

MAYLAND COMMUNITY COLLEGE

Welcomes You To:

EDU 131, Section 10
Child, Family, and Community
Credit Hours: 3 Contact Hours: 3

TERM: Fall 2007

Course Description

This course covers the relationships among the families, programs/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

Prerequisites: None

Corequisites: None

Instructor Information

Instructor: Judy S. Stevens
Office Location: Gwaltney Hall, room 207
Telephone Number: (828) 765-7351, extension 380
E-mail Address: jstevens@mayland.edu
Office Hours: Monday – 3:30 – 5:00 PM
Tuesday – 12:30 – 4:30 PM
Wednesday - 12:30 – 4:30 PM
Thursday - 12:30 – 4:30 PM
Friday - 8:30 – 9:00 AM; 12:00 noon – 2:00 PM

Course Information

Class meets on Monday and Wednesday 10:30 – 11:20 am and on Friday 10:00 – 10:50 am in room 207 in Gwaltney Hall

- If the college is on a delayed schedule, class will meet on Monday and Wednesday 11:50 am – 12:30 pm and on Friday 11:30 – 12:10 pm

Required Text(s): Gestwicki, Carol. **Home, School, and Community Relations.** 6th Edition. New York: Thomson Delmar Learning. 2007.

LRC Resources: Community agency resources (books, pamphlets, etc.)

Required supplies:

Course Objectives/Competencies:

1. Describe the characteristics of diverse families and communities within the societal and cultural context.
2. Demonstrate strategies and techniques that include and empower all families as partners in promoting comprehensive child development and recognize them as the first and most important teacher and decision maker for the child.
3. Develop strategies for building family-teacher-community partnerships that include Early Childhood agencies for all children and families of diverse backgrounds and developmental abilities.
4. Develop a family involvement plan and policies for a program for young children.
5. Identify and compile community resources available to all families and early childhood programs.
6. Demonstrate **active** listening skills.
7. Practice **confidentiality** and follow policies in communicating information about children and their families.

Attendance Policy/Tardiness/Make-Up Work:

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor if you must be absent from class. To reward attendance and to allow for legitimate Absences, attendance is counted as one test grade. The grade is computed as follows: 48 class meetings: 2.08 points for each attendance. **Two** tardies will equal one absence. You are considered late if you enter the classroom after the appointed hour to begin. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion. If students have acceptable reasons for absences, make-up will be assigned. This work must be turned in to the instructor within **one** week of the date it is assigned.

Grading Criteria/Tests/Projects:

1. **Reading:** Reading assignments in the text and other assigned materials.
2. **Participation:** Participation in class discussions and activities is required in this course.
3. **Tests:** Tests on material covered in class and assigned readings. You are expected to take tests on assigned dates. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests **must** be taken within **one week** of assigned date. After one

week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up tests. It is the student's responsibility (not the instructor's) to initiate the make-up arrangement.

4. **Reviews:** Review of 3 journal, magazine, newspaper, or web articles relating to young children and their families. Students will read the article, summarize the information, and critique this information in one to one and one-half pages. Reviews must be typed using 12 font and be double-spaced. Reviews are due on the following dates:

January 24

February 21

April 4

*Students will share a brief summary of review on selected due dates.

5. **Newsletter:** Each student will plan and develop a parent newsletter. Students will contact child development center directors for copies of current newsletters to use as examples. Include a minimum of the following: cover sheet, happenings in each classroom of the center, birthdays for the month, any special happenings involving the center staff and children, information on a topic relevant to parenting, information about 2 or more community agencies which assist parents (Health Department, DSS, Partnership for Children, mental health agencies, etc.), and anything else which you choose to include. Newsletter is due **February 23.**
6. **Community Agency Report:** In small groups to be assigned by the instructor, students will choose an agency involved with children and families. The students will visit the agency office, discover benefits available to children and families, and share findings with the class. On assigned date of oral presentation, students will produce a written report including, but not limited to, the following: description of the agency, benefits, eligibility criteria, and a bibliography of at least three sources of information. Suggestions for oral presentation include: invite an agency representative to speak with the class, use visual aids to present the report, involve class members in presentation to illustrate benefits, etc. Students will choose their own presentation dates, which **must** be cleared with the instructor **one week prior** to chosen date. **All presentations must be completed by March 23.**
7. **Family Involvement Plan:** Each student will develop a plan to involve families in a center program and will include policies that

determine how the program will be administered. You may contact a center director and ask for a copy of the center's parent/guardian handbook and use this as a guide in the development of your plan. The instructor will provide additional information as the semester progresses. Plan is due **April 25**.

8. Assignments are due according to dates printed on this syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you must be absent on the due date of an assignment, turn it in early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10-point** deduction for each class day it is late. If problems arise, you are encouraged to contact the instructor prior to the due date.

If you are experiencing difficulty in this course, please contact the instructor for assistance. Office hours are listed on the instructor's office/classroom door. If the instructor deems it necessary, he/she may request an individual conference with you.

Grading Criteria:

Participation	10%
Tests	20%
Newsletter	10%
Reviews	10%
Community Agency Report	20%
Family Involvement Plan	30%

Grading Scale:

A = 94 – 100
B = 86 – 93
C = 78 – 85
D = 70 – 77
F = Below 70

Inclement Weather Procedures:

In all periods of inclement weather you are reminded to use sound judgment when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make decisions of whether to travel on unsafe highways and accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in this syllabus.

Additional information concerning inclement weather is listed in the Student Handbook.

Academic Standards/Student Expectations/Ethics:

Students are expected to conduct themselves as mature and responsible individuals at all times, showing high regard and respect for the rights, privileges and property of others, including college facilities and property. All students are expected to follow MCC's Student Code of Conduct listed in the Student Handbook.

Violation of any regulations or applicable federal, state or local statutes may result in administrative action up to and including suspension or expulsion.

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty (cheating, fabrication, facilitation of academic dishonesty, plagiarism, etc.) will make the student subject to disciplinary action. If there is suspicion of any of the above items, the student will be called in for a conference. If there is sufficient proof that any of the above has occurred, the student will be reprimanded according to the MCC Academic Integrity Procedure.

In summary, **honesty is the best policy!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an "I" for this course, it must be removed before the end of the next semester to avoid the grade automatically changing to an "F". The instructor has the liberty to assign a due date for work needed to satisfy an incomplete grade. If he/she chooses to do this, you must meet the instructor's due date.

While I have attempted to be as thorough as possible with this syllabus, course procedure may vary from this outline to meet the needs of this particular group of students. If you have concerns about any information printed in this syllabus, please share your concerns with the instructor.

Withdrawal Dates:

Fall 2007

End of Unconditional Withdrawal
End of Conditional Withdrawal

Tuesday, February 13, 2007
Tuesday, March 27, 2007

Administrative Withdrawal statement: If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor. This student will not be allowed to return to the class.

Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

Course Outline/Weekly Topics

Week 1	Introduction
Week 2	The Parent-School Connection
Week 3	Parent Involvement
Week 4	Strategies for Building Partnerships
Week 5	Newsletters Speakers
Week 6	Cross-Cultural Issues Involving Families
Week 7	Parent Meetings
Week 8	Families with Children with Special Needs
Week 9	Children of Divorced and Blended Families
Week 10	Families of Adoption
Week 11	Informal Communication with Parents
Week 12	Assessing Parent- School Involvement
Week 13	Parent & Child Advocacy
Week 14	Family Involvement Plan
Week 15	Student Requests
Week 16	Course Evaluation

