

Course Syllabus

Department : Child Development
Course Title : Family and the Community
Section Name : TECA 1303
Start Date : 01/18/2011
End Date : 05/07/2011
Modality : ONLINE
Credits : 3

Instructor Information

Name : Mary L. Hanson
OC Email : mhanson@odessa.edu
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.

Prerequisites/Corequisites

None necessary

Scans

1, 2, 4, 5, 6, 7, 9, 10, 11

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

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. (1, 2, 7, 8, 10)

a. Define different parenting styles. (1)

b. Describe family structures and interaction patterns and how they influence growth and development of children. (1, 2)

c. Explain developmental stages of parenting and the effect on growth and development of children and parents. (1, 2)

d. Describe changes in parenting and family life during the 20th century. (1, 2, 8)

e. Describe the role of families in teaching and supporting learning. (2, 10)

f. Identify characteristics of functional and dysfunctional families. (2, 7)

2. Discuss issues relating to families and communities. (1, 2, 4, 5, 6, 7, 8, 9, 10)

a. Analyze current issues as they relate to families and parenting. (1, 2, 7, 9)

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.

(2, 10, ExCET 004)

c. Describe needs and challenges of families caring for children with special needs. (2)

d. Evaluate effects the community has on a child and his/her family. (1, 10)

e. Identify community resources available to support children= s development, learning, well-being and special needs. (1, 2, 4, 8, 9, 10)

f. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals. (1, 4, 10)

g. Discuss legislation and public policies affecting children and families, including children with special needs. (1, 8)

h. Advocate on behalf of early childhood issues relating to families and communities. (4)

3. Discuss literature relating to diverse cultures and lifestyles. (1, 2, 5, 6, 7, 8, 9, 10)

a. Recognize human variability. (1, 2, 5, 8, 10)

b. Review professional literature on anti-biased approaches in the classroom. (1, 2)

c. Explain how a child= s home language other than standard English affects their English language development. (ExCET 008)

d. Describe ways to enhance all children= s awareness and appreciation of languages and cultures. (5, 8, 10, ExCET 008, 017)

e. Develop activities to enhance understanding of diverse cultures and lifestyles. (7, 9, 10, ExCET 017)

4. Summarize ways to communicate and interact with parents and families. (1, 2, 4, 5, 6, 7, 8, 10)

a. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood/school age programs. (1, 2, 4, 5, 10, ExCET 017, 024)

b. Explain how teachers can work effectively with parents or primary caregivers to address children= s needs and promote their development. (1, 4, 5, 10, ExCET 024)

c. Explain the importance of respecting parents= choices and goals for their children. (4, 10)

d. Describe how to involve parents in planning for their individual children. (4, 5, 10)

e. Describe policies which promote A family-friendly practices.@ (2, 10, ExCET 017)

f. Communicate with families. (10)

g. Demonstrate an ability to work effectively as a member of a professional team.

(1, 4, 8, 10)

5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children. (1, 2, 4, 7, 8)

a. Examine statistics on abuse and neglect.

b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect. (1, 2, 4, 7, 8)

c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect. (1, 2, 4, 8)

d. List steps in reporting suspected abuse and neglect. (1, 2, 4)

e. Identify strategies that deter abusive behaviors. (8)

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

2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The SCANS 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 YoungChildren

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. Several days are available to complete each quiz but I'm going to mention the latest date that each quiz is due:

Quiz 1-2 = Jan 26th 2011

Quiz 3-4 = Feb 2nd

Quiz 5-6 = Feb 11th

Quiz 7-8 = Feb 21st

Quiz 9-10 = Mar 4th

Quiz 11-12 = Mar 21st

Quiz 13-14 = April 1st

Quiz 15-16 = April 11th

Quiz 17 = April 22nd.

540 points are possible to get with all the points possible from quizzes. 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. 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. 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.

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

Please access your [Odessa College Student E-mail](http://www.odessa.edu/gmail/), 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](http://www.odessa.edu/gmail/), 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.

Important School Policies

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