

CDEV 103 – Child, Family and Community

Semester	Spring, 2015	Instructor Name	Fonda Miller
Course Title & # CRN #	CDEV 103 –Child Family 20049 MW; 20055 TR	Email	fonda.miller@imperial.edu &Community
Room	202	Webpage (optional)	
Dates	2/17/15-6/12/15	Office Hours	2201 Class M-R 9-10
Class Days	MW; TR	Office Phone #	1-760-355-6233
Class Times	10:15-11:40 M-R	Office contact if	
		Student has an emergency:	Departmental Sec.

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)

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

- 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.

Textbooks & Other Resources or Links

Child, Family and Community-Family Centered Care and Education, 6th Ed. by Janet Gonzalez-Mena.
Published by Pearson Education, Inc. 2012. ISBN-13: 978-0-13-265714-3

Course Requirements and Instructional Methods

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. If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for the effort.

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 (doctor'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.

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

- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- You will be considered tardy to class if roll has already been called and you were not present. Leaving class early will be counted as an absence. Attendance records, tardiness and leaving early are considered when final grades are determined.
- 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.

Academic Honesty

- **Plagiarism** is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

Additional Help

- **Blackboard** support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- **Learning Labs:** There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- **Library Services:** There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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

office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/studenthealth-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/artsandletters/library-department/info-lit-tutorials/>

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

Anticipated Schedule: Last day to drop with a ‘ W ’ grade is May 16, 2015

Spring Break – April 6 – 10, 2015 – No Class M W TR

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|-----|------------|----------|--|
| 1. | 2/16-18 | 2/17-19 | Introduction and Chap. 1 – The Child in Context of Family
And Community |
| 2. | 2/23-25 | 2/24-26 | Chap. 1 & Chap. 2 –Societal Influences on Children & Families |
| 3. | 3/2-4 | 3/3-5 | Chap. 3 – Attachment, Trust and Parenting |
| 4. | 3/9-11 | 3/10-12 | Chap. 4 – Supporting Families with Autonomy Seeking Youngsters |
| 5. | 3/16-18 | 3/17-19 | Chap. 5 – Sharing Views of Initiative Test on 1 -4 |
| 6. | 3/23-25 | 3/24-26 | Chap. 6- Working with Families of School Age |
| 7. | 3/30-4/1 | 3/31-4/2 | Chap. 7 – Understanding Families, Goals, Values, and Culture |
| 8. | 4/13-15 | 4/14-16 | Chap. 8 – Working with Families on Guidance Issues |
| 9. | 4/20-22 | 4/21-23 | Chap. 9-Working with Families on Addressing Feelings & Problem
Solving TEST on 5-8 Research Paper due |
| 10. | 4/27-29 | 4/28-30 | Chap. 10 -Working with Families to Support Self-Esteem |
| 11. | 5/4-6 | 5/5-7 | Chap. 11 – Working with Families Around Gender Issues |
| 12. | 5/11-13 | 5/12-14 | Chap. 12 – Stress and Success in Family Life |
| 13. | 5/18-20 | 5/19-21 | Chap. 13 –Early Care & Education Programs Presentations |
| 14. | 5/25HOL-27 | 5/26-28 | Chap. 14 –Other Community Resources Presentations
Test on 9-12 |
| 15. | 6/1-3 | 6/2-4 | Chap. 15 – Social Policy Issues |
| 16. | 6/8 or 6/9 | | Final Exam |

Imperial Valley College Course Syllabus – Course Title and number