

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

CD12

Child, Family, and Community Interrelationships



Fall 2016

<http://www.deanza.edu/faculty/cruzmayra/cd12.html>

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CD 12: Child, Family, and Community Interrelationships

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 Website: <http://www.deanza.edu/faculty/cruzmayra/>
 Quarter: Fall 2016 CD12.01S **Mon/Wed 10:30am-12:20pm** CD12.02S **Tues/Thurs: 9:30-11:20am** CD2-28
 Office: CD2-21C **Office Hours:** Wed 12:30-1:30pm Thurs 11:30am-12:20pm and/or by appointment

Course Description: Child, Family and Community Interrelationships, 4 quarter units of credit (4 hours per week lecture)

Child, Family and Community Interrelationships is an introduction to the study of the developing person in a societal context; and the relationships of family, schools and the community. It is a systematic and critical study of the ways in which families, schools and other institutions of the community interact in the lives of young children. The patterns of child rearing in our contemporary society will be explored.

Standards applicable to this course:

National Association for the Education of Young Children (NAEYC)

STANDARD 2: Building Family and Community Relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve families in their children's development.

- 2a – Knowing about and understanding diverse family and community characteristics.
- 2b – Supporting and engaging families through respectful, reciprocal relationships.
- 2c – Involving families and communities in their children's development and learning.

STANDARD 6: Becoming a professional

Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

- 5a – Identifying and involving oneself with the early childhood field.
- 5b – Knowing about and upholding ethical standards and other professional guidelines.
- 5c - Engaging in continuous, collaborative learning to inform practice.
- 5d – Integrating knowledgeable, reflective and critical perspectives on early education.
- 5e – Engaging in informed advocacy for children and the profession.

STANDARD 4: Using Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

- 4a- Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4d- Reflecting on own practice to promote positive outcomes for each child.

SUPPORTIVE SKILLS

(1) skills in self assessment and self-advocacy; (2) skills in mastering and applying foundational skills from general education; (3) written and verbal communication skills; (4) skills in making connections between prior knowledge/experience and new learning; and (5) skills in identifying and using professional resources.

NBPTS Early Childhood Generalist Standards; Standard 2 Equity, Fairness and Diversity; Standard 7 Family, Community Partnerships; Standard 9 Reflective Practice
CEC/DEC Standards; Standard 9 Professional and Ethical Practice; Standard 10 Collaboration)
CALIFORNIA ECE COMPETENCIES (2012) Competency areas: Culture, Diversity & Equity, Family & Community Engagement, Professionalism

Requisites: Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Required Text and Materials

- Berns, Roberta M. 10th Edition Child, Family, School, Community: Socialization & Support New Jersey: Prentice Hall, Inc
- NAEYC Standards for Early Childhood Professional Preparation, Associate Degree Programs document on instructor's website
- Articles to be distributed in class or posted on the class website
<http://www.deanza.edu/faculty/cruzmayra/cd12.html>

The Course Driving Question:

How does our cultural schema establish respectful and reciprocal relationships that support and empower families? How does these relationships nurture young children's development and learning?

Desired Outcomes: Educational goals and objectives to be achieved

Upon the completion of this course, students will:

1. Examine research tools and techniques and what behavioral and social scientists study – an introduction to the Social and Behavioral Sciences.
2. Identify and assess the implications of the historical and philosophical origins of the familial and educational institutions as a context for early development.
3. Examine family development, functioning and family systems, including the impact of a disability in family dynamics; analyze the process of socialization including identification of the family unit, socialization influences of schools, peer groups, community and technology in relation to the child and family.
4. Critically examine the importance of the communication theory and techniques as tools for developing partnerships among families to actively collaborate with them, schools and communities to support each child's development.
5. Analyze the role of the school in early childhood as a support service and an agent of change, including the role of the educator as a mandated reporter.
6. Identify and evaluate the role of the community as a context for development including identification of local resources which might foster a healthy child, family, and community relationships. Access community agencies, referral system, and support for all families, including families with children with special needs.
7. Identify and critically analyze cultural and socialization factor in relation to self and the student's own culture and background and how these factors have shaped and influenced the development of self, world views and beliefs.
8. Examine and develop an understanding of the importance of being culturally aware and sensitive of the influence of culture in child, home and community relationships.
9. Examine and assess changing demographics for our region and throughout the nation as they pertain to family composition, socio-economic status and ethnic diversity.

Student Learning Outcomes

1. Analyze theories of socialization that address the interrelationship of child, family, and community (*Essay exam*)
2. Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities (*Exam questions*)
3. Identify, describe and evaluate effective strategies that empower families and encourage family involvement in

children's development including community support services and agencies available to families and children
(*community service learning essay*)

4. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families (*Exploring Your Roots & Culture Research & Essay*)

Fostering, Inclusivity and Empowerment

The values that guide this course are those similar to the concept of “Familias (Family)”. In CD 12, we value:

- **Mutual respect**
- **Shared responsibility (between student and instructor, student to student, all of us and our communities that we represent)**
- **Opportunities to share meaningful experiences (your knowledge, motivation, effort and my efforts to support your learning)**
- **Effective communication**
- **Supportive relationships that are comfortable, honest, committed and fun**

The framework for our course is cultural humility, a lifelong process to increase our self-awareness of our own biases and perceptions and engage in a life-long self-reflection process about how to put these aside and learn from the children and families we serve (Tervalon & Murray-Garcia, 1998). Through this course, students have the opportunity to learn from others, understand where they are and embrace learning about each other with a reflective lens. The course addresses real-world problems faced by our surrounding communities, and the challenges of inequities along the lines of race, gender, class and other. The framework aligns and integrates well with the bio-ecological model, a model that is part of our conceptual framework as a department.

Method of Presentation

The course will provide you with opportunities to share your cultural knowledge. Didactics will be through lecture, engaged in discussion of real world situations experienced by diverse children and families, individual and group activities, collaborative work and project-based learning, role-play and media audio/visual aids.

Method of Evaluating Students Progress

Student’s progress will be evaluated through both oral and/or written reports, reading assignments, collaborative work and project- based learning, critical thinking discussions on the ecologies that impact the development of the child, the family and community, as well as examinations. You will be receiving feedback on your performance in class.

Course Experiences/Projects & Grading

	Points
1. Community Service Learning- “Make a Difference” Project	125
2. Sharing Cultural Objects	15
3. Exploring Your Roots and Culture Research & Essay	25
4. Reading Summary & Reflection	15
5. Quizzes (2 @ 30 points each)	60
6. Final	50
7. Campus/community civic engagement activities (2)	10
TOTAL POINTS	300

IMPORTANT Rules- The California Community College System will not continue to fund students who persistently fail with a letter grade of "D" or "F", No Pass (NP), No Credit (NC) or Withdraw (W).

For Priority registration information visit <http://www.deanza.edu/registration/priorityenrollment.html>

Complete all requirements for priority registration.

Grade Scale

A= 90–100%	270-300 points
B= 80 - 89%	240-269 points
C= 70 - 79%	210-239points
D= 60-69%	180-209 points
F= Below 60%	below 180 points

Office Hours

“Mi casa es su casa”. You are welcome to visit with me during office hours. Other appointments can also be scheduled upon request. The office hour will give you an opportunity to share concerns and discuss issues relevant to your education and career. My office phone number is: 408/864-8215. My office is located in the Child Development complex, building #2, CD2-21C.

Policies

Attendance: You are expected to maintain regular and prompt attendance. More than **two** absences in the quarter will result in dropping the student from class.

Class drop: You are responsible for dropping the course. Failure to do so may result in an “F” for this course.

Tardiness: When you arrive late, you are interrupting the learning experience of your classmates. More than **three** tardies in the quarter may result in dropping you from class.

Academic Integrity: Refer to reflection on page 7

*Plagiarism-*Plagiarism is the steal or pass on the ideas or words of another as one’s own and includes the use without crediting the source. It will not be tolerated. Such action will be dealt with in accordance with the procedures set forth in the college catalog. If you need to know more about plagiarism, schedule time with your instructor to discuss it.

Rewrites: **Must be** completed within a week. If not completed, you will receive the initial point value calculated.

Assignments: All assignments must be typed, 12 font pitch, 1 . space (unless specified). **No assignments will be accepted after the due date** (except for a student who misses due to illness or an emergency). Your presence is required in In-Class activities to obtain credit. To the best of your ability, please complete all textbook assigned readings and read syllabus.

Grading and Making Up Missed Work- Class work and exams are due on established due dates. A student who miss the due dates due to serious illness or emergency must submit class work and/or take an exam within one week of the absence, except for the final exam/final project.

Accessing Technology

Please access the course website to review information about the course and to review resources

<http://www.deanza.edu/faculty/cruzmayra/cd12.html>

Student Success Center

Need help? Meet with tutors and attend workshops in the Student Success Center:

www.deanza.edu/studentsuccess. **Can't make it to campus?** Use the free online tutoring available to all De Anza students. Just login to MyPortal, go to the Students tab, and find the Smarthinking link. For more information, go to

www.deanza.edu/studentsuccess/onlinetutoring/

The Student Success Center locations are based on subject.

- Academic Skills (ATC 302)
- General Subject Tutoring (ATC 304)
- Listening & Speaking (ATC 313)
- Math, Science & Technology (S43)
- Writing & Reading (ATC 309)

For more information visit www.deanza.edu/studentsuccess/

Disabled Students Services (DSS) is available on campus. It provides special registration for Adaptive P.E.,

personal counseling, academic and vocational advisement and equipment loans. It also can help provide note-takers, assistance to and from class, and mobility training for students with blindness. For more information call 864-8753.

CD 12: The Child, Family, and Community Interrelationships Schedule of Assignments Fall 2016

<u>Week #</u>	<u>Mon/ Wed</u>	<u>Tues/ Thurs</u>	<i>Class Content-Chapter of the week & Assignments due</i>	<i>Readings due dates</i>
Week 1	9/26 9/28	9/27 9/29	Introduction, Conocimiento and community building activities, Forming Familias, Review course requirements and standards Ecology of the Child Cultural object sharing- A cultural object is an object made by humans for a practical and/or spiritual purpose. It represents your cultural group/s. Bring a cultural object. Be prepared to share the significance of the cultural object.	Chapter 1 Read NAEYC information and 2010 Standards for Initial & Advance Early Childhood Professional Preparation Programs https://www.naeyc.org/files/naeyc/140527_2010%20standards%20for%20initial%20EC%20preperation%20%281%29_0.pdf
Week 2	10/3 10/5	10/4 10/6	Ecology of Socialization Somos Mayfair Community Resource and Projects Orientation- Guest Speakers	Chapter 2
Week 3	10/10 10/12	10/11 10/13	Ecology of the family Submit (1) Community Service Learning Field Experience Agreement (2) Exploring Your Roots and Culture Essay	Chapter 3 Chapter summary & reflection Study for Quiz #1 Chapters 1-3
Week 4	10/17 10/19	10/18 10/20	Ecology of parenting Quiz #1 Chapters 1-3	Chapter 4 Chapter summary & reflection
Week 5	10/24 10/26	10/25 10/27	Ecology of the non-parental child care	Chapter 5 Chapter summary & reflection
Week 6	10/31 11/2	11/1 11/3	Ecology of the school	Chapter 6 Chapter summary & reflection Study for Quiz #2 Chapters 4-6
Week 7	11/7 11/9	11/8 11/10	Ecology of teaching Quiz #2 Chapters 4-6	Chapter 7 Chapter summary & reflection
Week 8	11/14 11/16	11/15 11/17	Ecology of the peer group	Chapter 8 Chapter summary & reflection
Week 9	11/21 11/23	11/22 11/24	Ecology of the mass media Holiday- no class	Chapter 9 Chapter summary & reflection
Week 10	11/28 11/30	11/29 12/1	Ecology of the community Campus/Community activities reflection due	Chapter 10 Chapter summary & reflection
Week 11	12/5 12/7	12/6 12/8	CSL Projects Presentations (both days)	Community Service Learning Written Reflection due
Week 12	12/14 9:15am	12/13 9:15am	Final exam* Chapters 7-10	

The Chapter summary & reflection is scheduled for Tuesday of every week starting week 3. Exams are held on Thursday, except for the final exam.

CD 12 Experiences/ Requirements	Due date	Point value	Points earned
Cultural Object Sharing- In class activity		15	
Exploring Your Roots & Culture Research Essay		25	
Reading summary & reflection		15	
CSL Reflection Essay& Service Hours		125	
Exam #1		30	
Exam #2		30	
Final Exam		50	
Campus/Community Civic Engagement Activities (2)		10	
Total points			300
Extra credit			

De Anza College
ACADEMIC INTEGRITY

REFLECTION

Integrity is important in all areas of life.
Integrity is defined as the "firm adherence to a code of moral or ethical values."

As we engage in exploring new paths we must make a commitment to exercise and model academic integrity.

The principles of academic integrity...

For Class Preparation

I will come prepared to make the class a magical educational experience for you. Preparation includes, rereading materials, clarifying information, preparing for today's challenges, and planning lessons that will inspire you and your imagination. For you it means to come prepared to have an enriching experience. Your preparation includes reading the text before coming to class, clarifying anything you are uncertain about, formulating questions so that you can obtain an answer in class, and reflecting about the issues related to the reading.

In Class

I take my role very seriously and I will treat you with respect. For me it means to show up to class on time, use the time wisely as I meet the goals and objectives of the day, answer your questions or look for answers when I do not know something, encourage you to dialogue and discuss topics and issues, respect the views you express and be sensitive to what you bring with you, culturally and emotionally. For you it means to take all of us seriously and treat us with respect, show up to class, use your time wisely by engaging in learning, asking questions, participating, contributing to the discussion as you have treasures of knowledge and understanding to share. Monitor your participation so as to allow and encourage the participation of others, and respect the ideas and thoughts of others.

With Regard to Exams

For me it means to prepare you well for exams, to be available to see you individually if you need additional support in preparing for exams, develop exams that are meaningful to the course content that will challenge you to think beyond, and to be fair when evaluating them and assigning grades. For you it means to come prepared, including seeking for support, making good use of your time, accepting your limitations and staying away from behaviors that will lead you to trouble such as cheating and copying.

With Regard to Written Assignments

For me it means to devise meaningful assignments that help you discover knowledge and further the work completed in class, provide with a clear description of assignments, be fair and careful in the evaluation of your assignments, and dialogue with you if not handed in work that is entirely your own. For you it means to start research and writing early to ensure you do your best work, hand in a paper which you yourself have done, be challenge by preparing assignments that reflect your best work, seek appropriate help from others when necessary such as proofreading, or discussing ideas, and give full and proper credit to your sources.

"Remember that by its very nature, education and the accumulation of knowledge is a shared experience."

With Regard to Your Final Grade

For me it means to carefully grade and evaluate the course work and to be attentive to the factors that affect your grade, before assigning the final grade. For you it means that if you feel I have made a mistake in computing your final grade, you have the responsibility to come to me as soon as possible prepared to show me why you think I have made a mistake.

I am committed to live up to my responsibilities and if you are dissatisfied you have the right to bring this to the attention of my dean. Live up to your responsibilities, as I will call you on it when you are not doing so.

"We can only be a person of integrity if we practice everyday."

Adapted from "Integrity: Academic and Political A letter to My Students", Bill Taylor.

Also the quotes are from the letter prepared by Bill Taylor, Professor of Political Science, Oakton Community College.