

CDEV 103 – Child, Family and Community

Instructor: Fonda Miller

Class Code: CRN: 20303 – TR 10:15-11:40

Academic Term: Spring, 2013

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Office: 2201

Office Hours: M-R: 12-1

Text: *Child, Family and Community-Family Centered Care and Education, 6th Ed.* by Janet Gonzalez-Mena. Published by Pearson Education, Inc. 2012

Course Description:

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. (Formerly CFCS 104) (CSU)

Student Learning Outcomes:

1. Analyze theories of socialization that address the interrelationship 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.

Course Objectives and Minimum Standards for a Grade of "C":

- A. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- B. Discuss theories about the role of family, school and community in the process of socialization.
- C. Examine the role of family in the process of socialization.
- D. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- E. Examine the impact of change and transitions upon children and family dynamics.
- F. Examine the role of childcare and schooling in the process of socialization.
- G. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty.
- H. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.

- I. 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.
- J. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community.
- K. Identify early childhood practices that support all children and families.
- L. Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.
- M. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

Disabled Student Programs and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs (DSP&S) office as soon as possible.

DSP&S (760) 355-6312
Room 2117
Health Sciences Building

Methods of Evaluation:

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctors's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of a mistake,

fraud, bad faith or incompetency, shall be final.” *California Education Code, Section 76224(a)*

Everyone in each class can earn an “A” grade. There is no set number or percentage that limits how many A’s can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Attendance and Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student’s attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be disturbing element in class or lab.

The instructor has the right to ask any student to leave class or lab who is disrupting the education of others.

Each time a student is tardy, they will automatically have attendance points deducted from the total possible points for attendance.

Each absence will mean an automatic deduction of points from the total possible points.

It is the student’s responsibility to complete a drop request if they are withdrawing from the class.

It is also the student’s responsibility to make an appointment with the instructor if they have concerns about their progress in the class.

Cheating and plagiarism (using someone else’s ideas or writing without acknowledgement or permission, or passing off someone else’s work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The use of cellular phones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom.

Class Schedule, Assignments, and Grade Breakdown: see attached

CDEV 103– Child, Family & Community (CRN 20303)
Class Schedule – TR- 10:15-11:40

Schedule is subject to change at the instructor’s discretion. Student is responsible for changes.

Last day to drop with a “W” grade is April 13, 2013

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| 1. 1/15, 17 | Introduction and Chap. 1 – The Child in Context of Family
And Community | |
| 2. 1/22, 24 | Chap. 2 –Societal Influences on Children & Families | |
| 3. 1/29, 31 | Chap. 3 – Attachment, Trust and Parenting | |
| 4. 2/5, 7 | Chap. 4 – Supporting Families with Autonomy Seeking Youngsters | |
| 5. 2/12, 14 | Chap. 5 – Sharing Views of Initiative | Test on 1 -4 |
| 6. 2/19, 21 | Chap. 6- Working with Families of School Age | |
| 7. 2/26, 28 | Chap. 7 – Understanding Families, Goals, Values, and Culture | |
| 8. 3/5, 7 | Chap. 8 – Working with Families on Guidance Issues | |
| 9. 3/12, 14 | Chap. 9-Working with Families on Addressing Feelings & Problem
Solving | TEST on 5-8 Research Paper due |
| 10. 3/19, 21 | Chap. 10 -Working with Families to Support Self-Esteem | |
| 11. 3/26, 28 | Chap. 11 – Working with Families Around Gender Issues | |
| <i>Spring Break – April 1-5 – No Classes</i> | | |
| 12. 4/9, 11 | Chap. 12 – Stress and Success in Family Life | |
| 13. 4/16, 18 | Chap. 13 –Early Care & Education Programs | PRESENTATIONS |
| 14. 4/ 23, 25 | Chap. 14 –Other Community Resources | |
| | | Test on 9-12 |
| 15. 4/30 5/2 | Chap. 15 – Social Policy Issues | |
| 16. 5/7 | Final Exam | |

Class Assignments:

3 tests @ 50 points each	150 points
Research Paper on Socializing Agents(PLO7,3)	100 points
1 Community Resource & Presentation (PLO 3,7)	100 points
Reflection questions (PLO 2,3)	100 points
Interview Assignment (PLO 7)	50 points
Final Exam	100 points
TOTAL	600 points to earn

Grade Breakdown:

90 - 100% = A	600 – 540 points
80 – 89% = B	539 – 480 points
70 – 79% = C	479 – 420 points
60 – 69 % = D	419 – 360 points
59% and below = F	359 and below