

West Los Angeles College Child Development Syllabus

Home, School and Community Relations (CD 11)

(Section #0538)

(Spring 2015)

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	There are no pre-requisites at this time but we strongly advise that students have passed at least English 28
<b>Co-requisites:</b>	None
<b>Section #:</b>	0538
<b>Days/Hours:</b>	M/W 1:00-2:25 pm
<b>Class Room Location:</b>	GC 130
<b>Instructor:</b>	Kenyatta Bakeer
<b>E-mail:</b>	
<b>Website:</b>	
<b>Blog:</b>	
<b>Child Development Office/Office Phone:</b> <b>GC 180</b>	Monday through Saturday check office door for current hours <b>310-287-4563</b>
<b>Instructor's Office Phone:</b>	<b>310-287-7241</b>
<b>Instructor Office Hours:</b>	M/W-11:00 am-1:00 pm, M/W-2:30-3:00 pm
<b>Required Text:</b>	<b>Child, Family and Community-Family Centered Early Care and Education</b>
<b>Author:</b>	Gonzales-Mena
<b>Publisher: ISBN #</b>	(0-13-513230-4)
<b>Edition:</b>	6th
<b>Supplemental Reading:</b>	Embracing the Gift of Parenthood-How to Create a Loving Relationship with your Children.
<b>Author:</b>	Elizabeth M. Galloway-Evans
<b>Publisher:</b>	Available through Barnes and Noble online
<b>Editions:</b>	1st
<b>Website Links:</b>	

**Home, School and Community Relations (CD 11)**

(Section #0538)

**Course Description:**

**This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Emphasis is placed on familiarizing students with techniques used in parent-teacher conferences and to perceive parents as partners in their child’s educational experience.**

**West Los Angeles College Institutional Student Learning Outcomes**

- 2. Equity Fairness, and Diversity: Practice, model, and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to give and expect equity, fairness, and dignity.
- 6. Multiple Teaching Strategies for Meaningful Learning: Utilize a variety of practices and resources to promote individual development, meaningful learning and social cooperation.

**West Los Angeles College Child Development Program Student Learning Outcomes**

- D. Self-awareness/interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.
- G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them

**WLAC College Child Development Course Specific SLO’s  
Required by 24 unit Core Requirements for CSU’s**

**Objectives and Activities to Demonstrate and  
Validate the Acquisition of the SLO’s**

- 1. Analyze theories of socialization that address the interrelationships of child, family and community.
- 2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
- 3. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools, and communities.
- 4. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.
- 5. Critically assess community support services and agencies that are available to community and families.
- 6. Analyze one’s own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

**Each semester the instructor will select 4-5 of the Objectives  
for assessment**

- 1. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization. **Activity: Essay Exam Question**
- 2. Discuss theories about the role of family, school and community in the process of socialization. **Activity: Essay Project-Agents of Socialization**
- 3. Examine the role of childcare and schooling in the process of socialization. **Activity: Essay Exam Question**
- 4. Investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media and public policy on children and families. **Activity: Research Project on the student’s community drawing on these elements in the objective as the core of the report.**
- 5. Identify stereotypes and assumptions that affect attitudes and actions with the family, culture and the professional community. **Activity: Stereotype**

	<p><b>Reflective Survey that will be shared</b></p> <ol style="list-style-type: none"> <li>6. Examine the impact of change and transitions upon children and family dynamics. <b>Activity: Interview assignment.</b></li> <li>7. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health and poverty. <b>Activity: Module discussion questions</b></li> <li>8. Examine the role of family in the process of socialization. <b>Activity: Research Paper Topic</b></li> <li>9. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress. <b>Activity: Develop a parent workshop for parents with the topic of stress and family life.</b></li> <li>10. Identify Early Childhood practices that support all children and families. <b>Activity: Exam question</b></li> <li>11. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families. <b>Activity: Small Group Skills</b></li> <li>12. Explore one's own family history and examine how it affects one's relationships with children and families. <b>Activity: Creative Biography Project</b></li> </ol>
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Supplemental Reading and Recommended Reading and Additional Links			
Title:	Author:	Publisher:	Edition/Notes:
Home, School and Community Relations	Carol Gestwicki	WAD	2012
Early Childhood Education: Society and Culture	Angela Anning and Joy Cullen	Sage Pub.	2008
Early Childhood Development: A Multicultural Perspective	George S. Morrison	Prentice Hall	2000

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Week:	Date:	Topics and Class Assignments	Assignments and Due Dates:
1	2/9-2/11	<p align="center">Orientation</p> <p><b>Topics:</b></p> <p><b>The Child in Context of Family and Community</b></p> <p><b>Supporting Families Around Issues of Attachment</b></p>	<p align="center">Read Class syllabus and Chapter 1 and 2</p> <p align="center"><b>Assignment: Essay –“Agents of Socialization”</b></p> <p align="center"><b>Due: 2/23</b></p>
2	2/16(No Class, President's Day 2/18-class	<p><b>Topics:</b></p> <p>Understanding of Socialization</p> <p><b>Supporting Families with Autonomy-Seeking Youngsters</b></p>	<p align="center">Read Chapter 3</p>
3	2/23-2/25	<p><b>Topics:</b> “The Covenant”</p> <p><b>Sharing Views of Initiative with Families</b></p>	<p align="center">Chapter 4</p> <p align="center"><b>Essay Due-2/23</b></p>
4	3/1-3/4	<p><b>Topics:</b></p> <p>Understanding Socialization</p> <p><b>Working with Families of School-Age Children</b></p>	<p align="center">Chapter 5</p>
5	3/9-3/11	<p><b>Topics:</b> Ecology of the Family</p> <p><b>Understanding Families’ Goals, Values and Culture</b></p>	<p align="center">Chapter 6</p>
6	3/16-3/18	<p><b>Topics:</b> Ecology of the Family</p> <p><b>Working with Families on</b></p>	<p align="center">Chapter 7 <b>Mid-Term Exam Due: 3/18</b></p>

		<b>Guidance</b>	
7	3/23-3/25	<p><b>Topics:</b> Ecology of Parenting</p> <p>Child rearing issues: - attachment, birth order adoption, and sibling rivalry</p> <p><b>Working with Families on Addressing Feelings and Problem Solving</b></p>	Chapter 8
8	3/30-4/1-	<p><b>Topics:</b> Advocacy Letter</p> <p><b>Agenda for a Parent-Teacher Meeting</b></p>	<p><b>Parent Interview essay due: 4/1</b></p> <p>Chapters 1-8</p>
9	4/6-4/8(No Class, Spring Break)	<p><b>Topics:</b> Ecology of the School</p> <p>Socialization of Children</p> <p><b>Working with Families to Support Self-Esteem</b></p>	Chapter 9
10	4/13-4/15	<p><b>Topics:</b> Ecology of Child Care</p> <p>Community Calendar</p> <p><b>Working with Families Around Gender Issues</b></p>	Chapter 10 <b>Agenda for a Parent-Teacher Meeting Due: 4/15</b>
11	4/20-4/22	<p><b>Topics:</b> Risk and Resilience</p> <p>Impact on the Child, Family, and School,</p> <p>Community linkages</p> <p><b>Stress and Success in Family Life</b></p>	<p>Chapter 11</p> <p>Advocacy Letter Due:4/22</p>
12	4/27-4/29	<p><b>Topics:</b> Ecology of the Peer Group</p>	Chapter 12

		<p>Building Communities</p> <p>Effective Communication</p> <p><b>Early Care and Education Programs as Community Resources</b></p>	<p><b>Community List -Due: 4/29</b></p>
13	5/4-5/6	<p><b>Topics:</b> Ecology of Mass Media</p> <p>Ecology of the Community</p> <p>Parent Conferencing</p> <p>Other Community Resources</p> <p><b>Societal Influences on Children and Families</b></p>	Chapter 13
14	5/11-5/13	<p><b>Topics:</b> Diversity and acceptance in our transitioning communities</p> <p><b>Social Policy Issues</b></p>	<p>Chapter 14</p> <p>Community Calendar Due 5/13</p>
15	5/18-5/20	<p><b>Topics:</b> Resources and Networking</p>	Chapter 15
16	5/25(No Class, Memorial Day 5/27 Class	<p><b>NAEYC: Where We Stand</b></p>	<p><b>Final Exam: Last day to turn in for some points</b></p> <p><b>Community Report; 6/1</b></p>
17	6/1		
			<b>Final Exam Day</b>

## Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

At the end of the semester make a copy of this page to submit to your instructor

<b>Assignment:</b>	<b>Instructions:</b>	<b>Points:</b>	<b>Points Earned:</b>	<b>Due Date:</b>
Agents of Socialization	<p><b>Task:</b> Each of us have been impacted by our families, communities, and our educational experience. This assignment you must write a 2 page essay to summarize your response to the content of the assignment. 2 pages in length/10-12 font/double spaced</p>	100		
Mid-Term Exam	<p><b>Task:</b> This is a take home essay exam. I expect each student to have read the book but I want you to respond to the questions using your life experiences and critical thinking to infuse into the fabric of your answers. I don't want a lot of quotes from the textbook. You will paraphrase your answers.</p> <p>Each question should be a minimum of 2 paragraphs per question.</p> <p>10-12 font/double space</p>	100		
Parent Interview Essay	<p><b>Task:</b></p> <p>This is an opportunity for you to interview a parent of your choice. There is a form in the assignment section or the resource section for you to use and a consent form that they should use. If you can scan the consent form to me that is fine, but you must keep a copy of this form. Please remember to summarize the experience after you have finished the interview.</p>	100		
Community Resource List	<p><b>Task:</b> Each student is to research as many of the resources that they can find in their home community. The list must have a minimum of ten resources. Please search for a variety of resources remembering what families are looking for and need from their community to support their lives.</p>	100		

Community Report	<p><b>Task:</b> Each student is to create a report on a community resource. Take pictures and upload to your report as well as your imagination and creativity in presenting this report is critical. 10 slides, for power point, Power point presentations are desired. This is a skill every teacher needs to master. Minimum of 3 pages. If it is in essay form. You will need a presentation board that has pictures of the organization, if you are doing a power point presentation without fonts and pictures, you will need a presentation board.</p>	100		
Agenda for Parent-Teacher Meeting	<p><b>Task:</b> This is an assignment where the student will create a Parent-Teacher meeting in an effort to build relationships and to inform parents. You should have an agenda that will inform parents about what is happening in the school any special events and present a topic of interest. There should be interactive activities to engage the parent's participation. Make it exciting and inviting.</p> <p>The agenda must be typed and presented in a creative way. Make a flyer to announce the meeting and that should be alive and give all the details of: what-when-and where</p>	100		
Community Calendar	<p><b>Task:</b> The student is to design a community calendar that host events to include the parents and community involvement. Think about activities to get everyone excited and involved. <b>Please use a calendar format not a list.</b></p>	50		
Advocacy Letter	<p><b>Task:</b> The student will write the President a letter based on the Principles of the Global Covenant to Protect the Sacred Lives of Children. After the instructor has read your letter she will send you the address if you would like to send it to him.</p>	25		

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**Course Grading System**

**COURSE GRADING:**

**Exams = 25%**

**Projects = 25%**

**Activities = 25%**

**Class Participation = 25%**

(ETC)

**Total Points**

**GRADING SCALE:**

(100%- 90%) A

(89%- 80%) B

(79%- 70%) C

(69%- 60%) D

(Under 59%) F

<b>Assignments/Exams:</b>	<b>Due Dates:</b>	<b>Points:</b>	<b>Points Earned:</b>
Agents of Socialization Essay	<b>2/23</b>	100	
Mid-Term Exam	<b>3/18</b>	100	
Parent Interview Essay	<b>4/1</b>	100	
Agenda for Parent-Teacher Meeting	<b>4/15</b>	100	
Advocacy Letter	<b>4/22</b>	100	
Community Resource List	<b>4/29</b>	25	
Community Calendar	<b>5/13</b>	50	
Community Report	<b>6/1</b>	100	
<b>Total Points:</b>		675	
<p><b>All assignment must be typed in 12 font.</b>  <b>All assignments and exams must be turned in on time.</b>  <b>Points will be deducted for each class period an assignment is late. 10 points will be taken off the top for each class period that the assignment or exam is late.</b>  <b>Notes:</b></p>			

## Course Evaluation and Requirements for Grading:

### Expectations of Students for Appropriate Participation:

#### COURSE REQUIREMENTS:

- Class Activities: Participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to five individual/group activities on assigned dates. All activities must be completed on time. If you are late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.
- Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- Readings: All chapters should be read during the week they are assigned.

College Attendance/Drop Policy:

- Your Participation is mandatory.
- Last Day to drop a class without receiving a "W" Feb.20, 2015
- Last Day to drop a class to receive a "W" May 8, 2015 It is the student's responsibility to:
  - Inform the instructor at the end of class of your late arrival.
  - Inform the instructor of personal/medical emergencies affecting your participation.
- It is the student's responsibility to officially drop this class if you stop participating.
- If you miss any assignment the day it is due you will lose the points for that assignment.
- You must be present to participate in the presentations of other students.

#### SIMPLE RULES OF CLASSROOM COURTESY:

- Log into class regularly.
- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.

#### STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- "Dishonesty, such as;
  - cheating,
  - knowingly furnishing false information to instructors and college personnel,
  - turning in work that is not one's own (plagiarism).
- "Obstruction or disruption of classes."
- "Assault or battery, abuse, or any threat of force or violence directed to any member of the college community."

#### CELL PHONE POLICY:

- Students may not use their cell phones to accept or make calls while in class.
- If cell phones and beepers are brought to class, they must be turned to silent or vibration mode.
- Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice President has cleared him/her to return.

#### CHEATING POLICY:

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an "F" grade for the course.



## Keys to Student Success

**Key 1: Attendance Policy:**

It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

**Key 2: Drop Policy:**

It is the student's responsibility to process and official withdrawal from class.

**Key 3: Withdrawal and/or Incomplete Policies:**

College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.

**Key 4: Students with Special Needs:**

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

**Key 5: Academic Honesty:**

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

**Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:**

The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

**Key 7: College Level Work Standards and Student Commitment:**

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.

**Key 7: College-Level Writing Requirements**

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self-assessment.

**Key 8: Communication is the Main Ingredient to Success:**

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

**Key 9: Academic , Professional, and Personal Development:**

It is the intention of the WLAC Learning Community that each of our students will benefit from tis academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship.

**Key 10: Graduation, Certificates, Transfer, and or Employment:**

It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task with all the necessary requirements to fulfill their aspirations.