

# Course Syllabus

**Department :** Child Development  
**Course Title :** Family and the Community  
**Section Name :** TECA 1303  
**Start Date :** 08/27/2012  
**End Date :** 05/07/2012  
**Modality :** ONLINE  
**Credits :** 3

## Instructor Information

**Name :** Mary L. Hanson  
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**OC Phone # :** 432-335-6483

## Course Description

A study of the relationship between the child, family, community, and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Effective listening and spoken techniques in parent/teacher conferences are developed along with communicating skills. Child care situations and resources are explained and written report examples are developed. The intellectual and emotional growth of children and parents will be taught as well as learning how to develop strategies for managing stressful situations. Lab fee required.

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## Prerequisites/Corequisites

# None necessary

ICO's

1, 2, 4, 5, 6

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## Course Objectives

ODESSA COLLEGE

HUMANITIES AND COMMUNICATION DIVISION

CHILD AND PARENT DEVELOPMENT DEPARTMENT

COURSE SYLLABUS

**COURSE NUMBER: 1303 COURSE TITLE: FAMILY AND THE COMMUNITY**

**CREDIT HOURS: 3 LECTURE HOURS: 3 LAB HOURS: 0**

**PREREQUISITE: NONE**

**BLACKBOARD STUDENT HELP PAGE: <http://www.odessa.ed/virtual/faq.htm>**

**CATALOG DESCRIPTION:**

A study of the relationship between the child, the family, the community and early childhood educators, including a study of parent education, family and community lifestyles, child abuse and current issues. Effective listening and spoken techniques in parent/teacher conferences are developed along with communicating skills. Child care situations and resources are explained and written report examples are developed. The intellectual and emotional growth of children and parents will be taught as well as learning how to develop strategies for managing stressful situations.

**COURSE LEARNING OUTCOMES/PROFICIENCIES:**

The student will examine research on parenting styles; discuss issues relating to families and communities; discuss literature relating diverse lifestyles and multi-cultural influences; examine research on abuse and neglect as it occurs in the family. The student will identify effective parenting techniques; identify characteristics of functional and dysfunctional families; recognize

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signs of abuse and neglect; describe ways to work effectively with abusive behaviors; and develop activities to enhance understanding of diverse lifestyles and multi-cultural influences.

**TEXTBOOKS:** Home, School, & Community Relations 7 E

**SUPPLIES:** Text bundled with access code

**LEARNING OUTCOMES:**

1. Examine literature on parenting styles and effective parenting techniques.

a. Define different parenting styles.

b. Describe family structures and interaction patterns and how they influence growth and development of children.

c. Explain developmental stages of parenting and the effect on growth and development of children and parents.

d. Describe changes in parenting and family life during the 20<sup>th</sup> century.

e. Describe the role of families in teaching and supporting learning.

f. Identify characteristics of functional and dysfunctional families.

2. Discuss issues relating to families and communities.

a. Analyze current issues as they relate to families and parenting.

b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.

c. Describe needs and challenges of families caring for children with special needs.

d. Evaluate effects the community has on a child and his/her family.

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e. Identify community resources available to support children's development, learning, well-being and special needs.

f. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals.

g. Discuss legislation and public policies affecting children and families, including children with special needs.

h. Advocate on behalf of early childhood issues relating to families and communities.

3. Discuss literature relating to diverse cultures and lifestyles.

a. Recognize human variability.

b. Review professional literature on anti-biased approaches in the classroom.

c. Explain how a child's home language other than standard English affects their English language development.

d. Describe ways to enhance all children's awareness and appreciation of languages and cultures.

- e. Develop activities to enhance understanding of diverse cultures and lifestyles.
- 4. Summarize ways to communicate and interact with parents and families.
  - a. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood/school age programs.
  - b. Explain how teachers can work effectively with parents or primary caregivers to address children's needs and promote their development.
  - c. Explain the importance of respecting parents' choices and goals for their children.
  - d. Describe how to involve parents in planning for their individual children.

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- e. Describe policies which promote a family-friendly practices.
  - f. Communicate with families.
  - g. Demonstrate an ability to work effectively as a member of a professional team.
5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children.
- a. Examine statistics on abuse and neglect.
  - b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.
  - c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.
  - d. List steps in reporting suspected abuse and neglect.
- e. Identify strategies that deter abusive behaviors.
  - f. Describe caregivers' role in helping abused and neglected children. (8)

SCANS Competencies: Resources

Interpersonal Skills

Information

Systems

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. *2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide*

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- 2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
- 3. The ICO Work Place Competence Skills
- 4. *Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels* of the National Association for the Education of Young Children
- 5. Teacher Preparation Requirements of the Association for Childhood Education International
- 6. *The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education*
- 7. *Entry Level Core Competencies (Draft)* of the Child and Youth Care

Workers Certification Institute

8. *Texas Essential Knowledge and Skills* for Home Economics Education

9. *Learner-Centered Schools for Texas - A Vision of Texas Educators*

10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

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## Assignments:

□ Hello everyone. I'm excited to have you in TECA 1303 Family and the Community. I'd like to break down the class for so that you'll find no surprises. I want you to know exactly what to do to be success in this class.

Under assignments, you'll find your quizzes to complete. The dates are listed with each quiz so that you'll know when they are due.

### Content

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### Discussion Questions

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Discussion Questions - There are 10 of them in total. You will click on the discussions thread located at the top left of this screen. Once in, click on the button that reads Forum. Copy the discussion question you are ready to answer. Then click Create Forum. Title the name of your discussion question, paste the question and then proceed to answer the question. Once you have answered at least seven sentences, click on the word Submit. I, nor the class, will be able to read your response. This assignment is your participation grade and is important to have completed by the due date. Each question is worth 20 points and are due on the following dates:

Remember to complete the first three discussion questions by 9/19/12, dis ques for 4, 5, and 6 by 10/10/12, dis ques for 7,8,and 9 by 10/31/12, and dis ques 10 by 11/14/12.

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## Applying Concepts



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At the end of each chapter is a section called "Applying Concepts in Child Development". You are to complete these concepts from each of the 15 chapters. Name the chapter, page number as well as your answer(s) before emailing me the concepts. Each chapter holds five components. Complete any two sections for each chapter. You choose the two sections from the following areas: Interpreting...Reflection, Case Study, and Developmental Trends Exercise. Do not complete the key concepts unless you just want to. This assignment is worth 250 points in total and/or 50 points for each section. This assignment is due July 2nd.

Email me the applying concepts from the first three chapters. Email me the chapter concepts by June 9th.

Applying concepts from chapters 4, 5, and 6 need to be turned in together no later than 9/19/12.

Applying concepts from chapters 7, 8, and 9 need to be turned in together no later than 10/10/12.

Applying concepts from chapters 10, 11, and 12 need to be turned in together no later than 11/14/12.

Applying concepts from chapters 13, 14, and 15 need to be turned in together no later than 11/28/12.

Remember to complete the first three discussion questions by 9/19/12, dis ques for 4, 5, and 6 by 10/10/12, dis ques for 7,8,and 9 by 10/31/12, and dis ques 10 by 11/14/12.



## Final

Enabled: Statistics Tracking

The final for this course is atypical. I would like you to write three test questions from each chapter. The type of test question you write is up to you. They can be true and false, short essay, fill in the blank, multiple choice, etc.. You may use a variation from your choices, too. In other words, you may have a T/F question for one question, followed by a multiple choice question for the next. After each test question, please write the answer and the page number as to where the answer is located. There will be 42 questions in total. This assignment is due NO LATER than 10am on 11/28/12.

This assignment can be completed in one of three ways. First, you may wish to hand write the answers and turn them in to my office upon completion. The second option is to continue to save on blackboard your test questions. Once all of the questions have been completed, then you may submit the final. Please do not submit a portion of your quizzes. A third option is to send via email your quiz questions as you complete them. I will write them in my gradebook and email you back that I have received your email. These questions, answers and page numbers are worth 250 points in total.

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#### **Poster**

Enabled: Statistics Tracking

For 100 points or a letter grade, create a poster on your young life. Include characteristics from infancy, toddlerhood, preschooler, school age and as a teen. Pictures are wonderful to use labeling the characteristics around them. You may write a paper about yourself. How you create this assignment is open-ended in that there is more than one correct way to complete this assignment. Use information learned from the text in your descriptions of yourself from the various developmental areas. Please have this assignment emailed to me no later than 9/26/12. Thank you.

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#### **Games and Activities**

Enabled: Statistics Tracking

Attached Files:

-  [Games and Activities for 1354.rtf](#) (194.037 KB)
-  [GAMES-ACTIVITIES for 1354.rtf](#) (35.751 KB)

Choose an age-group such as toddlers, or five-year-olds, or teens. Come up with four games in which to play with the child or for the child to play with. Or, come up with four activities/games to play with the child. You may implement two games and two activities. It doesn't matter as long as you have four things to turn in. You may email me the information or it is not doable for you to bring into my office. You will be graded on creativity, and age appropriateness. Please turn in this assignment no later than 10/17/12.

Examples from students have been included to give you ideas for your project.

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### **Write Up on a Child**

Enabled: Statistics Tracking

Worth 100 points, observe and infant (0-12 months), toddler (12 months - 2 1/2 yrs), pre-schooler (2 1/2 to 5 yrs), school-age child (5 yrs - 12 yrs), and a teenager (13 yrs - 17 yrs). As you do so, witness their traits and behaviors physically, socially, emotionally, and cognitively. Write up the milestones and information from the four developmental categories. You will write-up the information witnessed from the children. Implement information learned also from the text. Remember to write covering the four developmental categories in each of the five age groups requested. Be detailed. This assignment is worth a lot of points. Email me this assignment upon completion. Remember to name the class when you email me your work. I have seven classes to teach. I will be confused. Work turned in early is fine. Late work is unacceptable. This assignment needs to be turned in no later than 11/7/12.

You are welcome to come to the Children's Center. It is the day care located in Sedate Hall. The doors will be locked for security reasons. Therefore, ring the doorbell. Once you hear a buzzing sound, then you can open the door. Use the child's initials or

first name. You certainly do not have to come to the Children's Center. However, you are welcome to if you do not have children of your own or have no others place to observe them. Please keep in mind the center goes through preschool only.

Your overall goal is earn 900 to 1000 points to obtain an "A". Likewise, 800 to 899 points equals a "B" and so on.

Discussion questions are each due when each of the quizzes are due. The only exception is that Discussion question (DQ) 1 is due on Jan 20th. Click on the Discussion Board tab to locate the questions. You will proceed to click "Forum" to answer and respond to the questions. Answer the question followed by responding to two students under each discussion question. Each discussion question is worth 20 points. I will manually be keeping up with your work here. Once all the discussion questions have been completed, then I'll place your points into the grade system. You have the opportunity to make 200 points from your DQ. That is worth two grade jumps.

Final Exam is worth 200 points or two grade jumps. You will be emailing me three questions that you come up with from each chapter. Do not copy an already provided question. Write down the three questions in which YOU come up with, write down the answer as well as the page numbers. Because there are 17 chapters, you will end up with a total of 51 questions, answers, and page numbers. Once completed, email me your work at [mhanson@odessa.edu](mailto:mhanson@odessa.edu). Complete this assignment NO LATER than May 2nd. As I never mind work turned in early, I'm growing to disdain late work. It's rude to me and disrespectful to yourself. I truly believe how you complete your college work is in correlation to how you will be in the classroom.

The last assignment involves completing three kind deeds. These deeds are to be completed with a partner: a boy friend, parent, child, friend, co-worker. With this partner, please do something nice for someone. You might bake the neighbor cookies with your children. You might mow a parent's lawn with your spouse. The possibilities are endless. It's important that we are "passing on" good deeds to others. You'll be amazed at how it benefits you the same, if not more, than the source for whom you are doing the good deed for. Keep up with what you do, with whom you complete the task with, and the date in which you've completed this deed. Once completing at least three kind deeds, email it to me at again [mhanson@odessa.edu](mailto:mhanson@odessa.edu). Please email this completed assignment no later than April 20th. It is okay to turn the assignment in early but not late. Thank you!!!

Lastly, please don't hesitate to contact me with questions or concerns.

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## **Special Needs**

**Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.**

## **Learning Resource Center (Library)**

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

## **Student E-mail**

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Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## **Student Portal**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## **Technical Support**

For Blackboard username and password help and for help accessing your online



course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

## Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - access my course several times during the week to keep up with assignments and announcements.