

**DEL MAR COLLEGE
MASTER COURSE SYLLABUS**

**Course Name/Title: Family, School, and the Community
Course Number: TECA 1303**

College Year: 2015-2016

Contact: Dr. Amy Mintz
amintz@delmar.edu
698-1962
or
HS2 (West Campus), Room 126;
698-2809

Semester:
Fall, Spring, or Summer I

Course Description:

A study of the relationship between the child, family, community and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and current family issues. (R1, E1, M1)

Prerequisite:
None

COURSE LEARNING OUTCOMES/PROFICIENCIES:

The student will examine literature on parenting styles and effective parenting techniques; discuss issues relating to families and communities and literature relating to diverse culture and lifestyles; summarize ways to communicate and interact with parents and families both in informal and formal settings. The student will recognize and understand how to work with children who have been victims of abuse, who come unique backgrounds, or who have special needs.

**GENERAL DESCRIPTION OF COURSE OBJECTIVES TO DEVELOP
COMETENCY:**

1. Discuss issues relating to families.C-7, C-8, C-9, C-12, C-15
 - a. Define family.
 - b. Describe family structures.
 - c. Explain the importance of being sensitive to differences in family structure
 - d. Describe changes in family life during the 20th century.
 - e. Analyze current issues as they relate to families and parenting.
 - f. Describe the role of the families in teaching and supporting learning.
 - g. Identify characteristics of functional and dysfunctional families.

2. Examine literature on parenting styles and effective parenting techniques.C-5, C-6
 - a. Define different parenting styles.

- b. Explain developmental stages of parenting and the effect on growth and development of children and parents.
- c. Describe parenting roles in teaching and supporting learning.

3. Summarize ways to communicate and interact with parents and families.

- a. Define parent involvement and its benefits.
- b. Describe the foundations of establishing and maintaining strong, positive, collaborative relationships with families in early childhood/school age programs.
- c. Explain how teachers can work effectively with parents or primary caregivers to address children's need and promote their development during the following times:
 - Prior to enrollment,
 - Through informal communication,
 - During conferences,
 - During home visits,
 - Through parents volunteers,
 - Through parent meetings,
- d. Explain the importance of respecting parent's choices and goals for their children.
- e. Describe how to involve parents in planning for their individual children.
- f. Describe policies which promote "family-friendly practices".
- g. Communicate with families.
- h. Demonstrate an ability to work effectively as member of a professional team.

4. Discuss literature relating to diverse cultures and lifestyles.

- a. Recognize human variability/diversity.
- b. Review professional literature on anti-biased approaches in the classroom
- c. Explain how a child's home language other than standard English affects their English language development.
- d. Describe ways to enhance all children's awareness and appreciation of language and cultures.
- e. Develop activities to enhance understanding of diverse cultures and lifestyles
- f. Explain the importance of being sensitive to differences in social and cultural backgrounds as they relate to child rearing practices

5. Describe strategies for dealing with parents in particular circumstances

- a. Identify ways caregivers can response to diverse family such as divorced, single, homeless, gay and lesbian, blended or families caring for children with special needs
- b. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children.
 - 1. Examine statistics on abuse and neglect.
 - 2. List types of abuse and neglect and behavior which might be indicators of abuse/neglect

3. Examine state statutes regarding responsibilities in reporting suspect abuse and neglect.
 4. List steps in reporting suspected abuse and neglect.
 5. Identify strategies that deter abusive behavior.
 6. Describe caregivers' role in helping abused and neglected children
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6. Discuss issues relating to communities support of children and families.
 - a. Evaluate effects the community has on a child and his/her family.
 - b. Identify community resources available to support children's development, learning, well-being and special needs.
 - c. Explain the importance of maintaining code of ethical conduct when working with families and community professionals.
 - d. Discuss legislation and public policies affecting children and families, including children with special needs.
 - e. Advocate on behalf of early childhood issues relating to families and communities.

NOTE:

While all sections of TECA 1303 include the student learning outcomes listed above, and assess student mastery of these outcomes through a variety of methods, additional student learning outcomes, and the assessment of those outcomes vary by instructor. Students should consult the syllabus for the particular section of TECA 1303 in which they enroll which will be handed to them by the instructor on the first day of class.

LIST OF TEXTBOOKS AND REQUIRED AND RECOMMENDED READINGS:

Below is the required textbook for this course. Individual instructors may have alternate or supplementary readings which they will make available to students either in class or online through CANVAS. Students should consult the specific instructor's syllabus for the course section in which they are enrolled.

- Gestwecki, C. (2013). Home, School and Community Relations, 8th ed. New York: Thomson Delmar Publishers. ISBN #: 978-1-111-83323-7

TECHNOLOGY REQUIREMENTS:

Students are expected to regularly check their DMC email. Additional technology requirements vary by instructor. This class will utilize CANVAS online portal learning tools for supplemental OR all course materials. This applies for all sections, including face-to-face sections. Please make sure you have an email address that you actually use set-up on Canvas. You can change the email through the Settings feature at the top right of CANVAS.

METHOD OF EVALUATION:

Evaluation methods may comprise of the following: Examinations, quizzes, written assignments, oral presentations, and class attendance/participation.

Some assignments require out-of-class experiences such as observations and/or interviews. These tasks are considered the minimum 15 hours laboratory experience required in this course. There is NOT an additional laboratory course to enroll in to complete TECA 1303. To pass the course, students must meet all requirements set in the syllabus of their instructor.

Detailed information about assignments and late policies will come at the beginning of the semester from instructor of the particular section of TECA 1303 through which student enrolls.

SCANS:

The SCANS competencies identified by the Secretary's Commission on Achieving Necessary Skills have been infused into this course. The SCANS were developed to close the gap between training and workplace know how. Specific competencies to be developed in this course include:

- C5 Acquires and Evaluates Information
- C6 Organizes and Maintains Information
- C9 Participates as Members of a Team-Contributes to group effort
- C14 Works with Diversity-Works well with men and women from diverse background.

STUDENTS REQUESTING DISABILITY ACCOMMODATIONS OR INFORMATION ARE ENCOURAGED TO CONTACT THE OFFICE OF SPECIAL POPULATION, HARVIN CENTER 698-1298

COLLEGE POLICIES:

Students are expected to read and abide by the Code of Conduct found in the College Catalog.

<http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf>

If students have any questions regarding the Code of Conduct, please consult with the instructor of the particular section of TECA 1303 in which they enroll.

DROP/WITHDRAW:

Students may withdraw and receive a grade of W, regardless of their class average, prior to the institution's official drop date. After this date, a grade of F will be assigned to students who withdraw/quit coming to class. It is up to the student, not the instructor, to complete the drop process.

If you are falling behind in the assigned readings and/or miss class excessively it is highly recommend you meet with the instructor to get assistance. It may be that I advise you to drop the class as opposed to taking a failing grade. Do NOT get stuck with a failing grade ("F") because you forgot to drop the class—I cannot help you at that point. Not coming to class does not count as an official drop—please take the necessary steps to drop if you decide to.

Writing Center:

All written assignments will be graded for professional writing elements in addition to content. Students needing help with written assignments may contact the Stone Writing Center for proof reading or assistance in writing. The center is located on the 4th floor of the White Library or call 698-1364. They are even open Saturdays!

The writing center is also a GREAT resource to make your paper stronger (more impressive), so use it—you already paid for it!!

You can also submit your papers to tutor@delmar.edu for review and feedback. Be sure to include your teacher's directions, expectations, criteria, etc., and what do you feel are the weaknesses of your paper. Be as precise as possible. Replies can take up to 48 hours or less, but may take longer if volume of submissions is heavy.

DMC Retention Center:

The Del Mar College Retention Services Department is designed to assist students who are experiencing challenges in such areas as:

- Financial Hardships
- Low Midterm Grades
- Life Events
- Thoughts of dropping out

For more information please call Rene Cantu at (361) 698-1285 or Melissa Rollins-Banuelos at (361) 698-1861.

Electronics in the classroom:

- As a courtesy to the instructor and fellow students, please adjust phones to silent mode during the class session.
- CELL PHONES MAY NOT BE ANSWERED DURING ANY EXAM. Your cell phone must be turned off during all exams. Failure to turn off cell phone during testing periods may result in loss of participation points towards your final course grade. Your cooperation is greatly appreciated.
- Feel free to use a laptop to take notes during lecture or audio device to record lectures.
- Any incidents of web surfing, checking e-mails, texting, etc. will not be tolerated during class instructional time!! Students will be asked to put that item away if instructor feels it is disrupting students from listening & participating in lecture.

MISC

- Instructors do not answer email on the weekend. If you have questions about an assignment or as you prepare for an exam, please contact the instructor

ahead of time, or meet with her during office hours. Any email that is received over the weekend will be answered on Monday.

- I understand that you are busy and have other things in your life outside of school. Please come to class, however—this is the BEST way for you to learn.
- If at any time you have complications in your life that may interfere with your ability to be the best student you can, PLEASE come talk to me.
- Students at Del Mar College are expected to do their own work. Any student caught copying, cheating, plagiarizing, or committing and other acts of academic dishonesty as defined by the Del Mar College Student Handbook will be subject to disciplinary actions by the instructor as well as by the college. Just do not cheat!!!!
- If at any time you have questions or concerns about the course material or your grade, you are encouraged to meet with the instructor to resolve any issues or clarify any concerns. You are welcome to come during office hours or at a mutually agreeable time. As an instructor, I will do my best to make your involvement in the class as enjoyable and informative as possible.

Professional Dispositions

Preparing for your career in education begins with your classes here at Del Mar College. In addition to attendance, 10% of your grade in this class will be based on how well you exhibit the following professional dispositions listed below:

As a student in the CDEC program, I am:

1. A COLLABORATOR: able to work with my peers, in joint intellectual effort
2. HONEST with INTEGRITY: able to demonstrate honesty, integrity, and ethical behavior by completing my own work on time and without plagiarizing
3. RESPECTFUL: able to demonstrate respect and consideration for myself and others (examples: no side-bar conversations, texting and/or web-surfing during class)
4. REVERENT for LEARNING: able to value the pursuit of knowledge and the quest to be a life-long learner (example: active listening during lecture, participation during group work/discussions)
5. EMOTIONALLY MATURE: able to respond to situations in a professional manner
6. A REFLECTOR: able to reflect upon and evaluate my actions in an effort to make better decisions in the future
7. FLEXIBLE: able to demonstrate a willingness to accept and adapt to change
8. RESPONSIBLE: able to act independently, demonstrating accountability and reliability in decision-making. (examples: arrive to class on time, prepared for class lessons)

I am a Child Development/Early Childhood professional.