Instructor: Roxanne Williams  Email: williare@lasc.edu  Class Section #: 8036  Units: 3

Class Schedule: Online  Office Hours: By Appointment Only

Prerequisite: None

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

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**West Los Angeles College**  
**CHILD DEVELOPMENT 11**  
**Home, School and Community Relations**  
**Syllabus – Fall 2013**

<table>
<thead>
<tr>
<th>WLAC College Child Development Course Specific SLO’s Required by 24 unit Core Requirements for CSU’s</th>
<th>Course Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO’s</th>
</tr>
</thead>
</table>
| 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. | 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 Reflective Survey that will be shared**  
6. Examine the impact of change and transitions upon children and family dynamics. **Activity: Interview assignment.**  
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. **Activity: Module discussion questions**  
8. Examine the role of family in the process of socialization. **Activity: Research Paper Topic**  
9. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress. **Activity: Develop a parent workshop for parents with the topic of stress and family life.**  
10. Identify Early Childhood practices that support all children and families. **Activity: Exam question**  
11. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families. **Activity:** |

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Course Evaluation and Requirements for Grading:
Grades will be based on a point system. You will also participate in individual and group presentations. The final course grade will be calculated according to the following point system:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Essay: Agents of Socialization</td>
<td>100</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Book Summary Report</td>
<td>100</td>
</tr>
<tr>
<td>Book Summary Post</td>
<td>20</td>
</tr>
<tr>
<td>Community Resource List</td>
<td>100</td>
</tr>
<tr>
<td>Community Resource List Post</td>
<td>100</td>
</tr>
<tr>
<td>Community Report</td>
<td>25</td>
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<tr>
<td>Advocacy Letter</td>
<td>25</td>
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<tr>
<td>Parent Interview Essay</td>
<td>100</td>
</tr>
<tr>
<td>Community Calendar</td>
<td>50</td>
</tr>
<tr>
<td>Agenda for Parent-Teacher Meeting</td>
<td>100</td>
</tr>
<tr>
<td>Peer Class Discussion # 1</td>
<td>20</td>
</tr>
<tr>
<td>Peer Class Discussion # 2</td>
<td>20</td>
</tr>
<tr>
<td>Peer Class Discussion # 3</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>550</td>
</tr>
</tbody>
</table>

Grading Scale
- 900–810 = A
- 809 – 720 = B
- 719 – 630 = C
- 629 – 540 = D
- 539 – F

Posting of Grades: I strive to post your grades within two weeks of each assignment’s due date. PLEASE…be patient. It is your responsibility to make sure you keep a record of your posted grades. Remember to record your points on the Individual Tracking Sheet attached to this syllabus weekly. Please bring any discrepancies to the instructor’s attention A.S.A.P.

Online Course Attendance Policy: Your active participation is mandatory.
- You are expected to participate actively in class discussions and postings.
- It is the student’s responsibility to officially drop this class if you are no longer attending.

Assignments:
- No late assignments will be accepted...
- There are no make-up assignments and/or exams.

Activities and Discussions:
- Online class participation is a MAJOR PLUS to being successful in the class. We learn from each other, therefore, value your input and ideas on all online class discussions. You will participate in a variety of class discussions throughout the semester.

Readings: Read your text and/or supplemental text on or before the day(s) they are assigned on the syllabus. Relying solely on the instructor’s lecture for your own growth and complete understanding of the information may not be the best method. Additional information may be on mid-term assessment that may not be discussed in instructor notes.

Email communication guidelines:
- You may email me directly with any personal questions about grades, absences, illness, etc.
- Instructor will not accept student assignments via email.
- In all emails make sure the words “Ch Dev 11 ONLINE” are in the subject line.
- Sign your email with your full name – I cannot tell who you are from your email address.
- Please be sure your email address is appropriate for college correspondence.
- If you do not hear from me, send me another email and check to see that you have followed the rules above.

Student Support Services:
For support services please refer to Schedule of Classes and/or campus website: www.wlac.edu. You may also seek additional assistance from your instructor during designated office visiting hours/virtual hours.

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Disabled Students Programs and Services (DSP&S) is dedicated to promoting academic success by providing services and accommodations that assure educational access for students with disabilities. Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Programs and Services (DSP&S) to discuss your specific needs.

**Grievance Chain of Command:** If you have a concern regarding your learning opportunities in this class, please follow the following steps: (1st) Communicate your concern with your instructor. Best time is during office hours or you can request to speak with the instructor before or after class. (2nd) If you need your concern addressed further, schedule an appointment with the CDEV Instructor, Ms. Kenyatta Bakeer 310-287-4563. (3rd) Your next step for further discussion schedule an appointment with the Dean of Workforce Development, (4th) Last step will be the Compliance Officer. (see class schedule and/or campus website: www.wlac.edu for more information).

**WAYS TO BE SUCCESSFUL IN CLASS**

- Learn how to navigate in your Course Management System.
- Observe course netiquette at all times.
- Be prepared to get questions answered and learn something new each week.
- Participate in class discussions. We can all learn from each other.
- Communicate with other students in team/group projects.
- Keep abreast of course announcements.
- Read your syllabus.
- Inform the instructor of personal/medical emergencies affecting your attendance/participation.
- Obtain your textbook.
- Be respectful to your instructor and other classmates at all times.
- Use language that is appropriate for children to hear at all times.
- BTW, refrain from using text messaging language when submitting written assignments. LOL
- Use the buddy system. Exchange phone numbers with a classmate.
- **Officially drop this class if you stop attending.**

**Last Day to Drop with full refund is September 6, 2013**
**Last Day to Drop without a “W” is September 6, 2013**
**Last Day to Drop with a “W” is November 15, 2013**

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**STANDARDS OF STUDENT CONDUCT**

Refer to the District Policies Section of the College Catalog for Complete Standards of Student Conduct

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

- Dishonesty, such as;
  - Cheating,
  - Knowing furnishing false information to instructors and college personnel,
  - Turning in work that is not one’s own (plagiarism).
- “Obstruction or disruption of classes.”

- **RUDENESS!!! - My personal pet peeve.**

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Class Assignments</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
</table>
| 1    | 8/26   | Orientation                  | Read Class syllabus and Chapter 1 and 2  
Topics: The Child in Context of Family and Community  
Societal Influences on Children and Families  
Supporting Families Around Issues of Attachment  
What are our responsibilities for the well being of children in our community?  
**Assignment:** Essay –“Agents of Socialization”  
Due: 9/8  
Each student will post a summary of their report. |
| 2    | 9/2    | Topics: Attachment, Trust, and Parenting  
Topics: Understanding of Socialization | Read Chapter 3 and Modules  
**Advocacy Letter Due:** 9/9 |
| 3    | 9/9    | Topics: “Supporting Families with Autonomy-Seeking Youngsters” | Chapter 4  
**Advocacy Letter Due:** 11/24 |
| 4    | 9/16   | Topics: Sharing Views of Initiative with Families | Chapter 5  
**Book Report and Post Due:** 10/6 |
| 5    | 9/23   | Topics: Working with Families of School-Age Children | Chapter 6  
**Parent Interview essay due:** 11/20 |
| 6    | 9/30   | Topics: Understanding Families’ Goals, Values and Culture | Chapter 7  
**Mid-Term Exam Due:** 10/7 |
| 7    | 10/7   | Topics: Working with Families on Guidance  
Child rearing issues: -attachment, birth order adoption, and sibling rivalry | Chapter 8  
**Community Resource List – Due:** 11/17 |
| 8    | 10/14  | Topics: Advocacy Letter  
**Agenda for a Parent-Teacher Meeting** | Chapters 1-8  
**Agenda for a Parent-Teacher Meeting Due:** 10/21 |
| 9    | 10/21  | Topics: Working with Families on Addressing Feelings and Problem Solving | Chapter 9  
**Book Report and Post Due:** 11/4  
**Community Report and Post-Due:** 11/24  
Summary will be posted online by all students and everyone will have to respond to 3 post. |
| 10   | 10/28  | Working with Families to Support Self-Esteem  
Community Calendar | Chapter 10  
**Community Calendar Due:** 11/4 |
| 11   | 11/4   | Topics: Working with Families Around Gender Issues  
Risk and Resilience  
Impact on the Child, Family, and School,  
Community linkages | Chapter 11  
**Community Resource List –Due 11/10** |
| 12   | 11/11  | Topics: Stress and Success in Family Life | Chapter 12 |
| 13   | 11/18  | Topics: Early Care and Education Programs as Community Resources | Chapter 13  
**Community Report and Post Due:** 11/17 |
| 14   | 11/25  | Topics: Other Community Resources | Chapter 14 |
| 15   | 12/2   | Topics: Social Policy Issues | Chapter 15  
**Final Exam Opens:** 12/2 @ 11:59pm |
| 16   | 12/9   | Final Exam  
**Final Exam: Closes/Due:** 12/9 by 11:59pm |

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<tr>
<th>Assignment: Agents of Socialization</th>
<th>Instructions: Task: Each of us has been impacted by our families, communities, and our educational experience. This assignment requires you to fill out the form provided either in the assignment section or the resource section of the Shell. You must write a 2 page essay to summarize your response.</th>
<th>Points: 100</th>
<th>Points Earned:</th>
<th>Due Date: 9/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>Task: 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.</td>
<td>100</td>
<td></td>
<td>9/8</td>
</tr>
<tr>
<td>Book Summary Report</td>
<td>Task: The student is to write a report on a book they have selected that relates to the content area of the course. You must also post a summation of the book you read. Remember to include enough information in a way that other students will be curious about reading your book.</td>
<td>100</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Community Resource List (post 5 resources)</td>
<td>Task: The student is to select 5 of their resources from their list and post them. 5 points for responding to 5 other student’s post. You must remember to respond to 2 other peer’s postings as well. A least a 5+ line paragraph in length.</td>
<td>25</td>
<td></td>
<td>11/10</td>
</tr>
<tr>
<td>Community Resource List</td>
<td>Task: 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 and the format is in the Resource section of the Shell. Please search for a variety of resources remembering what families are looking for and need from their community to support their lives.</td>
<td>100</td>
<td></td>
<td>11/10</td>
</tr>
<tr>
<td>Community Report</td>
<td>Task: Each student is to create a report on their community. Take pictures and upload to your report as well. There is a format to follow in the Shell, but your imagination and creativity in presenting this report is critical. Power point presentations are desired. This is a skill every teacher needs to master. Each student is to present a summation of their report to their peers by posting an overview. Make sure you post enough so that people get a feel about your community. Make sure you present the good and bad aspects. Each student in return must respond to at least 5 other postings.</td>
<td>100</td>
<td>10</td>
<td>11/17</td>
</tr>
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<td></td>
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<td>25</td>
<td></td>
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