

# Course Syllabus

**Department**

: Child Development

**CourseTitle**

: Family, School and the Community

**Section Name**

: TECA 1303

**Start Date**

: 01/08/2013

**End Date**

: 05/15/2013

**Credits**

: 3

## InstructorInformation

**Name**

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**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

**ICO's**

1, 2, 4, 5, 6

**Course Objectives**

ODESSA COLLEGE HUMANITIES AND COMMUNICATION DIVISION CHILD AND PARENT  
DEVELOPMENT DEPARTMENT

**COURSE SYLLABUS**

**COURSE NUMBER: 1303**

**COURSE**

**TITLE: FAMILY, SCHOOL AND THE COMMUNITY**

**CREDIT HOURS: 3**

**LECTURE HOURS: 3**

**LAB HOURS: 0**

**PREREQUISITE: NONE**

**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 4 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 20th 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.
  - 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 parent's choices and goals for their children.
  - d. Describe how to involve parents in planning for their individual children.
  - 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 caregiver's role in helping abused and neglected children.

## SCANS Competencies

Resources:

Interpersonal Skills

Information

Systems

Thinking Skills

Basic Skills

Personal Qualities

Code:

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

## Assignments:

### Applying Concepts

"*Applying Concepts in Child Development*". You are to complete these concepts from each of the assigned chapters.

### Poster

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.

## Personal Inventory

#1 Write a paper about you. 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.

#2 Communicating with Families Assignment Practice Writing Letters.

#3 Resources for Families Project Research Resources for Families, Create Brochure

## Games and Activities

Choose an age-group such as toddlers, five-year-olds, eight years old or any age in between. (Do not new born or infant ages). 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 will be graded on creativity, and age appropriateness.

## Write Up on a Child

#1 Interview Assignment Interview 10 Young Adults about they remember about their childhood from their first memory to early elementary then interview 3 children between the ages of 3-6 about their favorite things. Record Responses

#2

Observe an infant (0-12 months),

Observe a toddler (12 months - 2 1/2 yrs.),

Observe a preschooler (2 1/2 to 5 yrs.),

Observe a school agechild (5 yrs. - 12 yrs.),

Your observation will be to identify their traits and behaviors physically, socially, emotionally, and cognitively.

Write up the developmental milestones information you observed from the four developmental categories in each age group. Your observation information will be examples of the information you have learned from the assigned chapters.

## Kind Deeds Practice

Complete three kind deeds. These deeds are to be completed with a boyfriend, parent, child, friend, or co-worker. Your goal is do something nice for someone, just to be nice. Give the deed some thought and document who and why you did the kind deed. Predict their response and document what happens due to your kindness.

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.

## **Research Project**

Issues in Families Project Research Paper

## **Final**

Part 1 Family Types Assignment PowerPoint

Part 2 of the final for this course is atypical. I would like you to write three (3) 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.

## **GRADES**

Your overall goal is earn an average your daily grades of Attendance, Employability skills, Daily participation, Pop Test, and Chapter Test with assigned projects to obtain your grade.

A=90-100

B=89-80

C=79-70

D=69-60

F= Below a 60

## **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 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).

## **Student E-mail**

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

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

## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following

Expectations for

Engagement provide the parameters for reasonable engagement between students and instructors

for the 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 in a timely manner through telephone, email, or next classroom contact; 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

- return classroom activities and homework within one week of the due date and

- 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

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet 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,

- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

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,
- attend class regularly to keep up with assignments and announcements