

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

CD12

Child, Family, and Community Interrelationships



Spring 2013

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CD 12: Child, Family, and Community Interrelationships

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Website: http://www.deanza.edu/faculty/cruzmayra/		
Quarter: Spring 2013	Mon/Wed 9:30am-11:20am CD2-28 Tues/Thurs: 10:30-12:20am	
Office: CD2-21C	Office Hours: Thur 12:30-1:30am	

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 5: 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.

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)

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. 9th 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
- Related articles- to be distributed in class
- A photo

Optional: Gonzalez-Mena, Janet. 5th Edition (2008) Diversity in Early Care and Education: Honoring Differences. McGraw Hill Publishing Company.

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. 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-essay questions and CourseMate activities).

Method of Presentation

Didactics will be through lecture, discussion, individual and group activities, role-play and media audio/visual aids. You will also have the opportunity to use technology to reinforce course content through CourseMate www.cengage.com.

Method of Evaluating Students Progress

Student's progress will be evaluated through both oral and/or written reports, reading assignments, projects, critical thinking discussions, quizzes, and final examination.

Course Grading and Assignments

Assignment	Points
Community Service Learning- "Make a Difference" Project	125
Oral History Project or Cultural Biography	25
CourseMate Activities Go to www.cengage.com *	25
Quizzes (3 @ 25 points each)	75
Final Exam	50
Total points	300

*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**

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 59%	below 180 points

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.

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 ½ space (unless specified). **No assignments will be accepted after the due date** (except for a student who misses due to an emergency).

Exams: There will be no make-up for missed exams. Failure to attend the final examination translates into an F for the course (except for a student who misses due to serious illness or emergency).

Services for Disabled Students

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.

Student Success Center: Supports classroom instructions by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success. It offers,

- Drop-in Tutoring
- Weekly Individual Tutoring
- Group Tutoring and Supplemental Instruction
- Study Tables

The Student Success Center has different locations based on subject. Most rooms are on the third floor in the [Advanced Technology Center](#), except for Math, Science & Technology, which is located in [room S43 in the S Quad](#).

[Writing & Reading](#) (ATC Room 304)

[General Subject Tutoring](#) (ATC Room 305)

[Math, Science & Technology](#) (Room S43)

[Listening & Speaking](#) (ATC Room 305)

[Academic Skills](#) (ATC Room 302)

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

New State Regulation- 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).

CD 12: The Child, Family, and Community Interrelationships Schedule of Assignments Spring 2013

Week #	Mon/ Wed	Tues/ Thurs	Class Content/Exams	Readings /assignments DUE
Week 1	4/8-10	4/9-11	Welcome Conocimiento and community building activity Course Contract, Community Agreements Review course requirements NAEYC World Café Activity	Chapter 1 Read NAEYC information for Monday NAEYC information and Overview(power point) http://www.deanza.edu/cde/naeyccde.html NAEYC Standards http://www.deanza.edu/faculty/cruzmayra/NAEYCstandardsAssocDegProg2003.pdf Page 11, 13-14 and 20-22
Week 2	4/15-17	4/16-18	Somos Mayfair Project Presentation Cultural object sharing- What is the significance of the cultural object? 1 min per student presentation. Ecology of the child	Chapter 2 Bring a cultural object Monday A cultural object is an object made by humans for a practical and/or spiritual purpose. It represents your cultural group/s. What is the significance of the cultural object?
Week 3	4/22-24	4/23-25	Ecology of socialization	Chapter 2 Due: Community Service Learning Field Experience Agreement
Week 4	4/29-5/1	4/30-5/2	Ecology of the family Quiz #1 Chapters 1-2	Chapter 3 Study for Quiz #1 Chapters 1-2
Week 5	5/6-8	5/7-9	Ecology of parenting	Chapter 4 Oral History Project/Cultural biography Due
Week 6	5/13-15	5/14-16	Ecology of the non-parental child care	Chapter 5
Week 7	5/20-22	5/21-23	Ecology of the school Quiz #2 Chapters 3-4	Chapter 6 Study for Quiz #2 Chapters 3-4
Week 8	5/29	5/28-30	Memorial Day-Holiday for Mon Class Ecology of teaching	Chapter 7
Week 9	6/3-5	6/4-6	Ecology of the peer group Quiz #3 Chapters 5-6	Chapter 8 Study for Quiz #3 Chapters 5-6
Week 10	6/10-12	6/11-13	Ecology of the mass media	Chapter 9
Week 11	6/17-19	6/18-20	Ecology of the community	Chapter 10 Community Service Learning: "Make a Difference Project" due CourseMate Activities Due
Week 12	6/27 Thurs 9:15-11:15	6/26 Wed 9:15-11:15	Final exam* Chapters 7-10	The final exam consists of 2 parts. 1. Take home*- see description below -10 points 2. In class multiple choice exam-40 points

*** Final Exam- Take Home**
School Board Meeting Attendance and Write-Up

- ☐ Attend a school board meeting where a controversial issue is discussed (select your home school district).
You can access board meeting dates and topics on your neighborhood district website.

For example, I live in San Jose Unified District. Parents have been discussing the 5 days mandatory furlough which has kept children out of school. At the Board meeting held on Nov 9th, community members were organized to speak.

- ☐ As part of the final exam, prepare the following:
1. Describe the issue in one paragraph, give background information if available
 2. Explain the views of the board, administrators, teachers, parents and or students.
 3. What was the outcome of the discussion?
 4. What was your opinion of the experience?

CD 12 Requirements	Due date	Point value	Points earned
Oral History Project		25	
or			
Cultural Biography			
CourseMate activities <i>Complete the interactive quiz for each chapter <u>weekly</u> with 70% or above and at least 2 other activities of any chapter</i>		25	
You will need the following Course Key to enroll in this course: Mon /Wed section CM Tues/Thurs section CM			
Community Service Learning “ Make a Difference Project”		125	
Quiz #1		25	
Quiz #2		25	
Quiz #3		25	
Final Exam and School Board attendance write up		50	
Total points			300
Extra credit			

Academic Integrity

Principles of academic integrity adopted by DeAnza College's Academic Senate require that students apply the following standards to all coursework, assignments, and exams. Further details on Academic Integrity can be found at: <http://faculty.deanza.edu/academicsenate/academicintegrity>

Students should:

- Start research and writing early enough to ensure that there is enough time to do your best work,
- Allow sufficient time to learn (plan at least 2 hours per unit per week in your schedules),
- Request disability-related accommodations in a timely and appropriate manner,
- Hand in papers which have been specifically prepared for the course, not papers borrowed from someone else or recycled from an earlier course,
- Not be satisfied with a paper that is less than one's best work,
- Seek only appropriate help from others (such as proof-reading or discussing their ideas with someone else to gain clarity in their thinking),
- Do your own work without copying others, and
- Give full and proper credit to all sources.

It is essential for you, the student, to cite sources in any paper written, giving credit to those who have done the original research and written the article or book cited. This will allow me to verify that you have properly understood what the author was trying to say and have paraphrased his/her views accurately. Further details on appropriate citation for assignments in this course will be posted on Catalyst.

If there is suspicion that the work handed in is not entirely your own, I may request to meet with you in person to determine if there has been a violation of DeAnza's Academic Integrity Policy. If it is determined that plagiarism or cheating has occurred, you will receive a zero on the assignment and possibly fail the course.