HOME SCHOOL AND COMMUNITY
Child Development 104  Fall 2013

“Out beyond ideas of right doing and wrong doing, there is a field. I'll meet you there.” Rumi

Instructor: Susan Baxter
Email : sbaxter@elcamino.edu
Phone: 310 660-63593 ex 6079
(only during office hours)

On Line Office Hours: Monday: 7:00 to 8:00 pm
Campus Office Hours: Monday: 9:00 to 11:00 am
Tuesday: 5:30 to 6:30 pm
Thursday: 5:15 to 7:15 pm

If I need to contact you or the class, I will be using your MyECC account – please check it frequently.

Required Materials:
• ART SKETCH PAD –BINDER OR ART BOOK – for journal
• Additional Handouts and reading materials will be given in class.

Course Description: This course studies the environmental influences of the home/family, school and community in the development of a child from infancy to maturity. Through these influences, we will study parenting styles, schooling, the roles of a teacher, peers, and the media, children with special needs, child abuse, neglect, social services, community ecology and cultural diversity.

The focus of this course content is to increase your knowledge and skill-level in working with children through recognition of environmental and cultural influences impacting on a child’s development. The goal of this course is to be able to work with the concept of the “whole child”. 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.

Course Objectives:

1. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.
2. Examine and explain the impact of systems and socialization on child development.
3. Assess the complex interrelationship of the home, the school, and the community and analyze how it affects a child's development.
4. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
5. 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.
6. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.
7. 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.
8. Develop advocacy strategies to affect public attitudes and policy.
9. Identify and discuss stereotypes and assumptions that affect attitudes and actions within the family, the culture, and the professional community.
10. Demonstrate ability to implement a variety of appropriate and effective communication strategies for working or developing relationships with diverse populations.
11. Explore one's own family history and examine how it affects relationships with children and families.

Student Learning Outcomes:
These are 2 Guide Learning goals the Childhood Education Department has established 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.

ADA Statement:
El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct
http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf

Student Rights and Grievances Procedure 5530
http://www.elcamino.edu/administration/board/policies.asp

Study and Preparation Time:
College credit is given based on the formula of the Carnegie unit: for every one hour spent in class, you are expected to spend two hours in preparation and study time outside of class. This adds up to 6 hours per week for a 3-unit course. Please keep this in mind when scheduling your personal, professional and academic schedules
Academic Calendar - FYI

Fall Semester 2013

Fall Semester Classes Begin Saturday August 24 2013
Weekday Classes Begin Monday August 26 2013
Last Day to Drop and be Eligible for a Refund (Short-Term) Friday August 30 2013
Labor Day Holiday (Campus Closed) Monday September 2 2013
First Day to Apply for Graduation and Certificates (Fall) Tuesday September 3 2013

Last Day to Add (Full Semester Courses) Friday September 6 2013
Last Day to Drop and Be Eligible for a Refund (Full-Term) Friday September 6 2013
Last Day to Challenge Residency Status for Current Semester Friday September 6 2013
Last Day to Drop Without Notation on Permanent Record Friday September 6 2013
Active Enrollment Census Monday September 9 2013
Last Day to Apply for Degrees and Certificates (Fall) Thursday October 10 2013
Mid-Term Classes Begin Saturday October 19 2013
Veterans Day Holiday (Campus Closed) Monday November 11 2013

Last Day to Drop with a “W” Friday November 15 2013
Thanksgiving Day Holidays/Weekend (Campus Closed) Thurs-Sun November 28-Dec 1 2013
Fall Semester Ends Friday December 13 2013

BUILDING A CLASS COMMUNITY

The following are key elements to building a community in the classroom and provide a significant experience towards developing skills imperative to working with children, working in groups, and enhancing your learning experience.

Attendance

ATTENDANCE IS A CRITICAL PART OF DEVELOPING A COMMUNITY IN THE CLASSROOM. Most of the learning in this course happens during class time. Three of the assignments are presented during class time as well as many of the journal entries are taken from in-class activities. Marks are directly related to your attendance in this regard. I hope you are able to join us for all classes!

While The College recommends that students be dropped from a course after missing 3 classes it is not automatic. I am not very focused in this regard. Therefore, if a student chooses to drop the course at any time during the semester, it is the student’s responsibility to drop the course. Admission and Records will not allow faculty to drop a student at the time of grade’s submission or after the drop date has passed. The student will receive an automatic F. The F can only be changed through application and will remain active on your transcript until the application is processed as a withdrawal or the application is denied.
Classroom Code Of Conduct

- Please work on all assignments and homework outside of class time.
- Part of the learning process during class is to cultivate good communication skills. Please refrain from talking when someone else has the floor.
- There are many different views and opinions expressed in class. It is your right and part of the learning process to disagree with them, it is not acceptable to judge or ridicule your classmate’s opinions or ideas.
- Please be respectful with the use of your cell phone. Do not answer it in class, Please leave texting to times when the class is not in lecture or discussion.
- Hand in assignments and prepare for class as scheduled.

**My Commitment to You**

- To support each student’s opportunity to meet their learning potential.
- Integrate course objectives into active learning experiences.
- Become familiar with core concepts of child development.
- Support student personal and academic goals.
- Contribute to the opportunity for a positive experience at El Camino Community College.

NOTE:
Due to variations in class schedules and variations of student interest the course content and assignments due dates may change from time to time. This flexibility helps instructors to better accommodate student’s success.
You will be notified of all class changes.
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<tr>
<th>Days</th>
<th>Class Content</th>
<th>Weekly Assignments &amp; Term Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>The Gathering</td>
<td>Purchase required Materials</td>
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<td>Class Introduction/Assignment Review</td>
<td>j. meet my neighbor</td>
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<td>Meet your Neighbor</td>
<td>j. flexible thinking</td>
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<td>Introduction to Freedom Writers</td>
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<td>Child Development Overview</td>
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<td>2</td>
<td>The Whole Picture</td>
<td>DUE: Campion Concepts: TED - LZ Granderson</td>
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<td>Home/School/Community</td>
<td>j. Student’s personal metaphor for HS&amp;C</td>
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<td>A little theory – Bronfenbrenner, Maslow</td>
<td>j. Simile for Game of Catch&amp; Community</td>
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<td>Nurturing the family</td>
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<td>Moms and Dads</td>
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<td>The heart of the matter</td>
<td>DUE: Campion Concepts: Poverty and Chaos</td>
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<td>Rewriting the story</td>
<td>j. Maslow Theory</td>
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<td>Community Support</td>
<td>j. Mom Video</td>
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<td>j. flexible thinking</td>
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<td>Parenting: Myth &amp; Reality</td>
<td>DUE: Campion Concepts: Poverty and Chaos</td>
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<td>Rewriting the story</td>
<td>j. perception Ted Talk – Danger of A Single Story</td>
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<td>Community Support</td>
<td>j. whale rider</td>
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<td>j. rewriting the myth</td>
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<td>Home is Where the Heart Is</td>
<td>DUE: Home in a Bag</td>
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<td>Sharing from the inside out – the individual and the community</td>
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<td>Home in the Bag - in Class</td>
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<td>Teaching from the inside out – a story of perception</td>
<td>j. self portrait</td>
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<td>Rhythm &amp; Routine</td>
<td>j. rhythm – Bobby McFerrin</td>
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<td>Guidelines for Play Activity Prep</td>
<td>j. class orchestra</td>
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<td>Play</td>
<td>DUE: Website Review &amp; Pamphlet</td>
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<td>The first lessons about the World</td>
<td>j. Play Activity</td>
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<td>Importance of Play &amp; Creating a space for it</td>
<td>j. Consuming Children</td>
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<td>Media Literacy</td>
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<td>Media workshop Review</td>
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<td>The Muscle of the Message - Media</td>
<td>DUE: Media Reviews</td>
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<td>In Class Media Workshop</td>
<td>j. Corporate Disney</td>
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<td>j. Media Discussion</td>
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<td>9</td>
<td>Education – the Power of Fear or</td>
<td>DUE: Campion Concepts: Changing Education Paradigms</td>
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<td>Authentic Education &amp; holistic Teaching</td>
<td>j. Hug a Tree</td>
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READ FREEDOM WRITERS DIARY

Journal - Write weekly entries for class activities and reflections
| The Capacity to Care | j. Testing  
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<td>j. Dave Eggers: <em>Once Upon A School</em></td>
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| 10 School – an out of home experience | The purpose of education and Inclusion of Special Needs  
|---|---|
| j. Creativity – Ken Robinson  
| j. Brainstorming Activity  
| j. Multiple Intelligences | 

| 11 A teacher’s Job… | Weaving community into home and school – Special needs  
|---|---|
| DUE: Campion Concepts: *The Kids’ Project*  
| j. When the Chips are Down  
| j. intentions & inner work  
| j stillness | 

| 12 Intolerance in School | The Relationship between and Education and School  
|---|---|
| DUE: Campion Concepts: *The Kids’ Project*  
| j. When the Chips are Down  
| j. intentions & inner work  
| j stillness | 

| 13 Tolerance Revisited | TED - *Walking from No to Yes*  
|---|---|
| Class Prep for Presentations - (Attendance Critical)  
| DUE: Campion Concepts: *The Kids’ Project*  
| j. When the Chips are Down  
| j. intentions & inner work  
| j stillness | 

| 14 Communication – Beyond Hearing | Non Violent Communication NVC  
|---|---|
| Building Bridges & “moving out of the Box”  
| DUE: Campion Concepts: TED – *Scilia Elworthy*  
| j. From No to Yes  
| j. Dinner for 2  
| j. NVC | 

| 15 Cultural Diversity Community Ecology | Class Presentations  
|---|---|
| Values Morals & Beliefs – A New Paradigm  
| Distribution of the Exam  
| In Class presentations  
| Exam Distributed  
| Due: Journals  
| No Late Journals Accepted.  
| Class Presentation | 

| 16 Closing the Circle | Oral exam  
|---|---|
| Class party and Pot Luck!  
| Bring your own reusable Dishes too!!!! | 

**ASSIGNMENT GUIDELINES**

My marking criterion is based on:
- clear evidence of process (process is more important than product)
- active or authentic learning (evidence of organic learning or growth not just retrieval and processing of information)
- instructions were clearly followed
- authentic and creative work
**Authentic Learning:** can be described as an opportunity for the student to build a relationship to the information. Your work is graded for its originality, your personal reflections of ideas, reflections and opinions and ownership of your own learning process. It is important to engage in learning communities and build ideas but it is important to keep ownership of your own work and process. When I grade your work I am looking to see that you are the author of your work. I will not give credit to rewriting other people’s work, copying pages from books or other students’ worksheets or submitting assignments that you or a student have prepared for another class. Please be responsible for your own experience and manage your time so that you can benefit from the opportunity to expand your connection to what you are studying.

**Assignment Submission Guide:**
1. There is not late work
2. All assignments need to be turned in during class time
3. If a student is absent, they may submit the assignment of the due date through email and bring in a copy the following week
4. There are very few exceptions and need to be arranged with the Instructor.
5. PLEASE TYPE all assignments but the Journal entries, as indicated
6. Please DO NOT use folders or covers for your work.
7. Use APA format for work including -Title Page and staple on top left side, any references and format for all typed papers accordingly. Please refer to APA guide in this packet for more details if you are not familiar with APA formatting.
8. Spelling and grammar are considered in all assignments except your personal journal.

**Assignment Apportionment:**

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<tr>
<th>ASSIGNMENT:</th>
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<tbody>
<tr>
<td>WEBSITE REVIEW (typed)</td>
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<td>HOME IN A BAG (in class)</td>
<td>10%</td>
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<tr>
<td>MEDIA REVIEWS (in class)</td>
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<tr>
<td>MY SCHOOL EXPERIENCE (typed) &amp; (in class)</td>
<td>10%</td>
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<tr>
<td>GROUP PRESENTATIONS (type handout)</td>
<td>10%</td>
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<tr>
<td>LEARNING JOURNAL (handwritten)</td>
<td>20%</td>
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<tr>
<td>ARTICLE ASSIGNMENTS (typed)</td>
<td>20%</td>
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<tr>
<td>EXAM (Oral)</td>
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**Assignment Packets**
Each assignment is formed into a packet that provides everything you will need to successfully complete the assignment and understand the grading and assessment tools I will use to mark your work.

Please be sure to preview the entire packet before you begin the assignment. Part of the assignment grade is based on clearly following assignment guidelines. The structure of each assignment is put clearly into place to provide freedom for you to be creative in the process of learning and not spend your energy wondering what it is you need to do.

In most assignment packet there is a **Rubric.** A rubric simply means the rules for procedure. For assignments, this means that you are given guidelines that help you design your work to meet the standards needed to receive an “A.”

**ESSAY FORMAT AND APA REFERENCE GUIDELINES**

Any essay in college has a format standard which includes: typed, double-spaced on standard-sized paper (8.5 X 11 inches) with margins of 1 inch on all sides. The font is usually New Roman Times, 12 point. The expectation is that each page holds about 250 words. Your final essay should include, in the order indicated below, as many of the following sections as are applicable, each of which should begin on a separate page. **AGAIN! NO cover or folder please**

**ASSIGNMENT GUIDELINES: LEARNING JOURNAL**

For this assignment you will need to Submit:
1. **Your Journal which will all be recorded on UNLINED/ BLANK PAPER: ARTIST SKETCH, or BINDER – NO LINED PAPER EVER**
2. Assigned Checklist in the front of the Journal (attached)
4. Grading Sheet left lose in the front of the Journal so I can use it to grade your journal as I go along (attached)

Objective:

This LEARNING JOURNAL is a place to collect your work, thoughts and feelings about the course content activities and about issue raised in class. There is no correct or incorrect method to design your book. It is a reflection of who you are and the ideas that you bring into class.

The book will be marked only by the content outlined on the attached list (Learning Journal Activity List).

You are welcome to add as many extra thoughts, ideas, art, or pictures as you wish.

Effort AND Care that is put into your Learning Journal will contribute to the overall mark.
The purpose of this Journal is fourfold:

1. To help develop your contemplative nature. Working with children requires us to go beyond the fundamental theories of Child Development. It is important to know yourself, your values, strengths and challenges.
2. It helps support reflective learning. Taking the time and the space to synthesize course content into your own words brings knowledge from the outside to the inside (or from being knowledge to knowing).
3. Supports the development of critical thinking skills and self-expression. Our knowledge of child development is based on constantly evolving research and theory. Critiquing information helps to build a knowledge base that speaks to you.
4. You are your own expert. Your experience is an important part of the learning community. The class and your Learning Journal are places to honor your experience and contribute to the growth and development of our roles as teachers and members of a community.

The Journal is divided into 7 parts: worth 20% or your grade

1. Checklist (attached) 1 point
2. Title Page (handwritten) 1 point
3. Table of Contents - student creates this at the front of the book after the title page (handwritten) 1 point
4. In Class Activities (handwritten) 30 points
5. Just for Thought (handwritten) 8 points
6. Freedom Writers Diary entries (handwritten) 8 points
7. Self Evaluation and Grade Sheet 1 point
Learning Journal Checklist

Please SUBMIT this list in the front of your journal. Mark the entries that you have completed in your journal. If you were absent for the activity on the checklist, please mark an “A” for absent. Otherwise, you are invited to organize your journal in a way that meets your needs, by section or by week. All the following needs to be include in the Journal.

**Introduction:**
- O Checklist
- O Title page
- O Table of Contents

**In Class Activities:**
In this section you are asked to reflect on what you personally experience during the listed class activity. **Please do not retell** what was done during class, the idea is for each student to reflect or contemplate on what you personally learned, experienced, felt, understood, did not understand, etc. Please hand write **do not type or used lined paper.**

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<thead>
<tr>
<th>Journal Entries</th>
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**Just for Thought**
Please use handwriting for your entries. You may answer these throughout the term, or as you see then related to class activities.

1. What is a personal goal that you have for this course? O
2. FAMILY IMAGES draw your family as it was: A. When you were a child. B. When you were a teen. C. As it is now. D. Your ideal family. Write and reflect on some similarities and some differences from childhood to now. O
3. Reflect back to your childhood and discuss what you remember about playing and why you feel it has such an impact on you. O
4. How has the practice or absence of practice of Faith or Worship in your childhood influenced you morals and values? O
5. What does the word Trust mean to you? How important is it to a relationship? O
6. Create a collage (see me if you need further instruction). **Your Theme: of ideas that reflect who you are as a creative individual.** College is defined as: a technique of composing a work of art by pasting on a single surface various materials not normally associated with one another, as newspaper clippings, parts of photographs, theater tickets, and fragments of an envelope but that follow a theme. O
7. How has divorce affected your life, personally or through friend or family? What is the most important thing parents can do to support their children through divorce? O
8. Discuss a time when you personally experienced OR that you witnessed an act of intolerance. How did it make you feel? How often have you thought about the situation since that time? O

**Freedom Writers Diary**

Answer the following questions using full sentences and reason and or examples for your answer. Please use handwriting for your entries.

1. Which diary entry has the greatest impact on you and why? O
2. What do you think about Erin Gruwell’s ability to influence the lives of 150 high risk teens? What does her efforts tell you about the power of ONE? O
3. What characteristics did Ms. Gruwell bring to the classroom that contributed in her success? Which of these characteristics do you identify with? O
4. Could you relate to any of the diary entries? Why or why not? O
5. Have you read any of the novels that Ms. Gruwell used in her course? If not would you like to? What do you think about using literature to inspire the students to learn and develop? O
6. How has this book help you better understand the role of a teacher in a child’s Home, School and Community? O
7. Would you recommend this book to other people -who and why? O

Self Evaluation O
Grade Sheet: O
Title Page
Table of Contents

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Just for Thought
Questions: 1 2 3 4 5 6 7 8

Freedom Writers
Questions 1 2 3 4 5 6 7

Self Evaluation

Grade Sheet

Missing _______                     ______ = ______

50  20
Grade ___________ Comments:
Journal Self Evaluation (Fill out and Submit with Journal) Name: ____________________________

Please explain why and how you found this assignment support/unsupportive of your learning.

Please elaborate which Activities had the most impact on you and why?

Please elaborate which Activates had the least impact on you and why?

Do you have any suggestions for activates that might support this class?
ASSIGNMENT GUIDELINES - ARTICLE REVIEW

1. List below is a series of 7 articles or TED talk videos to supplement the class content.
2. Each submission has a different due date set out on the table below
3. Each assignment needs to typed
4. There are no late summary sheets accepted.
5. If you are absent for the class, please submit the summary sheet through email and bring a hardcopy in the following week.

<table>
<thead>
<tr>
<th>DUE</th>
<th>Topic and URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 2</td>
<td>Communities – How do we need to examine ourselves and our attitudes to create an inclusive community? LZ Granderson: The myth of the gay agenda – A TED Talk- 17 minutes <a href="http://www.ted.com/talks/lang/en/lz_granderson_the_myth_of_the_gay_agenda.html">http://www.ted.com/talks/lang/en/lz_granderson_the_myth_of_the_gay_agenda.html</a></td>
</tr>
<tr>
<td>Wk 4</td>
<td>Article about Bronfenbrenner’s theory which examines and explains a perspective about the impact of systems and socialization on child development -3 pages <a href="http://counties.cce.cornell.edu/warren/povertyandchaos.pdf">http://counties.cce.cornell.edu/warren/povertyandchaos.pdf</a></td>
</tr>
<tr>
<td>Wk 9</td>
<td>A TED talk video about the need to change the educational paradigm – 18 min long <a href="http://www.ted.com/talks/lang/en/ken_robinson_changing_education_paradigms.html">http://www.ted.com/talks/lang/en/ken_robinson_changing_education_paradigms.html</a></td>
</tr>
<tr>
<td>Wk 10</td>
<td>An article that outlines why it is important to trust children in relationship to issues of mistreatment and abuse. – 1 page <a href="http://www.naturalchild.org/jan_hunt/kids_project.html">http://www.naturalchild.org/jan_hunt/kids_project.html</a></td>
</tr>
<tr>
<td>Wk 11</td>
<td>This is a TED talk with Brene Brown who discusses why inner work, intention and self love is so critical - 18 min long <a href="http://www.ted.com/talks/lang/en/brene_brown_on_vulnerability.html">http://www.ted.com/talks/lang/en/brene_brown_on_vulnerability.html</a></td>
</tr>
<tr>
<td>Wk 14</td>
<td>This is a TED talk with Scilla Elworthy who discusses solving violence with non violence - 15 minutes long <a href="http://www.ted.com/talks/scilla_elworthy_fighting_with_non_violence.html">http://www.ted.com/talks/scilla_elworthy_fighting_with_non_violence.html</a></td>
</tr>
</tbody>
</table>

Article Review Submission Guidelines:

- The responses are to be in full sentences
- The submission needs to be 250 words or more for full grades
- Grammar, spelling and well explained answers will contribute to the grade
- The Following information and answers needs to be included in every Submission:
List and briefly explain 5 main points that are developed in this material (please number each point - i ii iii iv v)

Do you agree with the perspectives shared in the information? Please explain why or why not?

What thoughts or feelings did you experience while reviewing the information?

How do you connect this information to supporting children is the development of a healthy home, school and/or community?

Has the information change your understanding about how you could be an advocate for change in your own, home, school or community? Please explain.

On a scale of 1 to 10 with 1 being low and 10 being high please rate how helpful you found this information in relationship to your education, personal and or professional goals. Please explain why.

ASSIGNMENT GUIDELINES: COMMUNITY RESOURCES WEBSITE EVALUATION

The purpose of this assignment is to help develop skills that can search and identify websites, organizations and networks that are helpful resources our work in our Home, Schools and or Communities. There are 2 parts to this assignment. PART A and PART B are both due at the same time.

PART A: For this assignment you need to do the following:
Select 5 different Websites which needs to represent 5 different Categories. Please choose 5 from 7 of the following categories:

1. **special needs** – agencies that support special needs
2. **children** – agencies that support advocate or promote a child’s agenda
3. **parents** – organizations agencies or informational groups that support parents
4. **teachers** - organizations agencies or informational groups that support teachers and schools
5. **professionals** - organizations agencies or informational groups that support professionals in their work for communities
6. **advocacy** - groups that advocate for anything to do with Home, School and Community
7. **government** - informational sites that provide information about services and support networks for home school and community.
Once you have selected the 5 Categories choose a website for each category. Review each of the 5 websites and collect information about the website so that you may fully evaluate the website based on the 8 questions below. Please set out your review of each of the 5 categories separately.

Evaluate the sites by answering the following questions:
- Please answer in full sentence form and type the information.
- DO NOT COPY AND SUBMIT SECTIONS OF THE WEBSITE (unless quoting)

1. Category – which category are you using this website for based on 1 of the 5 you have selected from
2. Name of the website - Provide the full name of the website.
3. The website address
4. Five or more positive aspects about the site - please list using numbers 1 thru 5 and use full sentence answers
5. Things you did not like about the site or found difficult to access
6. Explain how the information in this website could be used to support the Home, School and or Community.
7. List 2 or more interesting facts that you learned while reviewing the website
8. Rate the site using a scale of 1 (low) to 10 (high) and briefly explain why

PART B

ONLY CREATE PAMPHLETS THAT SUPPORT WEBSITES THAT END IN .ORG – DO NOT USE .COM

Review the 5 website reviews. Pick one out of the 5 websites that you reviewed from above, and create an information pamphlet to promote the organization. The objective is to create an information pamphlet which you could use to give to a parent, teacher or community member. There are many ways to make a pamphlet which we will discuss in more detail during class.

**Pamphlet Construction:**
The end result must be in pamphlet form: 3 sided back and front. This would mean information needs to be written on 6 panels as shown below (1 paper folded into 3, using both front and back of the page. Microsoft publisher has a pamphlet template if you have that program for your computer.

You should be submitting:
- 5 complete website evaluations (typed)
- 1 pamphlet designed based on ONE website
- Self Evaluation filled out by student/ Grading Rubric to be filled out by Instructor (attached)
<table>
<thead>
<tr>
<th>AREA</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (review)</strong></td>
<td>5 complete reviews&lt;br&gt;All ? addressed in detail&lt;br&gt;Reflective</td>
<td>5 reviews&lt;br&gt;All ? addressed Reflective</td>
<td>Less than 5 reviews&lt;br&gt;Most Questions addressed</td>
<td>Less the 3 review&lt;br&gt;Some Questions</td>
<td>Incomplete&lt;br&gt;Not submitted</td>
<td></td>
</tr>
<tr>
<td><strong>Structure (review)</strong></td>
<td>No/Few spelling &amp; grammar errors&lt;br&gt;Written in full sentences&lt;br&gt;Format to guidelines</td>
<td>Few spelling &amp; grammar errors&lt;br&gt;Written in full sentences&lt;br&gt;Format to guidelines</td>
<td>Some spelling &amp; grammar errors&lt;br&gt;Written in full sentences&lt;br&gt;Format to guidelines</td>
<td>Significant errors&lt;br&gt;Format is not according to guidelines</td>
<td>Incomplete&lt;br&gt;Not submitted</td>
<td></td>
</tr>
<tr>
<td><strong>Content (Pamphlet)</strong></td>
<td>Informative&lt;br&gt;Highlights key Points&lt;br&gt;Creatively put together</td>
<td>Informative&lt;br&gt;Highlights key Points&lt;br&gt;Creatively put together</td>
<td>Informative&lt;br&gt;Highlights key Points&lt;br&gt;Meets minimum guidelines</td>
<td>Highlights key Points&lt;br&gt;Does not meet minimum guidelines</td>
<td>Incomplete&lt;br&gt;Not submitted</td>
<td></td>
</tr>
<tr>
<td><strong>Structure (pamphlet)</strong></td>
<td>Spelling and Grammar&lt;br&gt;Original content (not all cut and paste)</td>
<td>Spelling and Grammar&lt;br&gt;Original content (not all cut and paste)</td>
<td>Some Spelling and Grammar errors&lt;br&gt;Most Original content</td>
<td>Many Spelling and Grammar Errors&lt;br&gt;Content minimal</td>
<td>Incomplete&lt;br&gt;Not submitted</td>
<td></td>
</tr>
<tr>
<td>Referenced</td>
<td>complete</td>
<td>complete</td>
<td>Included/needs formatting</td>
<td>Incomplete&lt;br&gt;Not included</td>
<td>Not included</td>
<td></td>
</tr>
</tbody>
</table>
SELF EVALUATION

Name: ________________________________

Class: ___________ Date: ___________

Assignment: ___________________________

Objectives/ Purpose of Assignment:

What did you learn through participating in this assignment?

What was the most valuable achievement(s) through doing this assignment?

What was your greatest strength(s) you brought to this assignment?

What was your greatest challenge you brought to this assignment?

How could this assignment be designed to better support your learning? What, if anything would you change?

Based on the Rubric how would you grade your work?
ASSIGNMENT GUIDELINES: 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.

The assignment is worth 10% of your grade. If you do the assignment you get 10, if you do not you will get 0. There is no makeup day if you are absent.

Materials:
Box, bag or container big enough to hold the items you choose to put in your container.
Material to decorate the outside of your boxes.
Meaningful items from home.

You will not submit the bag/box to me directly, as you will be presenting it in class so that all of the bag/box’s contents will remain with you.
I will present my Home In A Bag the week before as an example.

The assignment is broken down into 4 stages:
A. **OUTSIDE**: Decorate the OUTSIDE of your bag/box/container the way you think/know people perceive you. If you are not sure, ask friends and family how they would describe you. Use pictures, words, symbols, items that would represent these traits.
B. **INSIDE**: the bag/box/container is the place where you will decorate and store the items that most represent home to you.
C. Each student will present the outside and inside content of their bag/box/container to the class. Each student is allotted 2 to 4 minutes. Please beware of the time so that each student will have an opportunity to present.
D. Please fill out the form below and submit it directly after class to ensure that you are credited with the 10%.

Please fill the information below and submit at the end of class.

Name: ____________________________________________________________

Write a brief statement describing what stood out to you most about what a home means to the students in our class and what impact this assignment had on you in terms of understanding what makes a HOME?
ASSIGNMENT GUIDELINES: MEDIA ASSIGNMENT

- The objective of this assignment is to increase the student’s awareness and understanding of how Media can affect the development of children. The assignment is worth 10% of your grade. Participation in both in class activities is required to secure the 10%. There is no make-up class for this assignment.
- Media is a huge part of our American Culture and has a great impact on our Homes Schools and Communities. There are many claims and concerns about the ill effects on our culture but more specifically the healthy development of children.
- We will spend 2 classes on this topic; one class on preparation for the panel and a video and power point on media literacy, the other class on a panel presentation.

The first class on ____________ 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 on ____________ will be set up as a workshop or panel discussion so that each group may share 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 10 minutes in length. Please feel free to be creative in terms of how you choose to share your group work.

To secure your grade, please submit this sheet after filling out the information below:

Name: ______________________________________________

Group topic: ____________  Did you find your group effective?  Yes  No

Why or Why Not?

Please briefly describe what area of the topic you chose to research and how it has better helped you to understand the impact of media in children’s lives.
ASSIGNMENT GUIDELINES: MY SCHOOL EXPERIENCE – In Class Presentation and Essay

There are no late presentations or papers accepted.

There are 2 parts to this assignment.

Part 1

You will need to go back into your memory and think of an incident in school that you felt unjustly treated. Be prepared to share this experience in class. The sharing of your experience and supporting your other classmates will be worth half your grade.

Part 2

Based on your experience that you will be sharing in class, write a one page paper (typed) explaining your experience. What characteristic or qualities of the teacher do you think contributed to the teacher’s behavior? What did you learn in that situation because of the teacher’s reaction? How would you have handled the situation if you were the teacher? Does this situation have any bearing on your chosen major?

The submission of the paper will be half of your grade.
ASSIGNMENT GUIDELINES: CLASS PRESENTATIONS ON CULTURAL DIVERSITY

What does Cultural Diversity mean?

Culture: the behaviors and beliefs characteristic of a particular social, ethnic, or age group: the youth culture; the drug culture.
Diverse: of a different kind, form, character, etc.; unlike: a wide range of diverse opinions.

So Cultural Diversity is the variety of different kind forms and characteristics of groups that hold similar beliefs, behaviors, characteristics or social experiences. This could be groups that share geography, ethnicity, gender, sexual orientation, age, economics, age, hobby or interest and organization.

Group Size: 3 people
Time: long enough to tell your groups stories
Grade: students need to be present for the presentation to receive their grades.

The Presentation has 2 parts:
1. The presentation – a cultural conflict
2. A one page Handout that is researched based representing the topic of your cultural conflict

The presentation will be a story told in 2 parts.
Part 1 - The cultural conflict
Part 2 - the same story only told with a positive resolution.

The Process:

1. Once you have formed your group decided what topic you would like to share. The conflict can be personal or a story collected from a variety of experiences or an experience of someone you know.
2. Develop the script for the conflict, how you want to tell the story
3. Decide if you want to include any small props.
4. Develop the script for the resolution, if you could rewrite the story so there was resolution instead of conflict what would that look like?
5. Decide what research you would like to do to support your conflict or resolution (you can approach it from either way)

Submission:
Group Preparation Sheet (signed on first group prep meeting)
Presentation day – group evaluation – one for each group member
Group Presentation Preparation Sheet (to be handed in completed with your evaluation)

Group Members (include all names) Phone Email
1
2
3

Cultural Conflict: ____________________________________________________

Description of Conflict:

Description of Resolution:

Hand Out: Topic Focus:
Research Action:

Member Roles and Responsibilities (hand out, research, copies, props) in the presentation
1.
2.
3.

Who will introduce the Presentation? ________________________________

Details for Next Meeting (date, time, place) ________________________________
Follow-up: was the subsequent meeting(s) fully attended?

CD 104 Group Member Evaluation (all areas need to be filled out for grade)  Student’s Name:

1. Group Member’s Name:

2. What was your responsibility for the presentation?

3. How did you feel about the overall presentation?

4. So feel all of your group members worked with the same effort, why or why not?

5. If there were any areas of concern what do you think you would do to resolve them in the future?

6. What did you learn about yourself while working in this group?

7. How did this assignment support your learning?

Grade (for Instructor to Complete)
PRESENTATION OF CONFLICT/ RESOLUTION
HANDOUT

PARTICIPATION

GROUP PARTICIPATION

FORMAT for APA References

In college students are expected to cite and reference their material. Below is a guideline for APA style cite and references that are used to avoid issues of plagiarism and to develop ones skill for proper writing technique. Students will not lose marks for trying to incorporate cites and references into the first 2 assignments, even if it is not correct. Students will, however, loose marks if they do not attempt to cite and reference and are not using proper references for the last 2 assignments.

ESSAY FORMAT AND APA REFERENCE GUIDELINES

In college students are expected to cite and reference the resource materials that are used in an assignment. Attached is a guideline for APA style cite and references that are used to avoid issues of plagiarism and to develop ones skill for proper writing technique. Students will not lose marks for trying to incorporate cites and references into their work. Students will, however, loose marks if they do not attempt to cite and reference.

For more direction and information regarding APA format please visit the following link:
http://owl.english.purdue.edu/owl/resource/560/01/

Your written submissions needs to be typed, double-spaced on standard-sized paper (8.5 X 11 inches) with margins of 1 inch on all sides. The font is usually New Roman Times, 12 point. The expectation is that each page holds about 250 words. Your final essay should include, in the order indicated below, as many of the following sections as are applicable, each of which should begin on a separate page. No folders needed!

In your work please also include:

Title page: includes a running head for publication, title, and byline and affiliation
List of References: Create your list of references on its own page after the last page of your text. Center the title References one inch from the top of the page. Double space. Alphabetize the list of references by the last name of the authors. If the work has no author or editor, alphabetize the work by the first word of the title (excluding A, An, or The).

Basic APA Reference Format
➤ **Basic Format for Books**
Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher

➤ **Online references**
**Article from an Online Periodical**

**Non-periodical Web Document, Web Page, or Report**

**APA Citation Basics**

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but NOT directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference

**Please speak with me if you need anything clarified!!!**