Course Syllabus

Department: Child Development
Course Title: Family, School and the Community
Section Name: TECA 1303
Start Date: 01/14/2015
End Date: 05/7/2015
Credits: 3

Instructor Information

Name : Cheryl A. Cunningham
OC Email :none
cheryl.cunningham@ectorcountyisd.org
OC Phone # :none
Cell- 432-5289418 or Ector County ISD 432-456-4940

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.
2

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 8th Edition, Carol Gestwicki

SUPPLIES:

Text, supplies and equipment essential for note taking, such as paper
and pencils. You will also need Supplementary Materials from the Bookstore.

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

Summary of Assignments & Activities Item(Name) Type Description Due Applying Concepts "*Applying Concepts in Child Development*". You are to complete these concepts from each of the assigned chapters.

Young Life Poser
Personal Inventory
Tour and/or Interview Community Resources for School Age Children
Communicating with Families Assignment Letter Writing
Create a Family Resource Brochure for Ector County
Age Appropriateness Games and Activities for Toddlers-Five Years of Age
Participate in Community Services Project during the Semester
20 Observation/Lab Hours of Preschool to School Age Children
Research Project over Issues in Todays Families
Final Exam--Part 1 Research Project over Issues in Todays Families PowerPoint and
Part 2 of the final for this course is atypical; you will write and answer this portion for a classmate to take based on teacher instructions

Content Lectures, Assignments and Assessments
Daily Work
Lab
Semester Project
Journals
Quizzes
Employability Skills
Odessa College Blackboard

Course Objectives
Odessa College Blackboard
Creative Art
Writing
Math
Science
Music & Movement
Social Studies

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

      Daily Work 20%
      Test/Quizzes 10%
      Lab 20%%
      Project 20%
      Journal 15%
      Employability Skills 15%

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.

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 athttps://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