

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

CD12

Child, Family, and Community Interrelationships



Winter 2012

Instructor: Mayra E. Cruz, M.A.
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CD 12: Child, Family, and Community Interrelationships

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Quarter: Fall 2011	Mon/Wed 10:30am-12:20pm CD110	T/Thur 8:30-10:20 am CD228
Office: CD2-21C	Office Hours: Mon 12:30-1:30pm	Tues 10:30-11:30

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. 8th Edition(2010) Child, Family, School, Community: Socialization & Support New Jersey: Prentice Hall, Inc
- NAEYC Standards for Early Childhood Professional Preparation, Associate Degree Programs document
- 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 (Exams-essay questions).

Method of Presentation

Presentation will be through lecture, discussion, individual and group activities, role-play and media audio/visual aids.

Method of Evaluating Students Progress

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

Course Grading and Assignments

1. Community Service Learning- "Make a Difference" Project	150
2. Oral History Project or Cultural Biography	50
3. Quizzes (2 @ 25 points each)	50
4. Final Exam	50

Total points: 300

Complete all assign readings from text and in syllabus. **All assignments must be typed.**

Assignments are due on time. **No assignments will be accepted after the due date** (except for a student who misses due to emergency).

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

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 come to see me during office hours. Other appointments can also be scheduled upon request. The office hour will give you the 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.

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

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.

Review reflection on academic integrity.

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).

Late assignments: Will not be accepted.

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 instruction 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 \(ATC Room 304\)](#)
- [Math, Science & Technology \(Room S43\)](#)
- [Academic Skills \(ATC Room 302\)](#)
- [General Subject Tutoring \(ATC Room 305\)](#)
- [Listening & Speaking \(ATC Room 305\)](#)

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

CD 12: The Child, Family, and Community Interrelationships Schedule of Assignments Winter 2011

<u>Week #</u>	<u>Mon/ Wed</u>	<u>Tues/ Thurs</u>	<u>Class Content</u>	<u>Readings due/assignments</u>	<u>X</u>
Week 1	1/9- 1/11	1/8- 1/10	Introduction, Conocimiento and community building activities, Review course requirements NAEYC Standards Overview <u>Cultural object sharing-</u> <i>What is the significance of the cultural object? 1 min per student presentation.</i>	Chapter 1 Early Childhood Professional Preparation, Associate Degree Programs document, pages Page 11, 13-14 and 20-22 Bring a cultural object to the 2 nd class <i>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?</i>	
Week 2	1/18	1/17- 1/19	Ecology of the child	Chapter 2	
Week 3	1/23- 1/25	1/24- 1/26	Ecology of socialization	Chapter 3	
Week 4	1/30- 2/1	1/31- 2/2	Ecology of the family	Chapter 4 Due: Community Service Learning Field experience agreement & project description Quiz #1 Chapter 1-3	
Week 5	2/6- 2/8	2/7- 2/9	Ecology of parenting	Chapter 5 <u>Oral History Project/Cultural biography Due</u>	
Week 6	2/13- 2/15	2/14- 2/16	Ecology of the non parental child care ---No office hrs will be held---	Chapter 6	
Week 7	2/22	2/23- 2/25	Ecology of the school	Chapter 7	
Week 8	2/27- 2/29	2/28- 3/1	Ecology of teaching	Chapter 8 Quiz #2 Chapter 4-6	
Week 9	3/5- 3/7	3/6- 3/8	Ecology of the peer group	Chapter 9	
Week 10	3/12- 3/14	3/13- 3/15	Ecology of the mass media	Chapter 10	
Week 11	3/19- 3/21	3/20- 3/22	Group session to reflect on service learning projects Ecology of the community	Community Service Learning: "Make a Difference Project" due	
Week 12	3/26 Friday 3/ 30	 Friday 3/ 30	Ecology of the community Final exams: Mon/Wed 9:15-11:15am T/Thurs 7:00-9:00 a.m.	The final exam consists of 2 parts. 1. Take home- see description below 15 points 2. In class exam – 35points	

Note: Reflections are completed in class weekly.

* Final Exam- Take Home

- 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		50	
or			
Cultural Biography			
Community Service Learning “Make a Difference Project”		150	
Quiz #1		25	
Quiz #2		25	
Final Exam		50	
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.

Assignments and Evaluation

Community Service Learning

“Make a Difference Project”

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. Follow the following guideline.

1. Complete Service Learning Description

Community Service Learning (CSL) focuses on experiential learning by arranging for students to interact with diverse and often underserved people in a variety of workplace environments, reflect on their community involvement, and connect and integrate their experiences in the community with their classroom learning and their own lives.

Civic engagement focuses on meaningful participation of students and community members in public programs, services, and policy-making.

The focus of this quarter service learning experience will be in the following:

- Select a community based non-profit organization who meet a community needs for youth, children, families or the elderly.
- Develop and implement a project

See description on page 10.

On a sheet of paper type the following and submit by _____.

I. Service organization and location/s:

II. Service Hours:

III. Service Learning Project Description:

IV. Projected timeline for project/s completion: _____

2. Project Contract and Record of Attendance

Make sure to submit the service learning agreement by the 4th week of school. Maintain a record of attendance. Sign in and out and obtain a verification of hours completed from a supervisor.

3. Volunteer Hours/12 hours minimum (includes required record of attendance)

You must complete 12 hours of community service learning (CSL) in order to achieve the full 100 points. Between 8-11 hours of CSL=80 points. Below 8 hours of CSL= 50 points.

4. 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, services and programs
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
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

9. The application of course concepts to service learning; how the community service enhanced or reinforced the classroom instruction
10. The impact of the experience in your personal life
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 12)

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)

On page 13 you will find the rubric to be used to evaluate the student learning outcomes through the reflection paper. On my website you will find the Rubric to Assess Service Learning Reflection Papers, full rubric.
www.deanza.edu/faculty/cruzmayra/

COMMUNITY SERVICE LEARNING**INDIVIDUAL SERVICE or GROUP PROJECT**

Individuals can contact the organizations below to locate a project or groups of 3-4 can work on a project that will benefit a community organization, the clients they serve. All students will submit a project description (see page 8, #1).

Background:

During this summer, your instructor has been contacting community organizations who provide early learning experiences for children and families. The budget and financial situation of programs, the re-organization needed due to this cuts, created a barrier to set up service learning opportunities as projects require personnel to organize and supervise students. Due to the unprecedented demands in our local organizations, your instructor decided to develop a different alternative to engage you in community work as it relates to working with children and families.

Rules for Student Involvement:

- An individual student is responsible to contact an organization to fulfill the service learning assignment.
- The development and implementation of a group project require group collaboration. Every member of the team must assume a responsibility for tasks related to the project developed. Groups members must be accountable to each other (accountability will be a process your will design)
- Select a community based non-profit organization. A short list has been provided as a reference but you are not limited to these.
 1. De Anza College CDC Beautification and Garden projects Naoko Harada
haradanaoko@deanza.edu
 2. Somos Mayfair Pam Gudino <pgudino@somosmayfair.org> , 408/937-2566
 3. Sacred Heart Community Service <http://www.sacredheartcs.org/get-involved/volunteer-opportunities> 408.278.2160 Contact: Perri West volunteers@sacredheartcs.org
 4. United Way of Silicon Valley See website for opportunities
www.uwsv.org/index.php?pr=Volunteer
 5. South Bay Labor (408) 266-3790 Email:organize@atwork.org
www.atwork.org/involved.php (to be confirmed)
 6. Churches, synagogues or places of worship who provide services to children, families, youth and elders
- You must take the time to learn rules or regulations related to a project or a project to be developed.
- Your instructor is a resource.

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.

Project Purpose and Activities:

This assignment provides students with,

- the opportunity to select a community organization and work on a project within the organization (12 hrs), or
- organize and implement a project based on a known community need.

*For a group project **only**, the following activities will be conducted as part of a group project.*

1. Form a group of 3-4 students.
2. Select a community need and an organization that provide services to meet the need.
3. Contact an organization to discuss your desire to get involved in the development and implementation of a project.
4. Develop a plan for your project. Share your plan with the organization supervisor and your instructor for approval. The plan should include the following:
 - Organization information
 - Title of the project

- Team members
 - Schedule of team meetings
 - Information and research of the community need
 - Detailed activity/ies to be conducted
 - Timeframe for the implementation of activities
 - Responsibilities of each team member
 - Project evaluation (how do you measure the impact of your project)
 - Execute the plan. All project tasks are part of the total hours required.
5. Complete the Individual Reflection Essay (*see page 8 & 9, Reflection Essay and Assessment*)

All students/groups will be asked to share your experience or project in class. You must maintain a record of hours (12 hrs requirement).

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.)

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

<i>Evaluation criteria</i>	<i>0-15</i>	<i>16-25</i>	<i>26- 39</i>	<i>40-50</i>	<i>Max Points</i>
Service Learning Hours completed	Completed 4 hrs or under	Completed 5-8 hrs	Completed 9-10 hrs	Completed 11-12 hrs	___/50

GRAND TOTAL ___/150

Oral History Assignment

(Assignment retrieved from 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:

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 each student research their own family history/origins; geography, culture, race, ethnicity and religion.

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

Trace your lineage (if you can) to the generation of your great-great grandparents. The family tree should include name and place of origin. 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 one person who as a teacher, author, poet, scientist, legislator from the same ethnic/cultural group as your own contributed to the esteem of that same group.

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.

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. The project meets the following community need: _____

Project Selection: Select one of the following.

Individual Community service learning for CD12, will be at ,

_____, located at _____
Name of the Organization Organization's address/phone number

_____. My immediate supervisor is _____
Name and position

Group community service learning project title: _____

Groups members are (3-4 students):

Project Approval by instructor _____ (initials)

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

Student's Responsibility:

- ✓ Select community organization/project.
- ✓ Attend all required hours, 12 hours for the quarter.
- ✓ Maintain a timesheet.
- ✓ Discuss placement matters with instructor if necessary.

Duration: Minimum of 2 hrs per week, beginning the 2nd week of school and ending no later than the 10th 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

