

De Anza College
Social Sciences and Humanities Division
Child Development and Education Department

CD12

Child, Family, and Community Interrelationships



Fall 2014

Instructor: Mayra E. Cruz, M.A.

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www.deanza.edu/faculty/cruzmayra/

CD 12: Child, Family, and Community Interrelationships

Instructor: Mayra E. Cruz E-Mail: cruzmayra@deanza.edu Office: 408/864-8215
 Website: <http://www.deanza.edu/faculty/cruzmayra/>
 Quarter: Spring 2014 Tues/Thurs 9:30am-11:20am CD2-28
 Office: CD2-21C **Office Hours: Tues/Thurs 8:30-9:00am and by appointment**

Course Description: Child, Family and Community Interrelationships,(4quarter units) Child, Family and Community Interrelationships is an introduction to the study of the developing person in a societal context; and the relationships of family, schools and the community. It is a systematic and critical study of the ways in which families, schools and other institutions of the community interact in the lives of young children. The patterns of child rearing in our contemporary society will be explored.

Standards applicable to this course:

National Association for the Education of Young Children (NAEYC 2010 Standards)

STANDARD 2: Building Family and Community Relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

STANDARD 6: Becoming a professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

SUPPORTIVE SKILLS

(1) skills in self assessment and self-advocacy; (2) skills in mastering and applying foundational skills from general education; (3) written and verbal communication skills; (4) skills in making connections between prior knowledge/experience and new learning; and (5) skills in identifying and using professional resources.

NBPTS Early Childhood Generalist Standards; Standard 2 Equity, Fairness and Diversity; Standard 7 Family, Community Partnerships; Standard 9 Reflective Practice

CEC/DEC Standards; Standard 9 Professional and Ethical Practice; Standard 10 Collaboration)

CALIFORNIA ECE COMPETENCIES (2012) Competency areas: Culture, Diversity & Equity, Family & Community Engagement, Professionalism

Requisites: Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Required Text and Materials

- Berns, Roberta M. Child, Family, School, Community: Socialization & Support New Jersey: Prentice Hall, Inc (latest edition)
- NAEYC Standards for Early Childhood Professional Preparation, Associate Degree Programs document on instructor's website

- Related articles- see instructor's website <http://www.deanza.edu/faculty/cruzmayra/cd12.html>
- Access to CourseMate www.cengage.com
- A photo

Optional: Gonzalez-Mena, Janet. 5th Edition (2008) Diversity in Early Care and Education: Honoring Differences. McGraw Hill Publishing Company.

Desired Outcomes: Educational goals and objectives to be achieved

Upon the completion of this course, students will:

1. Examine research tools and techniques and what behavioral and social scientists study – an introduction to the Social and Behavioral Sciences.
2. Identify and assess the implications of the historical and philosophical origins of the familial and educational institutions as a context for early development.
3. Examine family development, functioning and family systems, including the impact of a disability in family dynamics; analyze the process of socialization including identification of the family unit, socialization influences of schools, peer groups, community and technology in relation to the child and family.
4. Critically examine the importance of the communication theory and techniques as tools for developing partnerships among families to actively collaborate with them, schools and communities to support each child's development.
5. Analyze the role of the school in early childhood as a support service and an agent of change, including the role of the educator as a mandated reporter.
6. Identify and evaluate the role of the community as a context for development including identification of local resources which might foster a healthy child, family, and community relationships. Access community agencies, referral system, and support for all families, including families with children with special needs.
7. Identify and critically analyze cultural and socialization factor in relation to self and the student's own culture and background and how these factors have shaped and influenced the development of self, world views and beliefs.
8. Examine and develop an understanding of the importance of being culturally aware and sensitive of the influence of culture in child, home and community relationships.
9. Examine and assess changing demographics for our region and throughout the nation as they pertain to family composition, socio-economic status and ethnic diversity.

Student Learning Outcomes

1. Analyze theories of socialization that address the interrelationship of child, family, and community (Essay exam)
2. Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities (Exam questions)
3. Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (community service learning)
4. 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 (Cultural biography)

Method of Presentation

Didactics will be through lecture, discussion, individual and group activities, role-play and media audio/visual aids. You will also have the opportunity to use technology to reinforce course content through CourseMate www.cengage.com

Method of Evaluating Students Progress

Student's progress will be evaluated through both oral and/or written reports, reading assignments, projects, critical thinking discussions, quizzes, and final examination.

Course Grading and Assignments

Assignment	Points
Community Service Learning Written Reflection & Presentation & Service Learning Hours	125
Cultural Object Sharing- In Class Activity	15
Exploring Your Roots and Culture- Research (Outside of Class) and In-Class Activity	20
Campaign Experience	15
CourseMate Weekly Activities Go to www.cengage.com *	25
Quizzes (2 @ 25 points each)	50
Final Exam	50
Total points	300

*You will need the following Course Key to enroll in this course: CM-9781133230007-0000068
CD12 Tues/Thurs class

New state regulation- The California Community College System will not continue to fund students who persistently fail with a letter grade of "D" or "F", No Pass (NP), No Credit (NC) or Withdraw (W).

There will be no make-up for missed exams. Failure to attend the final examination translates into an F for the course (except for a student who misses due to serious illness or emergency).

Complete all assigned readings from text and in syllabus. **All assignments must be typed.**

Assignments are due on time. **No assignments will be accepted after the due date** (except for a student who misses due to an emergency).

Grade Scale

A= 90–100%	270-300 points
B= 80 - 89%	240-269 points
C= 70 - 79%	210-239points
D= 60-69%	180-209 points
F= Below 60%	below 180 points

Office Hours

"Mi casa es su casa". You are welcome visit with me during office hours. Other appointments can also be scheduled upon request. The office hour will give you an opportunity to share concerns and discuss issues relevant to your education and career. My office phone number is: 408/864-8215. My office is located in the Child Development complex, building #2.

Policies

Attendance: You are expected to maintain regular and prompt attendance. More than **two** absences in the quarter will result in dropping the student from class.

Class drop: You are responsible for dropping the course. Failure to do so may result in an "F" for this course.

Tardiness: When you arrive late, you are interrupting the learning experience of your classmates. More than **three** tardies in the quarter may result in dropping you from class.

Academic Integrity: Refer to reflection on page 7

Plagiarism-Plagiarism is the steal or pass on the ideas or words of another as one's own and includes the use without crediting the source. It will not be tolerated. Such action will be dealt with in accordance with the procedures set forth in the college catalog.

Rewrites: **Must be** completed within a week. If not completed, you will receive the initial point value calculated.

Assignments: All assignments must be typed, 12 font pitch, 1 ½ space (unless specified). **No assignments will be accepted after the due date** (except for a student who misses due to an emergency). Your presence is required in In-Class activities to obtain credit.

Exams: There will be no make-up for missed exams. Failure to attend the final examination translates into an F for the course (except for a student who misses due to serious illness or emergency).

Services for Disabled Students

Disabled Students Services (DSS) is available on campus. It provides special registration for Adaptive P.E., personal counseling, academic and vocational advisement and equipment loans. It also can help provide note-takers, assistance to and from class, and mobility training for students with blindness. For more information call 864-8753.

Student Success Center: Need help? Meet with tutors and attend workshops in the Student Success Center: <http://www.deanza.edu/studentsuccess>. Supports classroom instructions by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success. It offers,

- Drop-in Tutoring
- Weekly Individual Tutoring
- Group Tutoring and Supplemental Instruction
- Study Tables
- **New...** free online tutoring available to all De Anza students! Just login to MyPortal, go to the Students tab, and find the Smarthinking link. You can work with a tutor live (hours vary by subject) or post a question or piece of writing for a response. For more information, go to <http://deanza.edu/studentsuccess/onlinetutoring.html>

The Student Success Center has different locations based on subject. Most rooms are on the third floor in the [Advanced Technology Center](#), except for Math, Science & Technology, which is located in [room S43 in the S Quad](#).

[Writing & Reading \(ATC Room 304\)](#)

[General Subject Tutoring \(ATC Room 305\)](#)

[Math, Science & Technology \(Room S43\)](#)

[Listening & Speaking \(ATC Room 305\)](#)

[Academic Skills \(ATC Room 302\)](#)

For more information visit www.deanza.edu/studentsuccess/

New RULES- The California Community College System will not continue to fund students who persistently fail with a letter grade of "D" or "F", No Pass (NP), No Credit (NC) or Withdraw (W). For Priority registration information visit <http://www.deanza.edu/registration/priorityenrollment.html>
I strongly advise that you complete all requirements for priority registration.

CD 12: The Child, Family, and Community Interrelationships Schedule of Assignments Fall 2014

Week #	Tues/Thurs	Class Content/In-Class Activities/Exams	Readings /assignments DUE
Week 1	9/23 9/25	Welcome Conocimiento and community building activity Course Contract, Community Agreements Review course requirements Ecology of the child	Chapter 1 Recommended reading: Read NAEYC information for Monday NAEYC information and Overview(power point) http://www.deanza.edu/cde/naeyccde.html The 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs (see PDF file) http://www.naeyc.org/ncate/standards
Week 2	9/30 10/2	Cultural object sharing- What is the significance of the cultural object? 2min presentation Ecology of the child	Chapter 2 Bring a cultural object Tuesday A cultural object is an object made by humans for a practical and/or spiritual purpose. It represents your cultural group/s. What is the significance of the cultural object? CourseMate Activities Chapter 1
Week 3	10/7 10/9	Ecology of socialization Class Off Site for All Students- Project Orientation Somos Mayfair Project Orientation at 9:30am on time 370 S King Rd, San Jose, CA 95116	Chapter 2 CourseMate Activities Chapter 2 Exploring Your Roots and Culture Research to come prepared for the class activity on 10/14
Week 4	10/14 10/16	Exploring Your Roots and Culture- Research and In-Class Activity Due Ecology of the family	Chapter 3 Study for Quiz #1 Chapters1-3 DUE: Submit Community Service Learning Field Experience Agreement CourseMate Activities Chapter 3
Week 5	10/21 10/23	Ecology of parenting Exam #1 Chapters1-3	Chapter 4 CourseMate Activities Chapter 4
Week 6	10/28 10/30	Ecology of the non-parental child care	Chapter 5 CourseMate Activities Chapter5
Week 7	11/4 11/6	Ecology of the school	Chapter 6 Study for Quiz #2 Chapters 4-6 CourseMate Activities Chapter 6
Week 8	11/11 11/13	Ecology of teaching Exam#2 Chapters 4-6	Chapter 7 CourseMate Activities Chapter 7 Campaign Activity due
Week 9	11/18 11/20	Ecology of the peer group Ecology of the mass media	Chapter 8 CourseMate Activities Chapter 8 Campaign Experience- Record the hours completed and submit the verification to your instructor by June 11/20.
Week 10	11/25	Ecology of the mass media- cont. CSL Project Presentations(5min per student)- Group 1	Chapter 9 CourseMate Activities Chapter 9 DUE: 11/25 Community Service Learning Written Reflection and Record of Hours
Week 11	12/2 12/4	Ecology of the community CSL Project Presentations (5min per student)- Group 2	Chapter 10 DUE: 12/4 Community Service Learning Written Reflection and Record of Hours CourseMate Activities Chapter10 Study for final exam Chapters 7-10
Week 12	12/9	Final exam* Chapters 7-10 Tuesday, Dec. 9, at 9:15-11:15 a.m.	

CourseMate Course Key: CM-9781133230007-0000068

CD 12 Requirements	Due date	Point value	Points earned
Cultural Object Sharing- In Class Activity		10	
Exploring Your Roots and Culture- Research and In-Class Activity		15	
Campaign Experience		15	
CourseMate Weekly Activities <i>Complete the interactive quiz for each chapter <u>weekly</u> with 70% or above and at least 2 other activities of any chapter</i> You will need the following Course Key to enroll in this course: CM-9781133230007-0000068		25	
Community Service Learning Written Reflection, Presentation & Service Learning Hours		125	
Exam #1		25	
Exam #2		25	
Total points			300

October 9, 9:30 – 11:00, Somos Mayfair or October 13, 7:00 – 8:30 at Somos Mayfair
 370B S. King Road, San Jose, CA 95116

Academic Integrity

Principles of academic integrity adopted by DeAnza College's Academic Senate require that students apply the following standards to all coursework, assignments, and exams. Further details on Academic Integrity can be found at:

<http://faculty.deanza.edu/academicsenate/academicintegrity>

Students should:

- Start research and writing early enough to ensure that there is enough time to do your best work,
- Allow sufficient time to learn (plan at least 2 hours per unit per week in your schedules),
- Request disability-related accommodations in a timely and appropriate manner,
- Hand in papers which have been specifically prepared for the course, not papers borrowed from someone else or recycled from an earlier course,
- Not be satisfied with a paper that is less than one's best work,
- Seek only appropriate help from others (such as proof-reading or discussing their ideas with someone else to gain clarity in their thinking),
- Do your own work without copying others, and
- Give full and proper credit to all sources.

It is essential for you, the student, to cite sources in any paper written, giving credit to those who have done the original research and written the article or book cited. This will allow me to verify that you have properly understood what the author was trying to say and have paraphrased his/her views accurately. Further details on appropriate citation for assignments in this course will be posted on Catalyst.

If there is suspicion that the work handed in is not entirely your own, I may request to meet with you in person to determine if there has been a violation of De Anza's Academic Integrity Policy. If it is determined that plagiarism or cheating has occurred, you will receive a zero on the assignment and possibly fail the course.