



## Basic Course Information

Semester:	Fall 2022	Instructor Name:	Rebecca Laff
Course Title & #:	CDEV 103 Child, Family, & Community	Email:	Rebecca.Laff@imperial.edu
CRN #:	10365	Webpage:	N/A
Classroom:	2732	Office #:	2201
Class Dates:	8/15/22 - 12/10/2022	Office Hours:	1 - 2 pm M-Th
Class Days:	Mondays & Wednesdays	Office Phone #:	760-355-6233
Class Times:	1120 am - 1245 pm	Emergency Contact:	Alexiss Castorena 760-355-6232
Units:	3	Class Format:	RT-ONL

## Course Description

An examination of the developing child in a societal context focusing on the interrelationship of family, school community and emphasizes historical and socio-cultural factors. Explores the role of collaboration between family, community, and schools in supporting children's development. (C-ID CDEV 110) (CSU)

## Course Prerequisite(s) and/or Corequisite(s)

N/A

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe socialization of the child focusing on the interrelationship of family, school, and community. (ILO1, ILO2, and, ILO5)
2. Identify the educational, political, and socioeconomic impacts on children and families. (ILO2, ILO5)
3. Describe strategies that empower families and encourage family involvement in children's development and learning. (ILO2 and ILO5)



## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
2. Compare historical and current theories about the role of family, school and community in the process of socialization.
3. Compare and contrast diverse family characteristics and parenting styles, culture, tradition and values and their impact upon children and youth.
4. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty.
5. Describe contemporary social issues and their effects on families and children.
6. Identify community resources and strategies that support children and families.
7. Evaluate the impact of one's own experiences on their relationships with children, families, and the community.
8. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

## Textbooks & Other Resources or Links

The textbook for this course is available for FREE online. The book will be posted chapter by chapter in the modules in Canvas. You can print the textbook yourself. If you need a printed copy and cannot access a place to print it, reach out to me. The book is an Open Educational Resource (OER).

## Course Requirements and Instructional Methods

### THE STRUCTURE OF THIS COURSE

This course has been divided into two-week modules. The modules open on Mondays.

During the modules, you will read the assigned materials, watch assigned videos, post and respond to peer posts on the discussion boards, take quizzes over the content, participate in reflections surveys and complete learning activities and assignments. All due dates are embedded in each module. Some of the module activities are due by 1159 pm on the the 1st Wednesday of the module unit, some are due by 11:59 p.m. on the 2<sup>nd</sup> Sunday of the module unit

The deadlines for the modules are stable even when there are school holidays, to provide consistency. Please plan to complete your work early if you have travel plans or will not have access to the course on deadlines.



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## IMPORTANT EARLY DEADLINES

To ensure that all registered students are going to participate in the class and are fully prepared to succeed (and to clear the roster of non-participating students as required by law, which also allows room for waitlisted students to take the place of non-participating students), please be sure to:

- Log in by **1st Wednesday of the semester**
- Complete the Start Here work by **1st Friday of the semester**

**If you encounter difficulties with this, please contact me immediately.**

## TIME COMMITMENT

This course is 3 units. Past students have shared how important time management is to learning success. To help you manage your time, please understand that this course requires a time commitment of approximately **9 hours per week**.

- 3 hours classtime per week
- 6 hours per week on assignments, homework, reading text, etc. (equivalent of 2 hours of out of class work per hour of class)

## TECHNOLOGY REQUIREMENT

It is expected that you have:

- Regular access to a computer (cell phones and tablets may work well with aspects of Canvas and certain assignments).
- Regular access to the internet.
- The ability to open PDFs. You can download [Adobe Reader](#) for free.
- A word processing program for your assignments.
- You have access to Microsoft Office 365 as part of your student email account.
- You can download free opensource software such as Libre Office
- You can use Google Docs for free (be sure to download work to submit if you use this)
- Give yourself enough time to deal with any technical issues that arise (don't wait until the deadline to complete your work).

## COURSEWORK

Coursework should be submitted by the deadline. Much of this work is collaborative and students contributing late do not get to fully participate in that collaboration. Missing this work will cause you to lose important learning opportunities and/or to fall behind. Students experiencing extenuating circumstances should reach out to me. This work will vary each module, so be sure to look at the specific directions for work due during each module. The coursework includes the following:

### **DISCUSSIONS**

During each class, you will take part in discussions with your peers. This will involve responding to a prompt/question about the course content and exchanging and sharing information with your classmates.

Students often report how much they take from sharing their own experiences and gaining perspective and insight from the experiences of their classmates.

### **LEARNING ACTIVITIES**

During each class, you will be given specific learning activities to complete and questions to respond to that relate to the course content. This work is often collaborative.

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## QUIZZES

At the end of each module, you will participate in a module quiz based on what you learned..

## REFLECTION SURVEYS

At the end of each module, you will reflect on what you learned about and still have questions about during the module, using the provided survey

## EXTRA CREDIT

You will have limited opportunities throughout the course to earn extra credit. These may include watching webinars, completing supplementary work, and attending workshops/ special events. You may not earn more than 15 points of extra credit and it should not be used to make up a missed assignment

## ASSIGNMENT DESCRIPTIONS

This is a list of the required course assignments. Detailed instructions for each assignment will be provided in the Canvas modules.

All Assignments are completed individually, unless otherwise stated.

### BIO-ECOLOGICAL PORTRAYAL

Using Bronfenbrenner's bio- ecological theory, you will create your own ecological portrayal in a PowerPoint/Prezi or other digital format, and post on Canvas.

### FAMILY INTERVIEW

You will examine "the role of parenting" by conducting an interview with a family, analyze your findings, and post on canvas.

### COMMUNITY AGENCY FACT SHEET

You will pick one agency to research and create documentation to share with your classmates. As Early Childhood Professionals, it is important that we are aware of the various resources/agencies that are available to support the families that we serve. You will share your report/documentation with your classmates to begin to build a library of resources when you enter the field.

### PEER REVIEW OF VIRTUAL FAMILY PROJECT

You will create a packet of information to welcome parents to your program taking into consideration how children grow and develop and the influences that factor in when supporting children and families using the virtual family you have been assigned as the focus of the project. Those influences include the role of family, schooling, community and society. **This group assignment is to be completed with your classmates.**

You will engage in peer reviewing one other group project presentation and provide feedback for both improvement and successes.

### FINAL VIRTUAL FAMILY PROJECT

You will submit the final and complete Virtual Family Project that reflects improvements based on the feedback you received from the peer-review process.



## Course Grading Based on Course Objectives

### KEEPING TRACK OF YOUR GRADE

Grading Scale:	5 Point Assignments	10 Point Assignments	20 Point Assignments	50 Point Assignments	Total Points
A = 90 - 100%	4.5-5 points	9-10 points	18-20 points	45-50 points	450-500 points
B = 80 - 89%	4-4.4 points	8-8.9 points	16-17.9 points	40-44 points	400-449 points
C = 70 – 79%	3.5-3.9 points	7-7.9 points	14-15.9 points	35-39 points	350-399 points
D = 60 – 69%	3-3.4 points	6-6.9 points	12-13.9 points	30-34 points	300-349 points
F = below 60%	0-2.9 points	0-5.9 points	0-12.9 points	0-29 points	0-299 points

\*These point values are approximate, as scores are rounded.

## Course Policies

### DROP POLICY AND IMPORTANT DATES

Your attendance for this course will be evident each time you log in to participate. **If you do not log on AND complete your work for two weeks, the instructor reserves the right to drop you from the course**

**Don't Forget!** – Remember to withdraw or drop the course by the college's deadlines if you choose not to finish the course and/or do not want a failing grade on your transcript.

- **Last day to drop the course with no record of enrollment: Sunday, August 28th**
- **Last day to withdraw from the course with "W" on your transcripts: Saturday, November 5th**

**Attention Students Receiving Financial Aid:** If you are receiving financial assistance, please be aware that if you do not complete the course, you will have to pay back unearned financial aid.

### ACADEMIC INTEGRITY POLICY

Ethical behavior is not just critical in the professional world. It is a cornerstone of your academic experience and it ensures that each student gets appropriate credit for the work they complete and have the optimal opportunities to learn. Please become familiar with the academic integrity and plagiarism policy of the College

Here are some helpful guidelines:

- If you use information from any source, online or in print, in your own writing, be sure to acknowledge the source within the content AND in a reference at the end of your work/assignment.
- If you take more than one printed line of words consecutively from the source, put quotation marks around them, put the author's name in the parentheses, and provide a full reference.
- Complete original work for this class. Avoid reusing your own work (without permission) or using the work of another student.

If you are unclear about this, please contact me for clarification. If you submit or post work that violates the academic integrity and plagiarism policy, you will not receive credit for that work. Serious or repeat violations could result in being reported to the college, failing this course, and/or expulsion.

### THE MANY FORMS OF SUCCESS

While most students have a desire to see a certain grade on their transcripts at the end of the course, it's important to note that success happens in many ways. Success happens when we are the first in our families to

go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at risk, or that we are not capable of online classes. Success happens every time we notice a classmate who needs and advocate or a friend, and we act on their behalf through support, encouragement, and kindness. Recognize what success means to you and celebrate your efforts and accomplishments (even when others don't).

### WHAT YOU CAN EXPECT FROM ME

- To prepare the modules and open them by their start date. They will be opened a bit early for those students ready to move on early.
- To create a collaborative environment in which the learning of the group can thrive.
- To stay in regular contact throughout the course by grading, emailing, videos, and announcements.
- To respect your time by having a purpose for all content and work within the course. To be as transparent about the purpose of the work being completed as possible.
- To be clear with expectations and directions. But know some work may be very open-ended, without one “right” way.
- To be approachable, respectful, open-minded, and willing to be called out on my mistakes (I am human, and I do make mistakes).
- To help you develop a plan for your success if you are struggling.
- To grade your work in a timely manner (within the next module, unless otherwise stated).
- To provide constructive feedback and be willing to explain how you earn your points for the class.
- To protect our learning environment by responding to any disrespect or inappropriate behavior or reports of such behavior.

### MY EXPECTATIONS OF YOU

#### **BE RESPONSIBLE**

Please be responsible for your learning and success by:

- Logging in each week.
- Working through the content and assigned work before the due dates.
- Reaching out to each other and me as needed.

If you fall behind, it may be very difficult for you to catch up and you may not be able to earn enough points to pass the class.

#### **COMMIT YOUR TIME AND EFFORT**

Time management is going to be vital to your success in this class. Here are some tips:

- You might find it useful to build time to work on the course into your schedule.
- Complete and submit all work.
- Meet (or beat) deadlines and due dates.
- Procrastination is not your friend; don't wait until the last minute.

#### **SEE ME AS A RESOURCE AND AS A SUPPORTER**

I know that life happens and that sometimes it can be a struggle to balance it all.

- If you find yourself falling behind and missing

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deadlines for your work, reach out to me.

- Don't wait to get in contact with me (or your options may be very limited and have irreversible consequences).
- If the cause of your delays is temporary, you can create a plan to get back on track.
- If you consistently find yourself without enough time (or energy) to complete your work, you may have overextended yourself.

## USE THE TECHNOLOGY

In order to complete your work for this course, you will be using a variety of technologies

- Within Canvas (discussion boards, blogs, assignments, and quizzes).
- Google Docs/Slides/Forms (you do not have to create an account).

Contributions you make to the course (through Discussion Boards, Google Docs, Google Slides, etc.) are not made available to anyone outside of our course. If you ever have concerns about sharing, please contact me directly.

## CREATE A CULTURE OF RESPECT

This course must be a safe place to allow people to fully engage and share.

- Please be open-minded, respectful, and non-judgmental of diverse practices and views.
- If you need further guidance, refer to the Ground Rules or reach out to me.
- Please let me know immediately if you see or experience anything that is inappropriate, offensive, or confrontational.

## BE A COURSE QUALITY ADVOCATE

- While I would prefer that my course be error-free and close to perfect, it won't be.
- You may find issues in Canvas that I miss.
- Please contact me when you see an error, or if something is not working correctly.
- If the first student who finds such a thing lets me know, it can be fixed before it affects anyone else.

## YOUR PRESENCE MATTERS

The learning that takes place in this course is a group effort.

- Everyone must be responsible for their actions in the course and recognize their importance and impact on everyone's learning.
- The learning environment for everyone is negatively impacted when students are not participating.
- Your presence is important!

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar



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## CDEV 103 Course Schedule

THIS SCHEDULE AND ASSIGNMENTS ARE SUBJECT TO CHANGE TO MEET THE NEEDS OF THE COURSE AT THE DISCRETION OF THE INSTRUCTOR

**Our class meets face-to-face Mondays & Wednesdays, 11:20 am - 12:45pm**

Module	Topics	Readings	Work Due in First Week of Module	Work Due in Second Week of Module
<b>0 &amp; 1</b>	Class Overview and Introductions What is Family?	Ch. 5	Start Here work Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey
Important Reminders:  Complete the <b>Student Introductions Discussion</b> post by [Wednesday evening at 11:59 pm Pacific Time] and respond to at least <b>two</b> classmates by [Friday evening at 11:59 pm Pacific Time.]  <b>Drop w/o a "W" deadline is Sunday, August 28th</b>				
<b>2</b>	How Theories Inform Practice with Children and Families	Ch. 1	Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey
<b>3</b>	How Culture Shapes Children's Growth and Development	Ch. 3	Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey Ecological Portrayal Assignment
<b>4</b>	How Children are Socialized & The Influence of Gender on Families and Communities	Ch. 2 Ch. 4	Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey

Module	Topics	Readings	Work Due in First Week of Module	Work Due in Second Week of Module
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5	A Closer Look at Parenting	Ch. 6	Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey Family Interview Assignment
6	Welcoming and Supporting Families and the NAEYC Code of Ethical Conduct	Ch. 8	Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey Community Agency Review & Documentation
Important Date Reminder: Withdrawal Deadline is <b>Saturday, xxx</b>				
7	Building Trusting Collaborative Relationships with Families	Ch. 7	Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey  Peer Review - Virtual Family Project Assignment
8	Creating Positive Goal-Oriented Relationships	Ch. 9	Learning Activity Quiz Discussion Post	Discussion Replies Reflection Survey  Final Assignment - Virtual Family Project
Important Date Reminder: The last day to submit work is <b>Thursday, December 8th</b>				

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