ECED-2340: Family Dynamics and Community Involvement (Online | Spring 2021)

Instructor Information

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Course Information

Course Description
The role of the family and community in the physical, cognitive, social and emotional growth of the child in a diverse society is explored. Includes benefits of and strategies for developing positive, reciprocal relationships with families in an early childhood setting from birth to age nine.

RATIONALE FOR THE COURSE:
For a teacher of young children, one very important role is communicating with families. Throughout your teaching career, working with families is an inseparable part of a teacher’s life. Although many teachers might prefer to concentrate only on the children who enter the classroom each day, children live in the context of their families, and their families are the most important influence on their development. Teachers must understand these family contexts and respect their individuality. The
families with whom a teacher works may not resemble the teacher’s own, and may be quite unlike their own structure, family values, and relationships. As America grows increasingly diverse, teachers need to prepare themselves to recognize, appreciate, and work with such diversity.

Working with families will always be one of the more challenging tasks for educators. Students are encouraged to realize this not as a separate role, but one in which they need to prepare fully.

This course is divided into two sections. Section I is designed to introduce students to the experience of parenting. We will explore the subject of teacher-parent partnerships in early education and examine various models and motivations for parent involvement. Through the text, we will identify benefits for children, parents, and teachers when parents and teachers work together in partnership, consider potential barriers to parent-teacher partnerships, and describe the attitudes and condition that create the foundations for successful partnerships.

Section II moves the student into a discussion of the various techniques that teachers can use to involve parents in the educational process. We will begin the process of exchanging information and supporting one another during the discovery process. Students are challenged to depart from traditional approaches and methods of working with parents, and come up with their own innovative plan to work with parents. Specific and realistic examples and dialogue from the Professor and classmates makes ideas and suggestions become practical and useful.

The organizing questions for the course are:

- Who are parents?
- What is parent involvement?
- How do I organize successful parent involvement activities?
- How do I assess/measure parental involvement success?

**Student Learning Objectives**

- The student will discuss major theories in child development. (NAEYC Standards 1a. 1b)
• The student will discuss the role family, school, community, and the media plays in the development of the child. (NAEYC Standards 2a, 2b, 2c)

• The student will discuss family diversity and multiculturalism. (NAEYC Standards 1a, 1b)

• The student will discuss the curriculum of the family, school, and community and understand his/her role responsibility in bridging the gap. (NAEYC Standards 5a, 5b, 5c)

• The student will discuss traditional and innovative strategies for working with the community and families. (NAEYC Standards 4a, 4b)

• The student will discuss models for parent-school-community relationships. (NAEYC Standard 2b)

• The student will discuss effective social settings for learning. (NAEYC Standard 1c)

• The students will develop personal teaching, communication, and professional standards and philosophies. (NAEYC Standards 6a, 6b)

• The student will submit written reflections and reviews of class discussions and selected readings. (NAEYC Standard 6d)

• The student will critique research and observations of children and parents in different settings. (NAEYC Standards 3a, 3b, 3c, 3d)

**Instructional / Learning Methods**

This course will introduce students to the National Association for the Education of Young Children (NAEYC) 6 Standards and 22 Key Elements of the Standards

**STANDARD 1:**

**PROMOTING CHILD DEVELOPMENT AND LEARNING**

1a: Knowing and understanding young children’s characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**STANDARD 2:**
BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children’s development and learning

STANDARD 3:

OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with other professionals

STANDARD 4:

USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning practices
4d: Reflecting on their own practice to promote positive outcomes for each child.

STANDARD 5:

USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

STANDARD 6:

BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession
Textbooks, Supplementary Materials, Hardware, and Software Requirements

Required Text

Home, School, and Community Relations:


(ISBN: 9780840029256)

Hardware Requirements

If this course requires the use of a computer, these are general recommendations for accessing any of the services that Southwest offers on the Web (e.g. My.Southwest, etc.).

- Intel i7 or equivalent; 4.9GHz or higher
- 15" monitor; Capable of at least 1024 X 768 resolution, 1,000:1 contrast ratio
- DVD-Rom may be required for installation of software
- Built-in or external webcam and microphone required for courses that have exams proctored. Also, some courses may involve students making use of the video conferencing software. For these courses, a headset with a microphone is required.
- at least 2 GB of RAM or higher (recommended)
- (optional) scanner and/or printer

Software Requirements

The software listed below is recommended for any student accessing Southwest services through the Internet. Your course may have specific software requirements.

- Windows 10
- Mac OS 10.15 (Catalina)
- Firefox (latest)
- Microsoft Edge (latest)
- Chrome (latest)
- Internet Explorer: DO NOT USE WITH PAWS
- Current Anti-Virus protection
• Reliable Internet connection (broadband recommended)
• Acrobat Reader [Download from Adobe: https://get.adobe.com/reader/ ]

Many instructors may require assignments to be submitted using Microsoft Excel or Microsoft Word. To learn how to obtain discounted software from Microsoft, visit http://southwest.tn.onthehub.com.

Assessment and Grading

Method of Evaluation

ASSIGNMENTS/ METHODS OF EVALUATION:

Tests  (Exams & Quizzes)  50 %

Discussions  30 %

Journals/ Case Studies  20 %

Grading Scale

GRADING SYSTEM:

A  90-100

B  80-89

C  70-79

D  60-69

F  Below 60

Participation / Attendance Policy

Assignments Due on Time

All assignments must be submitted by the date specified and must be uploaded into the Online Assignment Folder (dropbox). There is NO Make Up for any assignment not submitted by the due date.
Tests are to be taken as scheduled.

**Class Photo:**

You are to post your photo on your PAWS dashboard. You will receive a grade for posting your photo. A head shot close-up selfie will be fine (your student I.D. or driver’s license photo is an example).

**Additional Policies**

**Typing & Proof-reading:**

*Students are required to turn in all work typed and double-spaced,* unless the assignment sheet states otherwise. Poor usage of grammar will affect the student’s grade. It is suggested that all projects be completed with the aid of grammar textbook or grammar-related software. Be sure to spell-check all work before submitting it for grading.

Students are expected to submit all assignments in standard written English. Penmanship must be legible. Students are expected to demonstrate model performance in these and other aspects of language use. Points will be deducted from assignments, quizzes or exams, for illegible writing or for errors in mechanics.

**APA Style Manual:**

All papers are expected to be submitted using APA style. (Google APA Style Manual online for samples).

**Heading of Papers and Tests:**

A standard heading for all tests and papers will be used. The heading will be placed in the upper left of the paper. The paper heading must include the following and be single spaced:
1. Your Name

2. Course Number

3. The Assignment topic

4. Date

**Paper Heading Example:**

Jane Doe

EDUC1010 Introduction to Education

12 Characteristics of an Effective Teacher – Characteristic #1

September 15, 2019

**Other Items of Mechanics:**

Standard 8 ½ x 11 inch paper will be used for all assignments and tests. Paper will be standard clean-edged. *All assignments MUST be typed* and submitted in the Assignment Folder (dropbox)—not emailed.

**Academic Honesty:** (Please see current College Catalog, and Student Handbook). All students (including those with disabilities) must do their own assignments. All assignments must be submitted as the original document and on the due date. You are encouraged to keep copies of your assignments for your records. All submitted assignments will be kept by the professor as documentation for grade verification or as work samples for future classes.
Students are not to take photos of any quiz or exam, or text questions. This is also a violation of the Academic Honesty policy.

**Plagiarism:**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. The instructor has the authority to assign an “F” or a zero for the assignment or to assign an “F” in the course. In addition, other possible disciplinary sanctions may be imposed by Southwest Tennessee Community College—including expulsion from the college.

**Academic Property:**

All submitted assignments, test, quizzes, etc. will become the property of the instructor, department, or college and may be used for the purpose of: grade verification, research, work samples, accreditations, publishing, or any other purpose deemed appropriate by the instructor, department, or college.

**Withdrawing From Class:**

Prior to withdrawing from a course, students should speak with the instructor of the course and consult the College’s policy on “Withdrawal from Class.” Withdrawing from a course may affect a student’s financial aid. Please see the Semester Schedule located on the college’s website for the last day to withdraw from a class.

**Reading Assignments:**

Students are expected to treat reading assignments as a major component of the course. The reading of chapters or outside material is expected to be done before the class session. *Students are responsible for the information found in the chapter, even if the instructor does not cover the material in the online chapter lecture notes or chapter summary.* Students should not simply rely on the PowerPoint or other handouts provided by the instructor. Students should also read all assigned chapters in order to be
successful in this course and to get the most out of the class.

Office Hours:

Communication with the instructor is encouraged via email within the course email systems. Appointments can be made for virtual, face-to-face meeting with the instructor via email.

Chapter Reading:

Students are expected to purchase course textbook and to read the assigned chapters. The PowerPoint handout is a courtesy to the students (whenever the instructor provides the handout). You should not expect to receive a PowerPoint handout of every chapter. Students are responsible for content introduced in class as well as the content in the textbook.

SPECIAL NOTICE:

The instructor is the sole authority figure in this class and has the final say on all matters related to this course.

Americans with Disabilities Act (ADA) STATEMENT:

Southwest Tennessee Community College is committed to providing reasonable accommodation for all qualified students with disabilities. It is the responsibility of the student to contact the Disability Office to arrange for appropriate accommodation. When the disability has been documented and verified, a counselor will notify the instructor in writing regarding any special accommodation to be provided.
Guidelines for Communications

Email Guidelines
Each student has been provided a Southwest email account. Please do not email your classmates unless the topic relates specifically to this course. Emails that contain advertisements, solicitations, personal interests, etc. are strictly forbidden. Below are a few guidelines that you should keep in mind when sending email:

- Always include a subject line.
- Typing in all CAPS is considered SHOUTING in Cyberspace. So please use upper and lower case characters when sending emails.
- Remember, without facial expressions some comments may be taken the wrong way. Be careful in wording your emails and use good Netiquette.
- Use standard fonts.
- Do not send large attachments without permission.
- Respect the privacy of other class members.

Online instructors will respond to all emails within 48 hours.

Discussion Guidelines
Below are a few guidelines that should be adhered to when using the Discussion forum. Messages that contain advertisements, solicitations, personal interests, etc. are strictly forbidden.

- Review the discussion threads thoroughly before entering the discussion.
- Please try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the class. Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Technical Support
Technical Support

My.Southwest: Submit a Student Technical Support Request. Please provide a full detailed explanation of the problem.

PAWS: For course related questions, contact your instructor. For technical issues with the PAWS website, contact the College Helpdesk at (901) 333-4357 or Digital Learning at (901) 333-4612.

Student Services

Embedded Librarian Service

This service may be found inside PAWS courses.

Two Southwest Librarians are assigned to work with you and your instructor throughout the course for the entire semester. The Librarians will suggest library resources and answer questions sent to "Ask A Librarian."

To contact a Librarian by email, go to the Classlist and select "Ask A, Librarian."

Student Services Links

- Academic Support Centers / Tutoring
- Advising
- Campuses, Centers, and Site
- Student Disability Services Southwest Tennessee Community College is committed to serving all students, including students with disabilities, and adheres to the guidelines set forth in Title II of the Americans with Disabilities Act (ADA).
- Additional Links: Student Information & Services

Academic Support

The Academic Support Center (ASC) provides free services and resources to help Southwest students successfully reach their academic and career goals. These services include tutoring by peer and master tutors, computer labs, success workshops, academic coaching, early alerts from your instructors and areas for individual or group study at numerous locations. The ASC also provides Supplemental Instruction in some of our general education classes and the Center is also responsible for Academic Progress Reporting so that you will be aware of your academic standing during the 5th-6th week of the semester. Online tutoring services are offered through Smarthinking 24 hours a day, 7 days a week.
Simply login to your PAWS to access this online tutoring resource.

**Additional Information**

**Drop/Withdrawal Dates**
See the current official college [academic catalog](#) for the withdrawal policies. Important semester drop and withdrawal dates can be found on the [Cashier's Office Important Dates](#) page.

**Academic Misconduct**
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly, through participation or assistance, is immediately responsible to the instructor of the class. The instructor has the authority to assign an "F" grade or a zero for the exercise or examination, or to assign an "F" for the course. College sanctions for academic misconduct may include suspension or dismissal from the College. Please see the section in the current Catalog on Academic Misconduct.

**Classroom Behavior:** Any student engaged in disruptive conduct or conduct violating the general rules or regulations of the College may be ordered to temporarily leave the classroom. Extended or permanent exclusion from the classroom can be achieved only through appropriate procedures of the College.

**Open Labs**

**Macon Cove Campus**
- Bert Bornblum Library: Available during [library hours](#)
- Farris Building, Room 2131: Monday-Thursday 8 a.m.-5:30 p.m., Friday 8 a.m.-4:30 p.m.

**Union Avenue Campus**
- Jess Parrish Library - Available during [library hours](#)
- M Building, Room 105, 8 a.m.-6:30 p.m.

**Gill Center**
- Computer Lab, Room 101 (Please note this room is available when classes are not scheduled. Schedule fluctuates each semester.)
- Library - Available during [library hours](#)
Syllabus Updates

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. Students will be notified if any changes are made. Though changes are possible, it is expected that the course will be conducted as described in this syllabus.