

Basic Course Information

Semester:	Fall 2020	Instructor Name:	David Sheppard
Course Title & #:	CDEV 103 :Child, Family and Community	Email:	david.sheppard@imperial.edu
CRN #:	10710 & 10966	Webpage (optional):	
Classroom:	Distance Learning	Office #:	2201
Class Dates:	08/24- 12/12	Office Hours:	Virtual: 8:30-9:30 M/W (3:00-4:00 M,W) 8:30-9:30 (T,R)
Class Days:	N/A	Office Phone #:	760-355-6397
Class Times:	N/A	Emergency Contact:	Alexiss Castorena 355-6232
Units:	3		

Course Description

An examination of the developing child in a societal context focusing on the inter-relationship 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

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

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

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF

"C":

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

- 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.*
- 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 ,7th Ed. by Janet Gonzalez-Mena. Published by Pearson Education, Inc. 2017. Print ISBN: 9780134042275, 0134042271 eText ISBN: 9780133948752, 0133948757

Course Requirements and Instructional Methods

Regular and substantive contact between the student and the instructor is a critical component to the learning process. To assure effective contact in this course the instructor will provide:

**Orientation material that provide the students with the basic structure and operations of the course.*

**Weekly announcements that keep students course information.*

**Threaded discussion boards within the course that allows the instructor to interact with students and*

Provides students a forum to post questions/concerns to the instructor.

**Email contact within or outside Canvas, with a response to student emails within 48 hours.*

**Grades for all coursework posted no later than 10 days after submission*

Zoom video orientation meeting (required by all students)

**Optional Zoom review sessions prior to the dates of exams*

**Optional individual Zoom meetings on the campus of IVC, arranged anytime during the semester.*

All of the Module Learning Units will be accessible from the Course Menu. Each Learning Unit will be numbered in the sequence.

Most Units lasts one week. You can read explanations of each Unit, and the course work required for the Unit, by clicking the provided link on the course Home page or via the Modules link in the course menu.

(Unless otherwise stated, Units will be active for 1 week and the due dates for Unit work will be on the following Monday evening @ 11:59 PM)

Please keep in mind that, late work cannot be submitted after the due date and time-On the due date of each Unit, the Assignments, Discussions, and Quizzes required in that Unit will close and cease to be accessible.

Assignment will allow you a grace period, but you will be penalized for each day submitted after the due date so you don't want to get behind.

You will still be able to see the Units throughout the semester for review.

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

Course Assessments:

This Canvas class is divided into Module 'Units' of study, and within each unit are individual content areas which focus on a specific area of learning within the Unit. Each Learning Unit contains various activities and tasks. Each Unit may require you to do reading in the course text, view course videos, engage in Discussions, and/or complete an Assignment--It is critical that you stay current with work for each Unit- Students who get behind in their coursework often end up failing the course as a result

Exams and Quizzes

Exams will be based on content from course text and lecture, and will consist of multiple choice, true/false and short answer questions. Each exam is worth approximately 30 points. A study guide

will be proved before each test. Each test will have a time-limit, and once begun, each test must be completed within the specified time limit.

Quizzes: *There will be a 5 point quiz for each of the test sections. 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. You can take as long as you want on the quizzes, but you can only submit it for grading on. Every student has the same chance to prepare for quizzes and exams. 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, etc.) 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 that quiz. 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:

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.

Assignments:

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. (Rubric will be supplied)*

Family Share requires students to create, and present to the class, 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. (Rubric will be provided)

Social Science/ 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

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.

Community Service Project requires students to work in small groups to design and implement a one-time community service activity that in some ways serves the needs of our local community. After completion of the activity, each student will submit a written personal reflection, addressing both the challenges and rewards related to planning and executing the activity. Each group is also required to document their activity with photos and video, and create a slide presentation to share with the class. (Note : this assignment is subject to modification related to Covid restriction)

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 to the class, utilizing slides or poster board and will also post a written report to share on the course webpage.(Rubrics will be supplied)

Research Paper requires students to write and in-depth examination of a topic pertaining to the course subject- Each student will explore a separate topic area determined by the instructor. Students are required to incorporated professional sources into their paper, and the paper is to be written following APA style. (Rubric will be supplied)

No assignments or projects will be accepted late. They are due on the date assigned

A note regarding course Assignments: A total of 6 Assignment submissions will be required for the course. The structure of the Assignments may vary (for example, personal reflection or topic research) but all will be submitted in the same manner.

I would suggest you type your Assignments in Word, save them on your computer, and then cut and paste into the Assignments area on Canvas. You can save your work in the Assignment tool as a draft, if you are not ready to submit it yet, BUT you must remember to go back and click the submit button before the deadline or you will not be able to submit it at all. If you chose to submit your work as an attachment, make sure it is in MS Word, or a text file.

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.

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.

There are no make-up exams, unless you have a very good reason and make arrangements with the instructor before the exam.

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

Class Assignment	Point Values
Family share (slide presentation @ 5pts, written Bio assignment 10 pts.) =	= 15 pts.
Reflection journal (3 sets of questions)	=30 pts.
Discussions (2)	= 10 pts
Video share	= 5 pts.
Social Science/ Child Focused Activity/ Me book	=10 pts
Community Service Project	=10 pts
Community Resource Report	= 10 pts.
3 quizzes	=15 pts
4 Exams including final exam) at 30 pts. @	= 120 pts.
Research paper	= 50 pts.

Total Points Possible =275 pts.

Grade Breakdown:

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

Attendance

- A student who does not complete the first mandatory activity of an online class is subject to being dropped by the instructor directly after the due date of the activity. 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.
- For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) 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 (!!!)].

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.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills 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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Contacting your Instructor

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

Virtual Office Hours: 4:30-5:30, Monday and Wednesday are set aside for ‘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 !

Here is a list of links that will be provide you support, if needed:

- . There are multiple virtual help desks available for students here:
 - o We have Zoom Rooms available for students for questions or concerns:
 - o General Questions: <https://cccconfer.zoom.us/j/92780464258>
 - o Admissions & Records: <https://cccconfer.zoom.us/j/95702093663>
 - o Financial Aid: <https://cccconfer.zoom.us/j/95648838384>
 - o Student Equity Program: <https://bit.ly/zoomwithsea>
- District Counseling: <https://cccconfer.zoom.us/j/91829147575#success>

Use of Zoom Video Conferencing

Zoom video conferencing will be utilized by the instructor to present and record lectures, to provide test reviews, and to conduct private students meeting- Regular Zoom attendance at live Zoom meeting will usually not be required: However there may be times during the semester where live Zoom attendance is mandatory(such as the required orientation meeting) - In these cases, the instructor will provide optional meeting times, and will provide you with at least one week notice- The Zoom app can be downloaded for free from either Google Play or Apple iTunes.

Date of Week	Topic / Assignments	Due Dates / Tests
Week		
Week 1: 8/24-30	Intro to the course structure: And intro to Chap. 1 & Chap. 2 –Societal Influences on Children & Families	Introduction Discussion 1 due Practice Quiz due (not to worry, if you submit, you will receive full credit)
Week 2: 8/31-9/6	Chap. 3-Attachment, Trust and Parenting	Practice quiz

Week 3: 9/7-13	Chap. 4-Supporting Families with Autonomy Seeking Youngsters	Start video share
Week 4: 9/14-20	Chap. 5-Sharing Views of Initiative	Test chap 1-4 Reflection 1 due
Week 5: 9/21-27	Chap. 6-Working with Families of School Age Chap. 14 –Other Community Resources	Introduce Research Paper
Week 6: 9/28-10/4	Chap. 7 – Understanding Families, Goals, Values, and Culture	Practice quiz
		ME books due
Week 7: 10/5-11	Chap. 8 – Working with Families on Guidance Issues	<i>Discussion 2</i>
Week 8: 10/12-18	Chap. 9-Working with Families on Feelings & Problem Solving Chap. 14 –Other Community Resources	Test 5-8 Family Reflection & family share presentation
Week 9: 10/19-25	Chap. 10 -Working with Families to Support Self-Esteem,	
Week 10 10/26-11/ 1	Chap. 11 – Working with Families Around Gender Issues	Practice quiz
Week 11 11/2-8	Chap. 12 – Stress and Success in Family Life	Research paper due
Week 12 11/9-15	Chap. 13 –Early Care & Education Programs	Test on 9-12 Reflection 3
Week 13 11/16-22	Chapter 14-16: Community Resources	Community service plan due
11/23-29	<i>Thanksgiving Break !</i>	
Week 14: 11/30-12/6	Community Networks p– Social Policy Issues	Community Agency Report due 12/22
Week 15: 12/7-8	Final Exam—remaining Chapters	Final Exam Must be completed by 12/8

