

MIDDLESEX COMMUNITY COLLEGE

EARLY CHILDHOOD EDUCATION PROGRAM

ECE 275 – Child, Family, and School Relations
Instructor: Norma Rosado-Javier
Semester: Winter Session 2015-2016

CRN# 4009
Credits: 3

E-mail: Use Blackboard Message Board only.

TEXTBOOK

Couchenour, D. and Chrisman, K. (2014). Families, Schools, and Communities: Together for Young Children. (5th Edition) Wadsworth – Cengage Learning.

COURSE DESCRIPTION

An in depth study of the child, the family, and the relationship between the school and the child's family. An understanding of the child's behavior and its guidance will be examined, as well as communication with families. Students will explore today's families and acquire information and skills on how schools can develop positive working relationships with families.

COURSE OBJECTIVES

At the end of this course, the students will be able to:

- Explain the importance of families to young children's development according to three theoretical perspectives.
- Examine the scientific basis for including family involvement in early childhood education.
- Identify the categories of internal and external developmental assets necessary for optimal child development.
- Explore ways in which the three guiding theories view family differences and ways in which families differ in terms of ethnicity, race, culture, economics, gender roles, religiosity, and geographic region.
- Examine the developmental issues and transitions facing families with young children and relate the importance and effects of various social groups to young families.
- Explore the meaning of *family strengths*, *family functions*, and *family structure*.
- Describe the factors that are related to changes in family strengths, family functions, and family structure; and identify factors associated with family resilience.
- Explain parenthood within the context of bio-ecological theory; the multiple roles of parents; and differences in parenting beliefs
- Identify how other adults may serve in a parenting role or parenting support role at some point in a child's life (grandparents, child care providers, and others).
- Examine the role of family support in early childhood education and describe the components of a family-based philosophy in early childhood education.
- Plan and implement strategies for involving all families in their children's education and identify the role of early childhood teachers in providing parent and family life education.

- Examine how literacy, math, science and social studies subject areas can be supported by families at home.
- Identify how teachers form partnerships and encourage families to support children’s learning at home.
- Create programs that support involvement of families in each subject area.
- Explain the theoretical foundation for parent education and family life education; and discuss and implement a number of strategies for parent and family life education.
- Examine reasons for and effectiveness of collaborative efforts for children and families.
- Identify appropriate strategies for discussing referrals for special services with families.
- Identify and describe the goals and outcomes of early intervention services.
- Examine the importance of community resources to best meet the needs of all children and families.

COURSE REQUIREMENTS/GRADING GRID/DESCRIPTION GRADING

	Items	Points
A	Discussion Board Assignments/Activities	100 points
B	Diagram of a Family Tree Presentation	200 points
C	Reaction paper on (1) of the movies 1. Write a brief summary of the movie (2-3 pages) and 2. Respond to the 5 questions in detail.	100 points 100 points
D	Visit to Family Resource Center	250 points
E	Family and Community Information Poster/Parent Board <ul style="list-style-type: none"> • Newsletter • List of Community Resources 	250 points
	Total	1000 points

Total # of points/Letter Grade

1000-950=A	898-848=B+	745-695=C+	592-542=D+	439-0=F
949-899=A-	847-797=B	694-644=C	541-491=D	
	796-746=B-	643-593=C-	490-440=D-	

A. Discussion Board Assignment/Activities (100 Points).

You are responsible for posting and responding to a discussion board question or activity for every module. There will be 5 in total, each worth 20 points. The instructions for each activity will be found in the discussion board link.

Be mindful of the due dates as no late discussions will be accepted.

B. Diagram of a Family Tree (200 points):

Each student will research and create his/her own family tree and share it in the form of an individual presentation. (You may design your tree using a poster board presentation, power point, or any other creative process). You are expected to discuss/explain the process used and experiences gained while designing your family tree diagram. Sources of information must be listed with the diagram and students are encouraged to use their own creativity including pictures and other family artifacts which can be scanned or photographed.

C. Reaction Paper (200 points):

You will be responsible for viewing and writing a reaction paper on **one** of two movies pertaining to family issues. The reaction paper must be double-spaced, font size 12 and could be anywhere between 3-5 pages, including questions provided. (The questions will be listed on the assignment link). Your reaction paper will be based on **(ONE)** of the following movies.

1. "Parenthood" Starring Steve Martin Directed by Ron Howard
2. "Your, Mine, and Ours" starring Dennis Quade

D. Visit to Family Resource Center (250 points):

Each student is responsible for locating and visiting a family resource center (preferably one in your own community). Many of these resource centers are located in public schools. You will do a write up about the visit which will include the following information:

- 1) Location of center.
- 2) Number of staff, days and hours of operation.
- 3) Physical description of space/center.
- 4) Programs offered to parents (during the day and evenings)
- 5) Personal reflection/overall reaction of visit.

E. Family and Community Information Poster/Parent Board: (250 points):

You are required to design a parent information board similar to the ones displayed in an early childhood center. The information you include will be for parents to view and should contain current events/activities which are occurring both in your center as well as the community. Your board should include: newsletters, pamphlets of community resources, upcoming activities, articles of interest, etc. Your bulletin board will need to be photographed and scanned.

COURSE OUTLINE

Date	Reading Topics	Assignments
<u>Module 1</u> <u>12/28/15-</u> <u>12/31/15</u>	<ul style="list-style-type: none"> • Introductions • Review Course Syllabus <p><u>Part I: Understanding Families</u></p> <ul style="list-style-type: none"> • <u>Chapter 1</u>- A Theory-Based Approach to Family Involvement In Early Childhood Education • <u>Chapter 2</u> -Understanding Family Diversity • <u>Chapter 3</u>- Developmental Issues in Families with Young Children 	<u>1st discussion board question/activity due 12/31/16</u>
<u>Module 2</u> <u>1/2/16</u> <u>1/5/16</u>	<ul style="list-style-type: none"> • <u>Chapter 4</u>-Family Strengths, Family Functions, & Family Structure • <u>Chapter 5</u>-Parenting <p><u>Part II: Practice</u></p> <ul style="list-style-type: none"> • <u>Chapter 6</u> Family Stress 	<u>Family Tree Presentation due 1/5/16</u>
<u>Module 3</u> <u>1/6/16</u> <u>1/9/16</u>	<ul style="list-style-type: none"> • <u>Chapter 7</u>- A Family-Based Philosophy in Early Childhood Education • <u>Chapter 8</u> -Family-Staff Relationships • <u>Chapter 9</u>-Supporting Young Children’s Learning at Home 	<u>Reaction Paper on Movie of Choice due on 1/9/16.</u>
<u>Module 4</u> <u>1/10/16</u> <u>1/12/16</u>	<ul style="list-style-type: none"> • <u>Chapters 10</u>-Parent Education and Family Life Education • <u>Chapter 11</u>-Early Childhood Educators in the Community 	<u>Family Resource Center Assignment Due on 1/12/16.</u>
<u>Module 5</u> <u>1/13/16</u> <u>1/15/16</u>	<ul style="list-style-type: none"> • <u>Case Studies</u> 	<u>Family and Community Information Poster/ Parent Board Assignment due 1/15/16</u>

NOTE FOR ALL ASSIGNMENTS:

Assignments must be typed with 12-size font and double-spaced and must be submitted on due dates. All assignments must creatively have cover page to include student's name, instructor's name, course title and number, course CRN#, clear assignment topic or heading, and submission date.

All biographic notations of any articles, other sources reviewed to complete assignments, or cited in the report, must be acknowledged in the reference list. Use APA or MLA format in writing your references. See websites below.

APA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/APA.pdf

MLA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf

Instructor's Expectations of Students in class:

1. Students are responsible for all reading assignments and all materials covered in the course. .
2. **All assignments are due on the dates indicated. Assignments will not be accepted after the due date unless the instructor has been consulted prior to the due date.**

WRITTEN COMMUNICATION STANDARDS: Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.



NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender

identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- *Primary Title IX Coordinator*
Dr. Adrienne Maslin
Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|
- *Secondary Title IX Coordinator*
Ms. Queen Fordham
Coordinator of the Meriden Center Welcome Desk
qfordham@mxcc.edu; 203-608-3011