

De Anza College  
Social Sciences and Humanities Division  
**Child Development and Education Department**

**CD12**

Child, Family, and Community Interrelationships

*Assignments*

**Spring 2013**

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## Assignments and Evaluation

Community Service Learning is an academic study linked to community service through structured reflection so that each reinforces each other. The community service may be direct service to people in need, community outreach and education, research or policy analysis. This quarter, you will be required to complete 12 hrs of service. The focus of this quarter service learning experience will be working with children and/or families. Follow the guideline below.

3 easy steps:

### 1. **Complete the Project Contract**

Make sure to submit the service learning agreement by the **3<sup>rd</sup> week** of school.

### 2. **Record of Attendance Project Hours Required/12 hours minimum**

Maintain a record of attendance. Sign in and out, and obtain a verification of hours completed from a supervisor or person in charge. You must complete 12 hours of community service learning (CSL) in order to achieve the full credit. See page 12.

### 3. **Reflection Essay and Assessment/Evaluation**

Write a reflection essay about your service learning experience. It is suggested that you keep a journal while completing your hours of service. Your journal entries will help you prepare a well organized thoughtful essay. Be certain to include the following.

1. The name of the organization, mission, service, programs and the data about the community need (as applicable).
2. A description of the setting, activities, as well as duties and responsibilities
3. Your service learning goals and objectives
4. A discussion of the social problem (community need) faced by the group/community your served (data, demographics)
5. The skills you acquired
6. How this experience challenged and changed the stereotypes you had about the people you worked with.
7. Your awareness of the purpose of service
8. The responsibility to your community learned from the experience. Discuss professional resources used to understand issues related to children and families or discuss the professional resources provided to the community by your service learning organization.
9. The application of course concepts to service learning; how the community service enhanced or reinforced the classroom instruction; what connections have you made between prior knowledge learning in previous CD classes with your service learning experience.
10. The impact of the experience in your personal life; assess personal goals, strengths, needs that will help you serve children and families and will allow you to advocate for your own professional needs.
11. Demonstrate critical thinking skills (# 7 to 11 must be included as they are the components to be evaluated through the service learning rubric on page\_\_\_), written and verbal communication skills to describe your experiences, thoughts, questions, and concerns.
12. How your opinion of community service/volunteerism changed as a result of this service learning Assignment (Assignment adapted from EVC Service Learning Reflection essay) (*Assignment adapted from EVC Service Learning Reflection essay*)

On page 10 you will find the rubric to be used to evaluate the student learning outcomes through the reflection paper when completing the service project in an organization. On my website you will find the Rubric to Assess Service Learning Reflection Papers, full rubric. [www.deanza.edu/faculty/cruzmayra/](http://www.deanza.edu/faculty/cruzmayra/)  
See assignment description and rubric when working with a particular family/children.

## **COMMUNITY SERVICE LEARNING PROJECT OPTIONS**

### Student Learning Outcomes:

1. **Recognize the importance of building partnerships with families and the community (service learning).**
2. Critically examine the impact of the interrelationships of child, family, school and community on the developing person (Exam and CourseMate activities).

### Project Purpose and Activities:

This assignment provides students with the opportunity to work with children and families or work with a community organization and work on a project within the organization (10-12 hrs).

Here are the options.

1) Working with Children and Parents at Somos Mayfair (Community Partner) *See project description*  
*Somos Mayfair cultivates the dreams and power of the people of Mayfair through cultural activism, social services and community organizing. We are generations of immigrants, rooted in a vibrant community who nurture healthy families and successful students, and who speak out for justice in Silicon Valley.*

<http://somosmayfair.org/>

2) Develop your own project focused on working with children and/or families- generate the idea based on a community need, develop the project, implement, and prepare the written reflection. The project can be developed and implemented with a classmate. Complete the proposal in writing on Page 11.

#### Examples:

- Parent/Child Observation (series), Parent Interview and Family Acton Plan  
*Community need: Family Wellness*
- Parent Development Seminar, planning and implementation  
*Community need: Family development*
- Tutoring a child (includes assessing the child's needs, develop a strategy or program and implement) *Community need: Education/Disability*

Complete the Student/Instructor Agreement (see page 10) and project proposal (if applicable) by the 3<sup>rd</sup> week of the quarter.

<b>Expectations and Rules for Student Involvement:</b>
<ul style="list-style-type: none"> <li>• Uphold ethical standards.</li> <li>• An individual student is responsible to contact an organization to fulfill the service learning assignment.</li> <li>• Take the time to learn the rules of the organization related to volunteerism/service learning.</li> <li>• Commit to participate in 2-3 group reflections with the course instructor and/or project liaison.</li> </ul>
<b>When working with an organization, staff, children, parents, and families:</b>
<ul style="list-style-type: none"> <li>• Show up and choose to be present.</li> <li>• When working with families, learn and contribute.</li> <li>• Pay attention to what has heart and meaning.</li> <li>• Challenge yourself to examine your assumptions and beliefs. Be aware of your own biases.</li> <li>• Learn about the community you will be serving first.</li> <li>• Be open to outcome, not attached to outcome.</li> </ul>

**Service Learning Reflection Evaluation**

Name: \_\_\_\_\_

Submit with your reflection

Date: \_\_\_\_\_

Levels: \_\_\_ Novice \_\_\_ Apprentice \_\_\_ Proficient \_\_\_ Distinguished

(For the purpose of this class you should be at least at the apprentice level once you finish your service learning experience.)

Evaluation criteria	0-5	6-10	11-14	15-20	Max Points
Awareness of Purpose of Service (civic engagement) <b>Standard 2: Building Family &amp; Community Relationships</b> <b>2a. knowing about and understanding family and community characteristics</b>	Student expresses no empathy and awareness regarding children and family issues.	Student expresses little empathy and awareness regarding children and family issues.	Student expresses some empathy and awareness regarding children and family issues.	Student expresses an authentic empathy and awareness regarding children and family issues.	
Responsibility to the community (civic engagement) <b>Standard 2: Building Family &amp; Community Relationships</b> <b>2b. Supporting and empowering families and communities through respectful, reciprocal relationships</b> <b>Supportive skill: Skills in identifying and using professional resources</b>	Student expresses no insight into children and family issues pertinent to the service experience and demonstrates no awareness of a personal sense of responsibility in serving children and families.	Student expresses limited insight into children and family issues pertinent to the service experience and demonstrates limited awareness of a personal sense of responsibility in serving children and families.	Student expresses a moderate insight into children and family issues pertinent to the service experience and demonstrates moderate awareness of a personal sense of responsibility in serving children and families.	Student expresses a great deal of insight into children and family issues pertinent to the service experience and demonstrates a great deal of awareness of a personal sense of responsibility in serving children and families.	
Application of course concepts to service learning (academics) <b>Standard 2: Building Family &amp; Community Relationships</b> <b>2a. knowing about and understanding family and community characteristics</b> <b>2c. Involving families and communities in their children's development and learning</b> <b>Supportive Skill: Making connections between prior knowledge/experience and new learning</b>	Student expresses no connection between course concepts related to children and family and service experience.	Student expresses limited connection between course concepts related to children and family and service experience.	Student expresses some connection between course concepts related to children and family and service experience.	Student expresses connection between course concepts related to children and family, and service experience.	
Impact on student's personal life (personal growth) <b>Standard 2: Building Family &amp; Community Relationships</b> <b>2b. Supporting and empowering families and communities through respectful, reciprocal relationships</b> <b>Supportive skills: Skills in self-assessment and self-advocacy</b>	Student expresses no connection between service to children, family and self, and demonstrates no change in attitudes perspectives, beliefs, or understanding of own skills.	Student expresses limited connection between service to children, family and self, and demonstrates limited change in attitudes, perspectives, beliefs, or understanding of own skills.	Student expresses some connection between service to children, family and self, and demonstrates some change in attitudes perspectives, beliefs, or understanding of own skills.	Student expresses a great deal of connection between service to children, family and self, and demonstrates change in attitudes, perspectives, beliefs, or understanding of own skills.	
Critical thinking (Academics) Overall essay <b>Standard 2: Building Family &amp; Community Relationships</b> <b>2c. Involving families and communities in their children's development and learning</b> <b>Standard 5: Becoming a Professional</b> <b>Supportive Skills: Written and verbal communication</b>	Student asks no questions and shows no awareness of multiple perspectives related to children and families. Opinions are stated with no analysis and support.	Student asks limited questions and shows limited awareness of multiple perspectives related to children and families. Opinions are stated with limited analysis and support.	Student asks some questions and shows some awareness of multiple perspectives related to children and families. Opinions are stated with some analysis and support.	Student asks many questions and shows a great deal of awareness of multiple perspectives related to children and families. Opinions are stated with much analysis and support.	
<b>TOTAL</b>					___/100

Evaluation criteria	0-9	14-10	19-15	20-25	Max Points
Service Learning Hours completed	Completed 4 hrs or under	Completed 5-8 hrs	Completed 9-10 hrs	Completed 11-12 hrs	___/25

**GRAND TOTAL** \_\_\_/125

# Oral History Assignment

(Assignment retrieved from [www.mcm.edu/~pacet/oralhistory.htm](http://www.mcm.edu/~pacet/oralhistory.htm))

1. For this assignment, you are going to interview a person from your cultural group **who is regarded as someone special (prominent figure) by his or her community**. This does not mean that the person you interview has to have lived during some “marquee” cultural or historical event, but that the nature of your interview is cultural and historical.
2. You will need to gather enough information in your interview that you can write a 4-6 pages (approx. 1,500) essay paper about the culture and historical eras and/or events through which the interviewee lived.
3. You are *not* going to turn in simply a transcript of your interview. Instead, your assignment is to take the interview material and use it as a major *primary* source in discussing the cultural and historical eras and/or events through which the interviewee lived. You will also be expected to use other sources to “flesh out” your story, but the interview should serve as the *main* source of information for this paper.
4. You will be expected to *cite* your information in endnotes following the text of your paper.
5. For information about how to conduct an interview, look first to *The History Student Writer’s Manual*, pp. 179-184. Then think about the following tips:

A. **Permission:** Make sure that the interviewee has given you legal permission to use the interview you are about to conduct. It is essential that the person being interviewed know the purpose of the interview and how the interview material will be used. You may use the generic release form (see next page) or you may have the interviewee state clearly on tape his or her permission for you to use the contents of the interview for a scholarly/educational purpose.

B. **Equipment:** It is always best to tape record your interview. Be familiar with your equipment. Know how to use it before you start your interview. Make sure your batteries will last, and that you have spare batteries and cassettes (if necessary).

C. **Preparation for the interview:**

- Read background information on the culture and time period your subject will discuss.
- Write down what you already know about the interviewee
- Write down pertinent questions or pertinent topics you intend to cover.
- Make an appointment with the interviewee at least a week ahead of time.
- Reconfirm the meeting with the interviewee one day before the interview.
- About thirty minutes before you arrive for the interview, go over your notes and build your enthusiasm for your interview. Be interested and ready to go from the beginning.

D. **Conducting the interview**

- Conduct the interview in a quiet room. If possible, try not to have other people around who may interrupt. On the other hand, always remain SAFE. If you have ANY concern about being in a room alone with the interviewer, then DON’T be in the room alone with him or her.
- Place the recorder in an unobtrusive place, but make sure it is close enough to the interviewee to pick up his or her voice.

- Be genuinely interested in what the interviewee says.
- Do not be too exacting and formal in your questions. Be your natural self so that the interviewee will be comfortable and natural.
- Be aware of open-ended and closed-ended questions. Try to ask the closed-ended questions up front. Examples of closed-ended questions: Where were you born? What were your parents' names?
- If you take notes during the interview, do so sparingly. Note taking will probably distract the interviewee and make the process seem too formal. Do not worry about long periods of silence. Pauses in conversation are natural.
- Remember that you are the *questioner* and not the interviewee. Do not go into great detail with your own questions or discussion.

6. **Last, but not least, reflect and write about your own family history, origins, and culture. It could include family structure, cultural traditions and artifacts, cultural beliefs and values, bias and discrimination against your cultural group.**

7. Type the essay or paper. 1 ½ spaces between sentences; 12 size font, Times New Roman style.

8. Feel free to include pictures or photos relevant to your interviewee's culture, history and background and also of yours.

*The paper is due on:*

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**Oral History Release Form**

I give permission for \_\_\_\_\_ (name of student) to use the tape recordings, the contents of this interview, and any future transcripts made from them for whatever educational purposes may be determined

\_\_\_\_\_  
Signature of Interviewee

\_\_\_\_\_  
Signature of Interviewer

\_\_\_\_\_  
Interviewee Name (print)

\_\_\_\_\_  
Interviewer Name (print)

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City

State

\_\_\_\_\_  
Zip Code

Restrictions (if any):

## Cultural Biography

**No matter what your background is – you have values and beliefs... someone helped to raise you...you are part of the world.**

### **Instructions:**

This assignment requires that you research your own family history/origins; geography, culture, race, ethnicity and religion. Conduct interviews with family members, read historical and cultural materials.

Your paper must include the following seven parts and should be at least 3-5 pages in length. (You will not be deducted points if your paper is longer than 3 to 5 pages.) You will not receive points if you demonstrate lack of effort and present an incomplete assignment.

### **Assignment Components:**

Family Tree (diagram/drawing sample below)

Trace your lineage (if you can) to the generation of your great-great grandparents. The family tree should include name and place of birth and birthdate. Include death date when appropriate. It is your choice whether you research biological or guardian relations. It is your choice to include maternal and/or paternal lineage.

Family Structure

Describe your current family structure/living arrangements. Describe a family structure when you were a school-age child.

History/Origins

Describe your immediate family's (father, mother, primary caregivers when you were a child) history/origins; geography-names of nations, regions, towns, and places they came from or migrated to. Describe as best as you can the groups(s) or subgroup(s) they belong to; language, religion, political belief, county, neighborhood, etc.

Cultural Artifacts and Traditions

Describe a sample of your family's (current and past) significant/important objects; language, tools, furniture, music, clothing, stories, dances and celebrations.

Important People

Name at least two people, a teacher, author, poet, scientist, legislator, from the same ethnic/cultural group as your own contributed to the esteem of that same group. Include women.

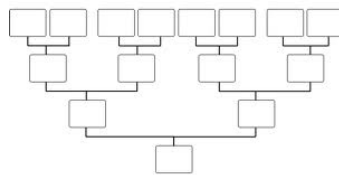
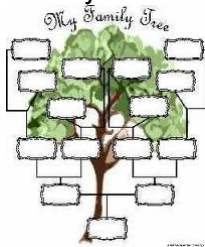
Cultural Beliefs and Values

Provide a brief statement about beliefs and values shared by your identified cultural group.

Bias and Discrimination

Make a statement about how your cultural group may have experienced discrimination or prejudice; during which historical period and for what reasons; stereotyped behavior or perceptions of others.

Resources for family tree diagram: Goggle Images for Family Trees. Select one you want to use.





## CourseMate Activities

The completion of the CourseMate Activities is 25 points of our class. The completion of the activities will serve to reinforce knowledge acquired, content, and concepts that are part of your readings.

What to do:

- a. Complete the interactive quiz for the chapter assigned every week to receive credit. The interactive quiz is mandatory for each chapter in order for you to gain the most points. You must score a **70% or above** to receive full credit.
- b. Complete at least 2 other activities throughout the quarter in any given chapter (your choice Chapters 1-10).
- c. You must have completed this requirement by June 20<sup>th</sup> for all 10 chapters and 2 activities. 25pts.

Coursemate has an Engagement Tracker that allows me to track each student's activities completion.

You will need the following Course Key to enroll in this course:

**CD12.01S Mon/Wed class CM-9781133230007-0000041**

**CD12.02S Tues/Thurs class CM-9781133230007-0000042**

**De Anza College Child Development and Education Department**

**CD 12 Community Service Learning  
“Make a Difference Project”  
Instructor/Student Agreement**

This agreement is between **Mayra E. Cruz**, Instructor and \_\_\_\_\_, CD 12 Student.

*Identified community need:* \_\_\_\_\_

*Description of the Project:* \_\_\_\_\_

\_\_\_\_\_

*Service Organization* (when applicable) \_\_\_\_\_,

located at \_\_\_\_\_

Organization’s address/phone number

Supervisor’s name (if appropriate) \_\_\_\_\_

*Service Learning Project Hours:* \_\_\_\_\_

*Projected timeline for project/s completion:* \_\_\_\_\_

(For option #2 ) Project Proposal- attached the description (see page 11 of the course Assignments)

This is your service learning/civic engagement experience. Keep a journal of the experience. The journal will help you complete the reflection essay. The *Student is responsible for:*

- ✓ Contacting the organization (when applicable)
- ✓ Attending all required hours, 12 hours for the quarter.
- ✓ Maintain a timesheet, record of attendance.
- ✓ Discuss placement matters with instructor if necessary.

*Duration:* Minimum of 2 hrs per week, beginning the 2<sup>nd</sup> week of school and ending no later than the 10<sup>th</sup> week of school.

Entered on this \_\_\_\_ of the month of \_\_\_\_\_, 201\_\_.

*Executed by:*

\_\_\_\_\_  
Student’s name

**Mayra E. Cruz**  
\_\_\_\_\_  
Instructor’s name

\_\_\_\_\_  
Student’s signature

\_\_\_\_\_  
Instructor’s signature

## CD12 Child, Family, and Community Interrelationships

**Community Service Learning Project Outline (Option #2)**

Submit in writing the following proposal by the 3<sup>rd</sup> week of the quarter.

Focus: Working with Children and Families

Community Need: Identify children and family need

Project Identification: Describe the project

Preparation: Identify

1. Goals/objectives
2. What you need (resources)
3. Considerations such as liability issues, authorizations, supervision, training, your role
4. Timeline for completion

Implement project- includes reviewing plans for each session to keep on track with goals, reflecting on progress and problems, and continuing to strive for solutions. Keep a journal.

Assess your learning, service, and experience- Connect with (SLO). Student learning outcome.

**Recognize the importance of building partnerships with families and the community (service learning).**

