- **Signature:** Always sign your name. Make sure you use only your real name as specified by your application to the college.
- **Shine:** Make yourself look good through words. Remember, you are only known through your written words so represent yourself in a professional manner.

Negative behavior will not be rewarded so please adhere to the Netiquette rules and be respectful to one another.



Classroom Participation

Attendance is closely linked to your participation. This is an accelerated course, and you are expected to attend each class session in its entirety. If you are not present, you will miss out on the discussions and in-class assignments, which will ultimately affect your grade. If you cannot attend class for any reason, it is important that you notify me in advance. Small and large group participation is also very important and will influence your grade. It is your responsibility to drop a class if you are no longer attending the class. Students with excessive absences or tardies (two class sessions in a row) may be dropped from the course. Be sure to get contact information from your classmates (see form in this syllabus) so that in the case of your absence, you can find out what you missed. Please do not e-mail your instructor to find out what was missed.

Periodically, you will be given in-class assignments and collaborative projects. These assignments will be collected and graded, and will count toward your participation grade. The purpose of class time is to discuss, reflect on, and assimilate the readings, reflections, and other assignments that have been completed prior to each week's meeting. It is essential that you plan carefully in order to complete all weekly assignments by the designated day and time. The following rubric will be used to evaluate and award participation points during face to face class time.

Participation Level	<i>Active Participation</i>	<i>Moderate Participation</i>	<i>Low Participation</i>
Preparation	Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Appears ready to participate and has completed most assignments and activities	Appears ready to participate and has completed most assignments and activities
Integration of Readings	Appears ready to participate and has completed most assignments and activities	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Collaboration	Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material and ideas of others	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials or to ideas of others	Comments do not further the discussion and do not exhibit careful reflection on the material or ideas of classmates



ACCOMMODATIONS STATEMENT :

Office of Disabled Student Programs and Services (DSP&S)

The DSPS Office is located in Student Services Building, SSB, 3rd floor, room 320, phone, 310 287 4420.

“Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs & Services (DSPS) center located in SSB 320 or call 310-287-4420.”

dspd@wlaac.edu.

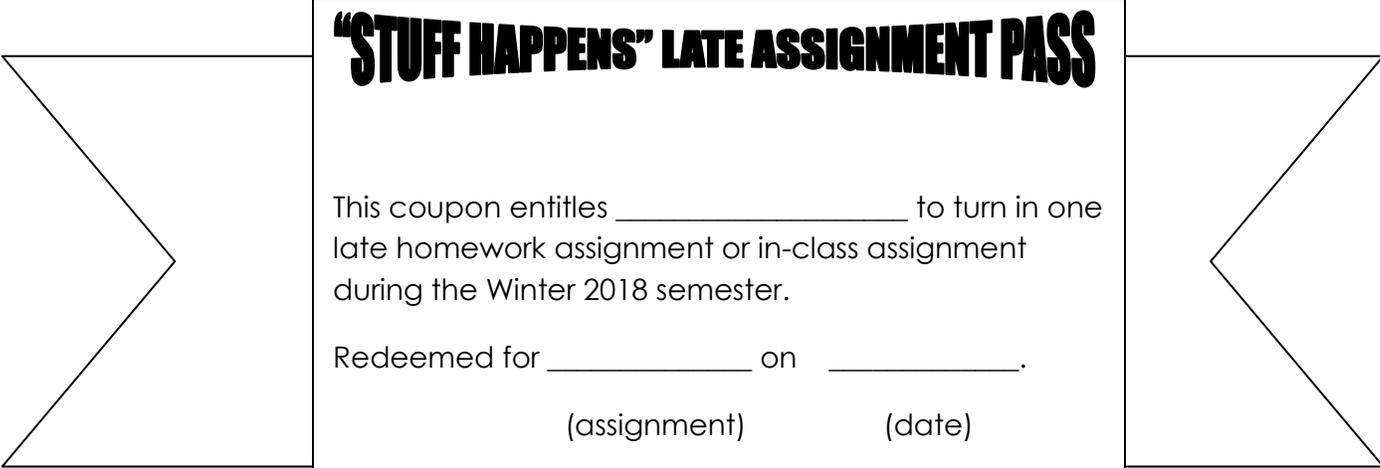
The Los Angeles Community College District recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog). Once you have provided the instructor with a DSPS form, you will receive assistance for specific services.

Academic Policies

Academic Honesty/Plagiarism Statement: In accordance with code 9803.28, **academic dishonesty is prohibited and will not be tolerated in this class.** Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.

-----TEAR HERE-----



“STUFF HAPPENS” LATE ASSIGNMENT PASS

This coupon entitles _____ to turn in one late homework assignment or in-class assignment during the Winter 2018 semester.

Redeemed for _____ on _____.
(assignment) (date)