HOME SCHOOL AND COMMUNITY
Child Development 104 – on line 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

ON LINE STUDENTS: Use Discussions and Private Messages tab on the left hand menu of the Etudes Page to email me or ask me questions related to this class.

Do not use my El Camino email unless necessary. If you need to use myecc email or I have asked that you do so my email is as follows: sbaxter@elcamino.edu

Distance Education Support and Program Requirements

The following link is the Distance Education Link for On line Students. The contact information for the Distance Education support team is also located on this page. Please look at the Distant Education Student Handbook for questions and solutions for course management problems

Quick Links

Class Schedule
Student Handbook
Etudes Login
MyECC
Portal
ECC Email
Support
Etudes App
ORIENTATION & SECURING SPACE IN CLASS

There is NO formal orientation for this class.

If a student wishes to remain in the class each student needs to complete the following 4 steps by the assigned dates:

1. Authorize that you have read the Class Syllabus so that you may have access to the remainder of the course.
2. Email the Instructor Alternative Contact Information, either personal email or phone number in case the course management system (ETUDES) or ECC system crash.
3. Complete the Course Outline Scavenger Hunt assignment

Otherwise a student will be dropped and another student will be added in his/her place.

Required Materials:

Text
The only textbook you will need for this course is below. Students can purchase the novel at any book store, on ECC campus or your local library. Reserve copies are held at the college library and the Teacher Resource Room (ARTB 313). All other reading material for the class is a combination of on line articles and video talks.


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.

Please Note: Students with disabilities who believe they may need accommodations in this course are encouraged to contact the Special Resource Center at 310-660-3295 as soon as possible to better ensure such accommodations are implemented in a timely fashion. As well, please contact me privately to discuss your specific needs.

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 – Fall 2013 Sixteen Week Session

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

SKILLS FOR SUCCESS!

In order to succeed in this course I invite you to:

1. Have regular and reliable access to a computer.

2. Be willing to read, read, and re-read the syllabus and all other posted materials.

3. Work through each Module as it corresponds to the weeks discussion and articles.

4. Read ALL ANNOUNCEMENTS (they are your Window to the weekly updates for the class)

5. Be a self-motivated learner and possess good time management skills.

6. Be willing to ask your instructor and classmate's questions if you don’t understand something.

7. COMMUNICATE with me and with your classmates. If you have questions use the Discussion and Private message tab. I am also accessible by email sbaxter@elcamino.edu if you are having trouble using the ETUDES program.

A Place to Meet on Campus:

If you feel you need to get support on campus and cannot met me on campus during my office hours, we have our very capable and helpful Super Tutor's Nancy and Noemi in the Teacher Resource Room (TRR) on the El Camino campus (ARTB 313). They know all about the assignments and are happy to guide you through if you feel you are struggling. The TRR has copies of the course text books on reserve and you can also have access to computers or even arrange to meet with fellow classmates that are local to El Camino, so you can help each other out!

I will post the TRR hours for the fall in an announcement at the start of term - please note sometimes the TRR needs to close during schedule hours, if it does, sorry for any inconvenience)
Dropping this Class

I am hoping that you all complete this class and have a wonderful, rewarding learning experience. However, if you decide to drop this class, it is your responsibility to notify the College. This must be done online through MyECC. If you stop participating, but do not formally withdraw from the class, you will receive a grade of F. Don’t let this happen. Be sure to drop the class online or in person. Here is a list of the drop dates.

Managing Your Time

Please review the due dates for the assignments/discussions/concept papers so that you can plan your time accordingly. It is important that you keep up with your reading and your assignments so you don’t fall behind. Most assignment are not accepted after the due date to help spur you on to keep up with the fast pace of an online program. If I notice you have not started an Assignment or not visited the class for 7 days I will email you to see how I can support you.

**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.

MODULES:

Modules are the online equivalent to lectures. You are expected to work through one module every 2 weeks. I will be monitoring your progress and will contact you if I see you are having trouble keeping up.
Susan Baxter  
CD 104 Weekly Class Schedule – Fall 2013

<table>
<thead>
<tr>
<th>Modules</th>
<th>Class Content</th>
<th>Assignments and Homework - see assignment apportionment &amp; due dates below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Module 1 8/26</td>
<td></td>
<td>Purchase required Materials Students who do not complete the 3 tasks below by Friday August 30th maybe be dropped from the class:</td>
</tr>
<tr>
<td>1</td>
<td>The Gathering and The Whole Picture</td>
<td>1. Read Syllabus and check box as Read</td>
</tr>
<tr>
<td></td>
<td>• Meet your Class - Class Introduction (points)</td>
<td>2. Scavenger Hunt</td>
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<td></td>
<td>• Introduction to Freedom Writers</td>
<td>3. Provide 1 alternative contact email or number</td>
</tr>
<tr>
<td></td>
<td>• Child Development Overview</td>
<td>DUE: 9/1 Class Introduction</td>
</tr>
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<td></td>
<td>• Home/School/Community</td>
<td>Journal - Write weekly entries for class activities and reflections</td>
</tr>
<tr>
<td></td>
<td>Purchase required Materials:</td>
<td>READ FREDOM WRITERS DIARY</td>
</tr>
<tr>
<td></td>
<td>Students who do not complete the 3 tasks below by Friday August 30th maybe be dropped from the class:</td>
<td></td>
</tr>
</tbody>
</table>

| Week 2 Module 1 9/2 | (9/2 no class)                                       | DUE: 9/6 Article Review 1: TED - LZ Granderson                            |
|                     | Home School and Community                            | 9/8 Discussion 1 – The Importance of Flexible Thinking                    |
|                     | • Opening the mind to open the Heart                 | 9/8 j. Student’s personal metaphor for H,S &C                             |
|                     | • Thinking in Divergent ways                         |                                                                            |

<p>| Week 3 Module 2 9/9 |                                                                                           | DUE: 9/15 Class Discussion 2 - Inclusion and Family Culture                |
|                     | The Heart of the Matter and Parenting             | 9/15 j. Camp Diva - A Father Daughter Dance                               |
|                     | • A little theory – Bronfenbrenner                  |                                                                            |
|                     | • Nurturing the family                             |                                                                            |
|                     | • Moms and Dads                                    |                                                                            |</p>
<table>
<thead>
<tr>
<th>Week 4 Module 2</th>
<th>9/16</th>
</tr>
</thead>
</table>
| Myth & Reality  | - Rewriting the Story  
                  - Community Support |
| **DUE:**        | 9/20 Article Review 2: Poverty and Chaos  
                  9/22 Class Discussion 3: Rewriting the Myth and the Role of Faith  
                  9/22 j. Movie: Whale Rider |

<table>
<thead>
<tr>
<th>Week 5 Module 3</th>
<th>9/23</th>
</tr>
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</table>
| Home is Where the Heart Is | Teaching from the inside out – a story of perception  
                              Home by Design |
| **DUE:**        | 9/25 Home By Design  
                  9/29 Class Discussion 4: Perception & Portrait of the Self  
                  9/29 j. The Danger of A Single Story |

<table>
<thead>
<tr>
<th>Week 6 Module 3</th>
<th>9/30</th>
</tr>
</thead>
</table>
| Knowing Myself - The Perception of Others | Sharing from the inside out  
                                              Rhythm & Routine & Chores |
| **DUE:**        | 10/4 Article Review 3: Pew Family Structure  
                  10/6 Class Discussion 5: Chores and Independence  
                  10/6 j. Rhythm – Bobby McFerrin |

<table>
<thead>
<tr>
<th>Week 7 Module 4</th>
<th>10/7</th>
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</thead>
</table>
| The Muscle of the Message - Media | Media Literacy  
                                    Consumerism in America |
| **DUE:**        | 10/9 Website Review & Pamphlet  
                  10/13 Class Discussion 6: Learning to “Read Media”  
                  10/13 j. Ted Talk - Our Digital Lives |
<table>
<thead>
<tr>
<th>Week 8 Module 4</th>
<th>10/14</th>
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</thead>
<tbody>
<tr>
<td>Play</td>
<td></td>
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<tr>
<td>The first lessons about the World</td>
<td></td>
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<tr>
<td>Importance of Play</td>
<td>Creating a space for Play</td>
</tr>
<tr>
<td><strong>DUE:</strong></td>
<td></td>
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<tr>
<td>10/20 Class Discussion 7 : Play Activity</td>
<td></td>
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<tr>
<td>10/20 j. <em>Decline of Play</em> Peter Gray</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Week 9 Module 5</th>
<th>10/21</th>
</tr>
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<tbody>
<tr>
<td>Education – the Power of Fear or the Capacity to Care</td>
<td></td>
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<tr>
<td>Authentic Education &amp; Holistic Teaching</td>
<td></td>
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<tr>
<td>The purpose of education</td>
<td></td>
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<tr>
<td><strong>DUE:</strong></td>
<td></td>
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<tr>
<td>10/25 Article Review 4: <em>Changing Education Paradigms</em></td>
<td></td>
</tr>
<tr>
<td>10/27 Class Discussion 8: Challenge to Care/School Experience</td>
<td></td>
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<tr>
<td>10/27 j. Creativity – Ken Robinson</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Week 10 Module 5</th>
<th>10/28</th>
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</thead>
<tbody>
<tr>
<td>School – an out of home experience</td>
<td></td>
</tr>
<tr>
<td>Authentic Education and Holistic Teaching</td>
<td></td>
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<tr>
<td>Exploration of Education and Learning</td>
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<tr>
<td><strong>DUE:</strong></td>
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<tr>
<td>11/3 Discussion 9: Thoughts about Learning &amp; Education</td>
<td></td>
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<tr>
<td>11/3 j. Testing</td>
<td></td>
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<tr>
<td>11/3 j. Hug a Tree</td>
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<tr>
<td>Week 11 Module 6</td>
<td>11/04</td>
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</tr>
<tr>
<td>A teacher’s Job… &amp; Intolerance in School</td>
<td>Weaving community into Home and School The Relationship between and Education and School</td>
</tr>
</tbody>
</table>
| **DUE:** | 11/8 Article Review 5: *The Kids’ Project*  
11/10 Class Discussion 10: The Purpose of Teach?  
11/10 j. Intentions, Inner Work, & Stillness |

<table>
<thead>
<tr>
<th>Week 12 Module 6</th>
<th>11/11 no class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inclusion of Special Needs</td>
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</table>
| **DUE:** | 11/17 Class Discussion 11: Multiple Intelligences  
11/17 j. When the Chips are Down  
11/17 j Dave Eggers |

<table>
<thead>
<tr>
<th>Week 13 Module 7</th>
<th>11/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tolerance Revisited &amp; Communication – Beyond Hearing</td>
<td>Non Violent Communication NVC Building Bridges &amp; “moving out of the Box”</td>
</tr>
</tbody>
</table>
| **DUE:** | 11/22 Article Review 6: TED – Brené Brown  
11/24 Class Discussion 12: Intolerance & Courage  
11/24 j. NVC |

<table>
<thead>
<tr>
<th>Week 14 Module 7</th>
<th>11/25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(11/28 -12/1 Thgvg Break)</td>
</tr>
</tbody>
</table>
**The Third Side**

Power: it is not a problem unless you do not know how to use it!
Role of Power in conflict

**DUE:**
12/1 Class Discussion 13: The Line of Power
12/1 j. Dinner for 2
12/1 j. Walking from no to yes

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<table>
<thead>
<tr>
<th>Week 15 Module 8</th>
<th>12/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity Community Ecology</td>
<td>Values Morals &amp; Beliefs – A New Paradigm</td>
</tr>
</tbody>
</table>
| **DUE** | 12/6 Article Review: TED – Scilia Elworthy  
12/8 Class Discussion 14: Who’s Story |

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<table>
<thead>
<tr>
<th>Week 16 Module 8</th>
<th>12/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing the Circle</td>
<td></td>
</tr>
<tr>
<td><strong>DUE:</strong></td>
<td>12/11 Freedom Writers Diary</td>
</tr>
</tbody>
</table>

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**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 through class ANNOUNCEMENTS.
I am looking forward to working through the semester with you!

**ASSIGNMENTS GUIDELINES – ALL YOU NEED TO KNOW TO GET STARTED!**

**Getting started is only a click away:**
In order to access the instructions for all assignments you must click “Begin.” The time does NOT “tick away” for assignments. You can open the assignment and revisit it as many times as necessary until you submit it or until the final due date.

**Formatting for All Assignments Listed Below**

Please read carefully as not following these instructions will negatively impact your grade.

All assignments must be double-spaced. You must use Arial or Times New Roman fonts and your margins must be 1 inch. Many WORD documents have the default setting for the margins at 1 1/2 inch. You will need to change them to 1 inch margins. Your name, the date, or headings do not count toward the page minimum. When in doubt, write more so that you will get full credit for the assignment. I realize that this seems like a rigid requirement, but since I don't see you in class each week, I have to grade you only on your work.

**College-Level Writing Assignments and Works Cited**

Well-developed writing skills are essential to your success in college. All papers and projects must display college-level writing and must be edited for spelling and grammar. If a paper has too many errors, it will negatively affect your grade. If you would like assistance with your writing, you can meet with a tutor at the Learning Resource Center in the library or to go to the ECC Writing Center.

**Works Cited APA Format Support and Guidelines**

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. 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. The following information is taken from the Website listed below. There is a great deal of helpful information please use the link if you need more support than what is given below.

Owl Purdue Online Writing Lab:  [http://owl.english.purdue.edu/owl/resource/560/06/](http://owl.english.purdue.edu/owl/resource/560/06/)

The link is to a helpful chart for APA and MLA citing.  [http://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf](http://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf)
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 peoples 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 you 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 accepted
2. All assignments need to be uploaded on or before the due date
3. There are very few exceptions and need to be arranged with the Instructor.
4. 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.

THERE IS A LOT OF OPPORTUNITY TO COMPLETE THE WORK GIVEN. I DO NOT DO EXTRA CREDIT WORK.

**ASSIGNMENT APPORTIONMENT AND DUE DATES**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>DUE DATES (see Weekly Class Schedule for individual Submission dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCAVENGER HUNT</td>
<td>25</td>
<td>Friday August 30 11:45 pm</td>
</tr>
<tr>
<td>CLASS INTRODUCTION</td>
<td>25</td>
<td>Sunday September 1 by 11:45 pm</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
<td>Deadline</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>WEEKLY JOURNAL REFLECTIONS</td>
<td>160</td>
<td>Weekly Every Sunday by 11:45 pm</td>
</tr>
<tr>
<td>WEEKLY CLASS DISCUSSION</td>
<td>175</td>
<td>Weekly Every Sunday by 11:45 pm</td>
</tr>
<tr>
<td>ARTICLE REVIEW</td>
<td>140</td>
<td>Most Fridays by 11:45 pm</td>
</tr>
<tr>
<td>HOME By DESIGN (Prezi presentation)</td>
<td>150</td>
<td>Wednesday by 11:45 pm</td>
</tr>
<tr>
<td>WEBSITE REVIEW</td>
<td>150</td>
<td>Wednesday by 11:45 pm</td>
</tr>
<tr>
<td>FREEDOM WRITER’S DIARY</td>
<td>100</td>
<td>Wednesday by 11:45 pm</td>
</tr>
<tr>
<td>MODULE COMPLETION</td>
<td>40</td>
<td>Determined by Instructor @end of term</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

**ASSIGNMENT GUIDELINES**

Any essay or submission 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.

**ASSIGNMENT GUIDELINES – CLASS INTRODUCTION** (Go to “Discussions and Private Messages”)

The purpose of Class Introduction is have the opportunity to meet each other and to ensure every student knows how to go into discussion and upload a document or picture before the class assignments get started. On Line classes require a lot of following instructions. Each assignment has separate instructions guidelines. Many times announcements provide additional information about an assignment, based on student questions and need for clarification. Keeping up on reading announcements can often make things easier and save time.

To complete the Class Introduction, once in Discussion and Private Message you will see something similar to the following:

```
Main

Class Discussions
Use this forum to participate in class discussions.

Grade Topics
14 718 Apr 12, 2013 9:18 PM
```
Click on **Class Introduction**.

You will see my post of my introduction.

Above this you will see the following tool bar;

For Class Discussions you click **New Topic** and write your post in that space and attach your photo using the attach button at the bottom of your post window.

If you have successfully completed the assignment your post should be separate from mine and other students in the class and have the symbol of a paperclip beside your post title as shown on my example above.

Note that there is an avatar (the symbol or picture that goes with my name when I set up my profile) which is not the same as an attached picture.

The second part of the Class Introduction is to respond to the post of 2 classmates.

To do this, you will click on the greeting of a fellow student. Like your window of your post, the top of the window has a tool bar
To respond to a person's post you will click on Quote on the top right and make your comments within the other student’s window.

Please note that this is a slightly different process than the Class Discussion. Please read Class Discussion guidelines so that your posts go in the correct space.

ASSIGNMENT GUIDELINES - SCAVENGER HUNT (Go to “Assignments, Tests, and Surveys” for full instructions)

This is the first assignment that needs to be completed to stay enrolled in the class. Students who do not complete this assignment will be dropped for the roster. It requires that students click on the Hunt and answer the questions that can be found in the course syllabus and schedule. Upon submission the student will receive his or her assignment results.

ASSIGNMENT GUIDELINES - WEEKLY JOURNAL (Go to “Assignments, Tests, and Surveys” for full instructions)

This WEEKLY JOURNAL is a place to collect your work, thoughts and feelings about the course content activities and about issues raised in the class modules and weekly class discussions. The journal is a reflection of who you are and the ideas that you bring and experience in the course. The journal submissions needed for each week are set out in your assignment guidelines as well as in your weekly schedule noted with a “j”.

Each week is set out separately. All entries for each week are located under the same assignment. For example, Journal Entry Week 10 will have space for both journal entries for that week. The submissions are In Line or Attachment which means your complete them in the assignment window not as attachments. This means you can create your entry right in the assignment or you can add the page as an attachment. Some students find it hard to work with the editor of the in line option and would rather create a word document. It is up to each student.
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.

This means that your inner self and creative nature has no bounds. Below are a few examples of what you are invited to CREATE for your Journal Entries! Please note that the topic I am writing about is not one of the topics you have. It is just an example.

I really enjoyed introducing myself to the class and getting to know a bit about my classmates. I am hesitant to take an online class as I like to interact with people and like the community of a classroom. The Class introduction helped to alleviate some of my fears. In my introduction I talked a lot about my family, so did the majority of other students. A lot of us seem to like animals and included their pets in the picture they posted. One student seemed to be really sad and is going through a lot right now. I felt badly for her. I hope things get better for her.
Two students like to go camping at Joshua Tree too. This is one of my favorite pictures.

I loved the picture that one of the students has of her kids. I am looking forward to this class!

Or maybe you like to create something like this?
MEET MY NEIGHBOR

ASSIGNMENT GUIDELINES - ARTICLE REVIEW (Go to “Assignments, Tests, and Surveys” for full instructions)

There are a total of 7 articles that are required reading for this course. Each article/TED talk may be downloaded or watched online. The link for each article is provided. When the student has completed the article a Concept Assessment needs to be completed by the due date. The Concept Assessment is graded by the computer upon submission. Article Reviews are always due on Friday’s by 11:45. See the class schedule to follow the submission date of each article.

Many people talked about:
Children
Their Pets
Cooking
Beach and Love

Class, Community and getting to know what is possible by the thoughts and ideas of other people is a great way to start the Term.
ASSIGNMENT GUIDELINES - DISCUSSION & MODULE PROJECTS INSTRUCTIONS (Go to “Discussions and Private Messages”)

Discussions are due every Sunday before 11:45 p.m. and should be posted after you have carefully read the corresponding module.

CREDIT IS NOT GIVEN FOR LATE POSTINGS.

Please do not post under the Discussions Form Heading. This is where all of the Discussion Questions for the term are listed.

To participate is the weekly Class Discussions each student needs to go into the link which takes you into the discussion for the week (i.e., Discussion #2). The weekly schedule will have submission dates for each week if there is any confusion about the time line for each discussion.

Each Student is required to participate in the each weekly Discussion a minimum of 2 times: 1 posting and 1 response

A Posting means the students is addressing the discussion topic with his or her opinion and thoughts about the given topic or prompt

   To contribute the reply the Post Reply button found on the top left of the discussion prompt

A Response means a second posting which is a reply to a classmate’s ideas and /or thoughts. The reply should be attached to the fellow student’s comments.

   To contribute a response there is a Quote Edit button on the right hand side of each student’s posting.

Click on Quote and write your thoughts.

Students are welcome to respond to as many classmates as you wish but will be graded on 1 posting and 1 response.

Some discussions require a visual component or a module project. Please upload the visuals as jpeg, gif or pdf files. The discussion’s are more dynamic and engaging if each student can post by Thursday of each week, then other students have a chance to respond to each other and extend the conversation.
Guidelines For Full Credit

- A Post and A Response will consist of no less than 80 to 100 words (about 5 to 8 complete sentences.) The post can be longer if the student has more to say in response to the prompt or other students’ ideas.
- Abbreviations are not acceptable. Credit is not given for postings that are too brief, that do not relate directly to the discussion, or are posted late.
- Spelling and Grammar count. Please do not use lower case “i” for the pronoun I or the letter “u” for you.
- I will review the discussion questions and grade your points each week.
- Each graded assignment has a mailbox attached to it where the Instructor can post comments. If there is a reduction in grade check the box to see if there is any feedback.
- Posts outside of the weekly discussion forum will not be graded.
- Contact me via private message if you are unclear, If you see your name at the bottom of the terms discussion questions then you have posted incorrectly.
- Please respect one another’s viewpoints. Try to understand one another – don’t work at changing someone’s mind.

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. You will need to access and set up an account with Prezi, a free multimedia form so that we can share our presentations with our class members. The Assignment Guidelines will provide more detail.

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

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 n the 8 questions provided in the assignment guidelines

PART B

Review the 5 website reviews as directed in PART A.
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 in the assignment guidelines.

ASSIGNMENT GUIDELINES – FREEDOMS WRITER’S DIARY (Go to “Discussions and Private Messages”)

Once you open discussions you will see Freedom Writer’s Diary under the Forum “Other. You will need to use the same process as the Class Introduction to complete this assignment.

This assignment has 2 parts to it: Part 1 answers to questions about the book and Part 2 the more creative part of the assignment (always 2 one for the more verbal linguistic and one for the more visual student). The instructions are included in my post which you will see when you open the assignment.

The term moves quickly and so does this course. Students who check in 5 times a week, work through each Module and read all of the announcements rarely get any surprises and stay on top of the pace of the class. We are in this together, I am her to support your success and above all when things get hard, tell a joke, breathe and move on!