



## El Camino College/Compton Center Childhood Education Department

<http://www.elcamino.edu/academics/behavioralsocial/childhooded/index.asp>

*Preparing Childhood Education Professionals and Life-long Learners*

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

### **CDEV 104 - The Home, the School, the Community**

(formerly CDEV-9)

Section 2126

3 Units (Fall 2009)

Mondays 6:30-9:40am

Class Location: ARTB 305

**Instructor:** Michelle Moen, M.A.  
**Office:** ARTB 326E  
**Phone:** 310-660-3593 x 3571  
**Email:** mmoen@elcamino.edu or michellemoen@aol.com

**Office Hours:** Mondays 5:00-6:00pm  
Tuesdays 4:30-5:30pm  
Wednesdays 11:00am -12:30pm  
Fridays 11:00am -12:30pm  
By appointment/before or after class

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#### **Course Description:**

This course examines the interconnection among the development of the child from birth to adolescence, the home/ family, the school, and the community. Emphasis is placed on the influences of social agents such as family support services, educational systems, media, and peers, and on how these social agents contribute in preparing the child for living independently in a diverse society. Topics will include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy.

Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.

**Course Objectives:** Upon successful completion of this course, the students will be able to:

1. Examine and explain the impact of systems and socialization on child development.
2. Assess the complex interrelationship of the home, the school, and the community and analyze how it affects a child's development.
3. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
4. Investigate and evaluate the effects of age, gender, diverse abilities, language, culture, racial identity, ethnicity, socio-economic status, educational systems, mass media, and public policy on children and families.
5. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.
6. Identify and evaluate the services provided by a variety of community agencies for families, including physical health, social services, mental health, developmental, and family support services, including agencies designed for specific populations such as homeless families, abused children, and after-school recreation and care.
7. Develop advocacy strategies to affect public attitudes and policy.
8. Identify and discuss stereotypes and assumptions that affect attitudes and actions within the family, the culture, and the professional community.
9. Demonstrate ability to implement a variety of appropriate and effective communication strategies for working or developing relationships with diverse populations.
10. Explore one's own family history and examine how it affects relationships with children and families.

**Student Learning Outcomes (Overarching learning goals for this course):**

1. Critically assess community support services and agencies that are available to community and families.
2. 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.

**Recommended Preparation:** Eligibility for English 1A

**Required Text and Materials**

1. Gestwicki, C. (2007 and 2010). Home, School, and Community Relations. 6<sup>th</sup> or 7<sup>th</sup> ed. New York: Thompson Learning.
2. Gruwell, E. & Freedom Writers. (1999). Freedom Writers Diary. New York: Main-Street Books.
3. Art Sketch Pad – Binder or Art Book (for Journal)
4. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.
5. Additional handouts will be given in class.

**Attendance Policy:**

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three (3) absences, you may be excluded from the class or receive a failing grade. If it is past the drop deadline you WILL receive an "F". There are no exceptions to this policy. Please keep a close eye on your attendance.

Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have

personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Contact me so that we can develop some strategies to help you make this a valuable learning experience. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.

**Drop Policy:**

The College catalog states that regular attendance is expected of every student. You are allowed a maximum of three (3) absences or you may be dropped from the class. If it is past the drop deadline, you will receive an F. It is your responsibility to drop the class. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**Withdrawal and/or Incomplete Policies:**

Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**My ECC**

[www.elcamino.edu](http://www.elcamino.edu). Click on MYECC. Access MYECC for email, services like adding, dropping and paying for classes, obtaining unofficial transcripts, etc.

**Students with Special Needs:**

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

**Academic Honesty:**

Each student is responsible for their own work, including test answers, in-class exercises, written assignments, and oral presentations. In college students are expected to cite and reference their material. When you are quoting another author, either directly or indirectly, always reference them by using a citation. Plagiarism is not acceptable. If a student plagiarizes, the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. Also students found to have engaged in academic dishonesty are subject to review as per college policy.

A guideline for APA style cite and references will be provided to avoid issues of plagiarism and to develop ones skill for proper writing technique. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. We will discuss these standards in class.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

### Classroom Rules of Conduct:

The best policy is to treat others, as you would like to be treated. This includes, but is not limited to:

1. Listening quietly and respectfully when others speak.
2. Arriving on time and staying for the whole class period.
3. Speak your opinion without judging others.
4. Being a good communicator of your ideas and opinions, i.e., speaking loudly enough for all to hear when you have the floor.
5. Turn off (or put on silent mode) all cell phones, pagers and anything else that rings, beeps, or buzzes during class.

If all observe the above policies, we can create an enjoyable, interesting and respectful learning community.

## Course Projects and Assessment Policies

### Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. **All of the written papers and assignments need to be typed** in a 12 point Times New Roman (or Arial) font, double spaced, and have a 1" margin from all sides. (Exceptions are made **ONLY** if arrangements are made with me ahead of time). All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. You may also meet with a tutor at the Learning Resource Center in the library. Good writing skills are essential to your success in college. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typological errors.

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (The only assignments which may be accepted late include the Family Story project and the Website Review. The other assignments will NOT be accepted after the due date). There are no make up-assignments or extra credit. Also please make copies of your assignment before submitting them and do NOT put assignments in individual plastic covers.

**If you choose to email** me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

All assignments must be turned in on the established due dates and are due at the beginning of class (INCLUDING EMAILED ASSIGNMENTS). If you are late to class, your assignment will be considered late. Students should save all graded assignments in case grade verification is ever needed. Detailed descriptions of all assignments will be given in class.

## Methods of Evaluation and Grading

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Many assignments will also provide the opportunity for the student to complete a self assessment.

. \*Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

## Late Assignments

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (The only assignments which may be accepted late include the Family Story project and the Website Review. The other assignments will NOT be accepted after the due date). There are no make up-assignments or extra credit.

## Emailed Assignments

If you choose to email me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

**Course grades** will be based on the number of points you have earned out of 495 possible points in the course. Points will be available as follows:

| Assignment                             | Possible Points | Points Earned |
|--|-----------------|---------------|
| Textbook Review Questions              | 60              |               |
| Class participation activities         | 50              |               |
| Family Story Project                   | 30              |               |
| Website review                         | 50              |               |
| Home in a Bag                          | 50              |               |
| Media Review Group Presentation        | 50              |               |
| Cultural Diversity Group Presentations | 50              |               |
| Learning Journal                       | 105             |               |
| Exam/Freedom Writer's Presentation     | 50              |               |
| <b>TOTAL POINTS</b>                    | <b>495</b>      |               |

At the end of the semester, I will add your scores on the projects and assign grades as follows:

|   |                                     |               |
|---|-------------------------------------|---------------|
| A | 90-100% of the possible points      | (445 - 495)   |
| B | 80-89% of the possible points       | (396 - 444)   |
| C | 70-79% of the possible points       | (346 - 395)   |
| D | 60-69% of the possible points       | (297 - 345)   |
| F | 59% or fewer of the possible points | (296 or less) |

### Extra Credit

There will be no make up assignments or extra credit offered in this course.

Also this course does **NOT** use +/- grading. If you would like me to forward your "unofficial" grade, please leave a post card (purchased from the bookstore) or a self-addressed, stamped envelope (SASE) with a card inside.

### College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

| <b>El Camino College Support Services:</b>      | <b>Main phone number 310-660-3593</b>     |                   |
|---|---|-------------------|
| Childhood Education Department Office           | ARTB 326                                  | Ext. 6022         |
| Writing Center                                  | Humanities 122                            | Ext. 3873         |
| Learning Resources Center                       | Library NW wing-<br>2 <sup>nd</sup> floor | Ext. 3511         |
| Health Center                                   | Health Center                             | Ext. 3643         |
| EOPS  |   | <b>660-3464 ?</b> |
| Career and Technical Education Teacher Pipeline | ARTB 320                                  | Ext. 3589         |
| Tutoring Center                                 | Library West wing-<br>upstairs            | Ext. 3511         |
| Teacher Education Program                       | ARTB 320                                  | Ext. 3573         |

### Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

|                           |
|---------------------------|
| <b>Course Assignments</b> |
|---------------------------|

1. Textbook Review Questions: Each time you have a chapter reading in the *Home, School, and Community Relations* textbook, you must respond to the assigned question at the end of the reading. Be sure to complete the assigned textbook review questions (and not the case study questions) at the end of the chapters. Your answers should be handwritten or typed (preferred) on a separate sheet of paper and will be collected and graded each week as indicated on the syllabus.

Answers need to be comprehensive and designed in a way that they demand critical thinking and demonstrate the student's ability to weave together discussions from previous chapters and discussions. We will be discussing the review questions during class time. Late textbook review assignments will NOT be accepted.

Due: Ongoing

Points: 60 (12 chapters @ 5 points per chapter)

2. Class participation and attendance: This course is based on practical experiences and relevant exercises to help you integrate the course content. We will use observation techniques, group presentations, class discussions, research, computer work and personal contemplation to support the course curriculum. The concept of Community is worked through in this class. Due to the structure of the class, it is highly recommended that students attend all class sessions and keep up with the reading assignments and course content.

All students are expected to read required assignments prior to the class meeting (for which it was assigned) and to engage in constructive critical dialog during class time as well as complete in class assignments. Students are also expected to show active listening skills, allowing all class members to be heard with equity.

It is the student's responsibility to obtain any information presented in the class in the event of an absence. Handouts may not be available from the instructor after the date of presentation. Be sure to make a copy of assignments submitted to avoid the potential loss of assignments.

Students will receive partial points (throughout the semester) on their in-class participation. There will be about 10 different participation exercises and each will be worth 5 points. These may be paper-and-pencil, but are often group discussion and/or activities. Assignment of class participation points is at the discretion of the instructor based on individual student performance as noted above.

Due: Ongoing

Points: 50

3. Family Story Project. Write your family story using the specific guidelines presented in class. Your paper will list the people in your family, how your family affects you today, your family views on particular topics, and an analysis.

Due: September 21

Points: 30

4. Home in a Bag: This assignment is designed to create an opportunity for students to reflect on what HOME means in a richly diverse culture. You will decorate a bag/box/container (using the guidelines presented in class) to represent what “home” means to you. You may use pictures, words, symbols, and items for this project. Each student will also be required to present their project to the class (within 2-4 minutes). Detailed descriptions will be provided in class. If you do the assignment you will get points. If you do not complete it, you will not get any points. There is **no make up day** for this assignment (if you are absent).

Due: October 5

Points: 50

5. Website Review Assignment: The purpose of this assignment is to get you use to using the Internet for Online Resources and to become aware of resources that are available to support Home, Schools, and/or Communities. For this assignment you will need to carefully review and select five (5) different Websites which need to be taken from 5 different chapters of your (Gestwicki) textbook and evaluate the sites by answering the questions provided in the additional handout. Please answer in full sentence form (use complete sentences) and type the information. **DO NOT COPY AND SUBMIT SECTIONS OF THE WEBSITE.** You will also be required to complete a self evaluation form. Specific information will be provided in class.

Due: October 26

Points: 50

6. Media Group Presentation: The objective of this assignment is to increase the student’s awareness and understanding of how Media can effect the development of children. We will spend 2 classes on this topic. The first class will be used to break into groups and research an area of interest and prepare for your investigative take-home assignment. The nature of the take-home assignment will be determined by each group. The second class will be set up as a workshop, presentation, or panel discussion so that each group may share part of their research and their findings with the class. The discussions need to be informative but the format of the workshop is “informal.” Each group’s presentation needs to be about ten (10) minutes in length. Participation in both in-class activities is required to secure full points. There is **no make up class** for this assignment.

Due: Oct. 26 & **Nov. 9**

Points: 50

7. Cultural Diversity Group Presentations: For this assignment, you will be part of a group which will make a presentation about CULTURAL DIVERSITY. Each group of 3-4 students will “role play” a conflict (which is based on personal experiences of students in the group). The group will create 2 scenarios for the class (conflict/resolution) as well as conduct a brief question/answer discussion following the presentation. A Group Presentation Proposal form will be completed prior to the event and one copy turned in to me. On the day of the presentation, each group will need to provide a handout to the class highlighting facts and ideas about their topic. The original handout can be related to ANY part of the presentation, but must connect the experience to research. Specific information will be provided in class.

Due: Nov. 9, 16 & **30**

Points: 50

8. Learning Journal: Your Learning Journal is a place to collect your work, thoughts, and feelings about the course content activities and about issues raised in class. It will be marked by the content outlined on the Learning Journal Check list (provided in class) as well as the effort and care that you put into your journal. It will also contain your reflections to specific questions (most will be provided in class), in-class activities, etc. Details will be provided in class. You will need to provide a binder (or Artist sketch book) with unlined paper. You can be as creative as you like. The journals will be collected twice during the semester. **No late journals will be accepted.** No exceptions.

Due: Oct. 12 & Dec. 7

Points: 105

9. Freedom Writer's Diary reading. You will use this book in your journal entries (answering the 6 required questions) as well as for your final exam/presentation.

Due: ongoing  
Dec. 14

Points: 30 journal points  
50 exam/presentation points

10. Final Exam/Presentation: This exam will be an oral presentation given to the class, approximately 3-5 minutes in length. You can prepare whatever props or papers you need to help you in your presentation. The final exam is based on the class book The Freedom Writers and how reading it helped you to better understand the need for the Home, School, and Community to work together to support the successful development of children. Please note that failure to attend or participate will result in a 50% deduction of your final grade. An additional handout will be provided which contains the helpful guidelines for the assignment/exam.

Due: Dec. 14

Points: 50 (repeated in #9)

### Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course and variations of student interest throughout the session. This flexibility helps instructors to better accommodate student's success. You will be notified of all class changes.

| Week and Date      | Class Topic        | Major Topics and Reading Assignments<br>Read Chapters Prior to Class Meeting   | Assignment Due Dates                                  |
|--------------------|--------------------|--|---|
| Week 1<br>Aug. 31  | Getting Acquainted | Introductions and Student Information sheets<br>Review of course content and syllabus<br>Meet Your Neighbor<br>Building Community & Establishing expectations<br>Introduction to Freedom Writers<br>Class activity: <i>ON THE DAY I WAS BORN</i>   | Purchase required materials                           |
| Week 2<br>Sept. 7  |                    | Labor Day Holiday - No Class   | Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i> |
| Week 3<br>Sept. 14 | Families Today     | <b>(Attendance is Critical)</b><br>Assignments and Projects Overview<br><b>Read and answer question(s): Chapter 1 &amp; 2</b><br>Home/School/Community<br>Diverse Family Structures<br>Video "That's A Family!"<br>Images, Myths, and realities<br>Class activity: Family Images & THE FAMILY BOOK | Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i> |

|                       |                            |   |  |
|-----------------------|----------------------------|---|--|
| Week 4<br>Sept.<br>21 | Developing Partnerships    | A little theory: Bronfenbrenner & Maslow<br><b>Read and answer question(s): Chapters 3 &amp; 5</b><br>Parenting styles and job descriptions<br>Partnerships and family involvement<br>Video "Moms"<br>Class activity: License for parenting                               | <b>Family Story Project</b><br><br>Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i> |
| Week 5<br>Sept.<br>28 | Knowing Myself             | Sharing from the inside out—the individual and the community<br>Flexible Thinking<br>Children's Rights<br>Separation anxiety<br>Inner Work<br><b>Read &amp; answer question(s): Chapters 6 &amp; 7</b><br>Class Activity: Self Portraits                                  | Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>                                    |
| Week 6<br>Oct. 5      | Home is where the heart is | Home in the Bag –in class presentations –   | <b>Home in a bag due</b><br>Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>        |
| Week 7<br>Oct.<br>12  | Effective Communication    | Authentic Education & Holistic teaching<br>Trees and Apples<br>Rewards & Gold Stars, Testing<br>Communication<br><b>Read &amp; answer question(s): Chapters 8 &amp; 9</b><br>Video:Dinner For Two and/or Elbow Room/Distances   | <b>Journals #1 Due</b><br>Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>          |
| Week 8<br>Oct.<br>19  | Engaging Cooperation       | NCLB<br>Multiple Intelligences<br>Conferences, Active listening, Home visits<br><b>Read and answer question(s): Chapters 10</b><br>Getting families involved<br>Parent Education<br><b>Read/answer question(s): Chapters 12 &amp; 13</b><br>Class activity: Frame Project | Write in Journal?!<br>Read <i>FREEDOM WRITERS DIARY</i>                                  |
| Week 9<br>Oct.<br>26  | Media Messages             | Importance of Play<br>Corporate Disney<br>Advertising<br><b>Media Review Workshop Preparation</b><br>Video: Mickey Mouse Monopoly   | <b>Website Review due</b><br>Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>       |
| Week 10<br>Nov.<br>2  | Tolerance                  | Culture Diversity and sensitivity<br><b>Read and answer question(s): Chapters 15</b><br>Video: Paper Clips  | Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>                                    |
| Week 11<br>Nov.<br>9  | Projects and Assignments   | <b>(Attendance is Critical)</b><br><br><b>Class Prep for Cultural Diversity Presentations AND Media Reviews/Workshops/Group Presentations</b><br><br><b>Distribute midterm grade sheets?</b>  | <b>Media Review Due</b><br>Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>         |

|                          |  |  |   |
|--------------------------|--|--|---|
| Week<br>12<br>Nov.<br>16 |  | <b>(Attendance is Critical)</b><br><br><b>Class Prep for Cultural Diversity Presentations</b><br><br>Divorce and resilience<br><b>Read and answer question(s): Chapters 16</b>     | Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>   |
| Week<br>13<br>Nov.<br>23 | Stressors                                | Hurting Children<br>Learning disabilities<br>Inclusive education<br>Bullying<br>video: Bully Dance   | Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i>   |
| Week<br>14<br>Nov.<br>30 | Cultural<br>Diversity                    | <b>Class Presentations on Cultural Diversity</b>   | <b>In class presentations</b><br>Write in Journal<br>Read <i>FREEDOM WRITERS DIARY</i><br><b>self evaluation</b> for group<br>presentations are due |
| Week<br>15<br>Dec.<br>7  | Communi-<br>cation-<br>Beyond<br>Hearing | Effective Listening<br>"I messages"<br>attitudes & behaviors<br><b>Read and answer question(s): Chapter 17</b><br>Community Resources<br>Distribution of the Exam and grade sheets | <b>Journals #2 due</b><br><b>* NO LATE JOURNALS<br/>ACCEPTED</b><br><br><b>Last day for "late work"</b>   |
| Week<br>16<br>Dec.<br>14 | Closing<br>the circle                    | <b>Oral exam</b> and Class Party   |   |