



Basic Course Information

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| Semester: | Fall 23 | Instructor Name: | David Sheppard |
| Course Title & #: | CDEV 103 : Child, Family and Community | Email: | david.sheppard@imperial.edu |
| CRN #: | 10365 | Webpage (optional): | |
| Classroom: | 207 | Office #: | 203-C |
| Class Dates: | 8/14-12/4 | Office Hours: | 3:00-4:00 M,T,W,TH in office and on Zoom |
| Class Days: | M/W | Office Phone #: | (760) 919-2377 |
| Class Times: | 11:20-12:45 | Emergency Contact: | Alexiss Castorena 355-6232 |
| Units: | 3 | Class Format: | On-campus |

Course Description

An examination of the processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development from birth through adolescence.

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

None

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.*
- 2. Identify the educational, political, and socioeconomic impacts on children and families.*
- 3. Describe strategies that empower families and encourage family involvement in children's development and learning.*

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF

"C":

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

1. *Identify how the child develops within a system and is influenced by multiple factors of socialization including the educational, political, and socioeconomic impacts on children and families.*
2. *Compare historical and current theories frameworks of socialization.*
3. *Compare and contrast diverse family characteristics and perspectives and their impact upon children, youth and families.*
4. *Compare and contrast educational systems and practices, including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies.*
5. *Describe contemporary social issues and their effects on families and children.*
6. *Identify community resources and strategies that support children's learning and development, and to support families' needs.*
7. *Describe the legal requirements and ethical responsibilities of professionals working with all children and families.*
8. *Evaluate the impact of one's own experiences on their relationships with children, families, and the community.*

Textbooks & Other Resources or Links

OER: Author: Rebecca Laff & Wendy Ruiz Title: Child, Family and Community

*https://drive.google.com/file/d/10NuJ-t9b1zlnXu_BCrzGM1Ff0Mu6y8yb/view?usp=sharing
(English)*

*https://drive.google.com/file/d/16GTp2nutVm4f8HWOEsWDix07YwlSGYb_/view?usp=sharing
(Spanish) This work is licensed under a Creative Commons Attribution 4.0 International License*

Course Requirements and Instructional Methods

Grades will be based upon class participation, and 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.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Material covered in class, such as slides and videos, will be placed on Canvas, at the discretion of the instructor, and will remain available for students to review. Please keep in mind that this is an On-campus course, and not all class content will be placed on Canvas- Canvas will be used to support in class instruction.

Course Assessments:

*NOTE: For the various required course work addressed below, *(PLO #) indicates the Child Development Program Learning Outcome that is met by passing completion of the work*

*. **Quizzes:** There will be two 5 point quizzes for each of the test sections- So, a total of 8 quizzes.. These quizzes are basic and intended to help you review the material and introduce you to the type of questions you will see in the exams. However, they may not be the exact questions in the exams. The quizzes will open near the beginning of the Unit and close on the due date of the Unit.*

No late quizzes or Exams are allowed without prior permission from instructor-So, if you have an emergency that will prevent you from completing the work due, you must notify the instructor prior to the due date-A missed assignment or test is considered an "F" and no points will be given. Plan your 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.

***Discussions:** A total of 3 Discussion submissions will be required for the course. Each Discussion will center on a topic question posed by the instructor, and will primarily ask for your opinion related to the question or to the responses of other students.*

Your Discussion response will be graded on whether it is a well thought out response, that it is clear from your response that you did the reading, and that your opinion is based on evidence from your readings or a thoughtful response of another student's post.

You should respond when you have something to say and don't be afraid to engage in an argument, just remember that you need to be respectful to all students.

Take care to make sure your responses all well-supported, and free of grammatical errors.

If any student uses inappropriate language or is disrespectful to another student, that student will lose points and need to have a personal conversation with the instructor.

Because actively reading and responding to the Discussions posted by your fellow students is essential, after the due date and time, the Discussion will be locked, and you will not be able to post a response. No exceptions will be made on these deadlines (PLO 1, 4)(Rubric will be provided).

Reflection/ Journal requires students to reflect in writing on their life experiences, and to examine personal positions relevant to a wide-range of child, family and community related issues. Four sets of questions will be offered through the semester, with each set related to current course readings. Students will post their reflection /Discussion entries onto the course Canvas webpage. (PLO 2, 3, 4, 6) (Rubric will be provided) (

Family Share requires students to create a family tree. In addition, students are required to address, in writing, a series of questions related to dynamics of their family system, such as: family communication style, approach to discipline, emotional expression, traditions, family strengths and family challenges. (PLO 2, 3, 4, 6) (Rubric will be provided) **Social Me Book** requires students to create a learning activity for preschool age children that allows for the development of a sense of self identity and fosters an appreciation of diversity (PLO 1,3, 4, 5)(Rubric will be provided)

Video Share requires students to find and display to the class a short video depicting acts of kindness between community members- Students will encapsulate the central values that are portrayed in the video and briefly discussed how such values strengthen a community.(Rubric will be provided)(PLO 2,3,4)

Community Service Project requires students to work in small groups to design and a community service activity that in some ways serves the needs of our local community. Students will provide details of their project design that addresses who the project is designed to serve, what critical needs are served in the activity, a description of how the project would be carried-out, materials required, and safety precaution related to implementing the activity- (Obviously, due to the Covid 19 situation, it is not possible to actually carry-out the activity)

In addition students will design an activity appropriate for 4 year old children, which allows children the opportunity to explore the concept of helping/ supporting others in their/our community. This would be an activity that would be guided by an adult, but allows for child engagement that is developmentally appropriate. (PLO 1, 2, 5 , 6) (rubric will be provided)

Community Resource Report requires students to research a local community resource agency, and to create a report to share with the class that addresses the basic services provided by the agency and related issues such as: qualifications, fees, location, hours of operation and affiliations. Students will be assigned a community resource agency by the instructor. Each student will present their finding in a written report that is posted using the course Discussion area. (PLO 2, 6)(Rubrics will be provided)

Family Paper requires students to write and in-depth examination of a topic focused on a major family stressor – Students will create a scenario of a family that exhibits the chosen stressor- Students will explore how the stressor affects the entire family, the underlying societal influences of the stressor, and the resources used by the family to aid in coping with the stressor-

Students are required to incorporated professional sources into their paper, and the paper is to be written following APA style. (Rubric will be provided) (PLO 1, 2, 6)

It is **strongly suggested that all work be saved as a file, such as a Word or Google Doc file.*

**Those students who plan to complete the Child Development majors please be mindful that in the CDEV 200 course, you will be required to create a portfolio of core assignments from each of your CDEV classes. So you will want to save all your work.*

Here is a link to the Child Development **Guide for Student Success** :(You may need to copy and paste into our browser) <https://www.imperial.edu/courses-and-programs/divisions/economic-and-workforcedevelopment/child-family-consumer-sciences-department/child-developmentprogram/guide-for-student-success/>

Course Grading Based on Course Objectives

[Course Grade: The course grade is based on total points accumulated during the semester. . Grades are determined by dividing the total points you earn by the total points available (to get your percentage). I will use the grad-book on Canvas, but it is a good idea to keep your own records to compare with your instructor's records. The grade-book on Canvas my not always show the correct total.

No late work will be accepted for Discussions, Quizzes, Reflections and Presentations. In the event that the instructor allows late submission of an Assignment, students will be penalized for each day submitted after the due date.

Students are expected to do all course work outlined in each Lesson. The course work will consist of :

| <i>Class Assignment</i> | <i>Point Values</i> |
|-----------------------------------------------------------------------------------------|---------------------|
| <i>Introduction Assignment</i> | <i>=2 pts.</i> |
| <i>Family share (family tree @ 5pts, written Bio / Reflection assignment @ 10 pts)</i> | <i>= 15 pts.</i> |
| <i>Reflection journal (3 sets of questions)</i> | <i>=30 pts.</i> |
| <i>Video share</i> | <i>= 5 pts.</i> |
| <i>Social Science/ Child Focused Activity/ Me book</i> | <i>=10 pts</i> |
| <i>Community Service Project</i> | <i>=20 pts</i> |
| <i>Community Resource Report</i> | <i>= 5 pts.</i> |



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| Discussion (3 @ 5 pts) | = 15pts |
| Intro Discussion | = 2pts |
| 5 quizzes @ 5 pts | =25 pts |
| Practice Quiz | = 2 pts |
| Family paper | = 30 pts. |
| Total Points Possible =161 pts. | |

Grade Breakdown:

90-100% = A= 80-89% = B = 79-70%=C= 69-60%=D= 59% and below =F

Course Policies

Attendance

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class.

Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.

Absences attributed to the representation of the college at officially approved events (conferences, contests, and fieldtrips) will be counted as 'excused' absences.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Classroom Etiquette

☒ **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. ☒ Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional

restrictions will apply in labs. Please comply as directed by the instructor. ☒ **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, only students enrolled in the class may attend; children are not allowed in IVC classroom

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting 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 "cite a source" correctly, 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.

Other Course Information

Contacting your Instructor

Please feel free to contact the instructor with any question, concern, issue, or just to say 'Hi'.

Virtual Office Hours: 3:00-4:00, Monday through Thursday are set aside for in-office and 'Virtual office hours'. During this you can directly interact with your instructor via email, text message, phone call within the prescribed hour. However, feel free to contact me outside these hours, I will always respond within 48 hours, and, usually, sooner.

I will be glad to arrange for a private Zoom meeting during, or outside of the virtual office hours. You can Text me, or leave a voice message using our class Google phone number: 760 919-2377

Please don't be shy about contacting me- I will respond to you promptly. I love to hear from you !

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 CDEV 103, FALL 23

Subject to change without prior notice

| Date of Week | Topic / Assignments | Due Dates / Tests |
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| Week | | |



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| Week 1: 8/14-16 | Intro to the course structure: And intro to Chap. 1 Theories that help us understanding families | Introduction Discussion 1 (due 8/16) Practice Quiz (due 8/20) Introduction Assignment (due 8/20) |
| Week 2: 8/21-23 | Chap. 2-How children learn and understand the world | Quiz 1 in class Monday 8/28 (Chap1 and 2) |

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| 2/28 | | |
| Week 3: 8/28-30 | Chap 3: What is culture and why is it important? | Start video share 8/28 |
| Week 4: 9/4-6 | Chap. 4-How does gender influence children, families, and community? | Reflection 1 due on Canvas Sunday 9/17 Quiz 2 due on Canvas Monday 9/18 (Chap 3-4) |
| Week 5: 9/11-13 | Chap 5-What is family? | Introduce FAMILY Paper Discussion 2 (due 9/22) |
| Week 6: 9/18-20 | | <input type="checkbox"/> Me Book/family tree Assignment/presentation (9/24) |
| Week 7: 9/25-27 | Chap.6-A closer look at parenting | Quiz 3 Chap 5-6 due 10/2 |
| Week 8: 10/2-4 | | Family Reflection & family share presentation (due 10/2) |



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| Week 9: 10/9-11 | Chap. 7– Building trusting collaborative relationships with families | Discussion 3 (due 10/16) |
| Week 10 10/16-18 | | Reflection 3 (due 10/23) |
| Week 11 10/23-25 | | Family paper (due 11/9) |
| Week 12 10/30-11/1 | Chap 8 -Welcoming and supporting families | Quiz 4 (Chap 7,8) (due 11/6) |
| Week 13 11/6-8 | | Community Service Plan/presentations due (11/6) |

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| Week 14 11/13-15 | Chap. 9 – Creating positive goal-oriented relationships with strength-based attitudes and relationship-building practices. | Discussion 4 due (11/20) |
| 11/20-22 | | Thanksgiving Break ! |
| Week 15 11/27-28 | | Community Agency Report Presentation (due 11/27) |
| Week 16: 12/4 | | Quiz 5 (will include material from community Resource Agency Reports/presentations) |