

**MAYLAND COMMUNITY COLLEGE
Welcomes You To:**

**EDU 131, Section 20
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:	Deborah Greenlee
Office Location:	
Telephone Number:	(828) 765-7482, extension 380
E-mail Address:	dgreenlee@mayland.rdu
Office Hours:	Monday 1:00 to 2:00 Tuesday 5:00 to 6:00 Wednesday 1:00 to 2:00 & 4:00 to 5:00 Thursday 9:00 to 11:00 & 2:00 to 4:00 Friday 11:00 to 1:00

Course Information

Tuesday 6:00 pm to 8:50pm

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

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

Required supplies: none other than the regular (pens, paper, etc.)

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. Students are expected to be present for the entire class time and will not be counted present if they leave early. You are expected to attend class and are therefore responsible for contacting the instructor **BEFORE** class begins if you will be absent. Attendance is counted as 1 test grade.

Two (2) tardies will equal 1 absence. You are considered tardy if not in the classroom at the appointed time for class to begin.

I expect that all assignments will be turned in on time. Late assignments WILL NOT be accepted!!!!!!

To make up an absence you must do **ALL** of the following:

- ✓ 1 critique (in MLA format) concerning children and families.
- ✓ A 2 page summary of the current chapter of **Home, School, and Community Relations** that we are addressing in class. This summary is to be typed, double spaced, using 12 font, with no cursive or color.

This work **must** be turned in to the instructor within **one week** after you return to class or make-up work **will not be accepted. No partial make-up work will be accepted!!!!!!**

Grading Criteria/Tests/Projects:

Reading:

Reading of text, supplemental text, and instructor assigned reading is required and expected. Students are expected to be prepared for class, this requires staying current with course materials.

Participation:

Participation in class discussions and activities is expected and required. In 1944 John Dewey said, "One cannot share in social intercourse with others without learning – without getting a broader point of view and perceiving, things of which one would otherwise be ignorant."

Tests:

Tests will be on material(s) 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 a **zero**. **It is the student's responsibility (not the instructor's) to initiate the make-up arrangements.** There will be an accumulative final that **must be taken on assigned date** or the test grade will be zero.

Reviews/Critiques:

The instructor will give the students their choice of **4 articles** from a group of 8. The students will read the articles, summarize the information and critique (or give your opinion) of this information in one to one-and-one-half pages. Reviews/Critiques copyright cannot be over 10 years old. Reviews/Critiques must be typed, using 12 size font in a professional format (no cursive or color), and be doubled spaced. All citations of articles must be in MLA format. An example is posted on LEO.

DUE: September 11
October 16
November 6
December 4

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. Including 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.

On due date students will present their Newsletter to the class before turning the Newsletter in to instructor.

DUE: September 18

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 agency, benefits, eligibility criteria, and a bibliography of at least three sources of information; written in MLA format. Written report will follow these guidelines: typed, presented with a cover sheet, 12 font in a professional format (no cursive or color), and be doubled spaced. 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 date, which **must** be cleared with the instructor **one week prior** to chosen date.

All presentations must be completed by December 4.

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.

DUE: November 27

Parent-Teacher Conference: Students, in small groups, will plan and conduct a parent-teacher conference. Students will assume the role of teachers, parent/parents, child/children, etc., depending on situation chosen by the group members. Each group will clear their chosen situations to depict with the instructor, assign roles to each member of the group, work out the script, practice presentation, and present to the group on chosen dates.

All conferences must be presented by: December 11

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 or it will not be accepted. If problems arise, you are encouraged to contact the instructor prior to the due date of an assignment.

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

Grading Criteria:

Newsletter	10%
Reviews/Critiques	10%
Parent Teacher Conference	20%
Tests & Attendance	20%
Community Agency Report	20%
Family Involvement Plan	20%

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 good judgment when making travel decisions. Life and safety are the primary considerations. While individuals are expected to give due consideration to their responsibilities for attendance, the College recognizes and expects that adults must ultimately make their own decisions about attendance and accept responsibility for them. When announcements pertaining to schedule changes due to inclement weather are made, it will be posted on the front page of Mayland's Website (www.mayland.edu), on the homepage for LEO at leo.mayland.edu and aired on local radio and television outlets. For complete listing of these radio and television outlets refer to the Student Handbook. Make-up work will be assigned according to procedures already cited in this syllabus.

Academic Standards/Student Expectations/Ethics:

Please turn off all electronic equipment; cell phones, beepers, or etc. during class, unless you have prior instructor approval. 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. Students who are disrespectful, exhibit rude or disrespectful behavior to the instructor or other students will be asked to leave class. For grading purposes this will be considered an absence. All students are expected to follow MCC's Conduct Policy & 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. In other words **Be honest!**

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".

While I have attempted to be as thorough as possible with this syllabus, course procedures 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, September 25, 2007
Thursday, November 1, 2007

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.

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, Syllabus, Active Listening, & Assignment for next class
Week 2	The Parent-School Connection
Week 3	Parent Involvement
Week 4	Strategies for Building Partnerships
Week 5	Newsletters and/or Speakers
Week 6	Cross-Cultural Issues Involving Families
Week 7	Parent Meetings
Week 8	Families and Children with Special Needs
Week 9	Children of Divorce and Blended Families
Week 10	Families of Adoption
Week 11	Informal Communication with Families
Week 12	Assessing Parent-School Involvement
Week 13	Parent & Child Advocacy
Week 14	Family Involvement Plan

Week 15 Student Requests

Week 16 Course Evaluation