

**Course Outline**

**COURSE:** CD 5                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2014                      **CURRICULUM APPROVAL DATE:** 04/28/2014

**SHORT TITLE:** CHILD/FAMILY/COMMUN

**LONG TITLE:** Child/Family and Community

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizing historical and socio-cultural factors. Discussing patterns of development, childrearing, and the value of education in contemporary American society. Highlights the processes of socialization and identity development, showing the importance of respectful, reciprocal relationships that support and empower families and respond to all children's developmental needs. (C-ID: CDEV 110) ADVISORY: Eligible for English 250 and English 260.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Analyze theories of socialization that address the interrelationship of child, family, and community.

Measure: Written Assignments and exam

PLO: 1

ILO: 2,3,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

2. Critically assess how educational, political, psychological, and socioeconomic factors, directly impact the lives of children and families.

Measure: Written and oral assignments: role play

PLO: 1

ILO: 2,3,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

3. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

Measure: Written assignment, exam

PLO: 1

ILO: 1,7,3,2

GE-LO:

Year assessed or anticipated year of assessment: 2014

4. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.

Measure: Written and oral assignment

PLO: 1,2

ILO: 7,3,1

GE-LO:

Year assessed or anticipated year of assessment: 2014

5. Evaluate the multiple impacts on young children's social identity as they develop within a system and are influenced by numerous agents of socialization.

Measure: Written assignments, exam

PLO: 1

ILO: 7,1,2,3

GE-LO:

Year assessed or anticipated year of assessment: 2014

6. Identify and critically assess community support services, agencies, and other resources that are available to children and families.

Measure: Resource Folder Project

PLO: 2

ILO: 2,3,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

7. 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.

Measure: Written Assignment

PLO:

ILO: 6,3,1

GE-LO:

Year assessed or anticipated year of assessment: 2014

**PROGRAM LEARNING OUTCOMES:**

The student will be able to:

1. articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.
2. plan developmentally appropriate curriculum activities in four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical) and Language Development

**CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 04/28/2014

6 Hours

Student Performance Objectives: Analyze theories of socialization that address the interrelationship of child, family, and community. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. Evaluate the multiple impacts on young children's social identity as they develop within a system and are influenced by numerous agents of socialization. Demonstrate knowledge about the child as developing within a system of and influenced by numerous factors of socialization.

Learning Activities: Lecture and discussion on Influences on Children's Lives.

Assignment: Essay on influences on my childhood

Lecture and discussion on Historical and Philosophical Perspectives Assignments:

Assignment: Small group activity to discuss and compare own, parents' and grandparents' perspectives on disabilities, child rearing, and education.

6 Hours

Student Performance Objective: 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. Examine the role of family in the process of socialization.

Learning Activities: Lecture and discussion on Viewing Family Diversity

Assignment: In-class share of family photographs and description of diversity within families and the classroom group. Discuss family members with disabilities and the impact on the family.

6 Hours

Student Performance Objectives: Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and educational practices.

Learning Activities: Lecture and discussion on Roles and Experiences of Parents

Assignment: Parent Interview and Summary. Compare and contrast parent experience to points made in textbook related to how parents pass on culture, traditions, values, and special needs. Small group share of interviews.

6 Hours

Student Performance Objective: Examine the role of childcare and schooling in the process of socialization.

Learning Activities: Lecture and discussion on Meeting Childcare Needs including teacher's influences on children and families

Lecture and discussion on Including Children with Disabilities

Video on ECE inclusive environments. Discussion on person-first language and the Garden of Capabilities using Inclusion Collaborative resources and materials.

Assignment: Written reflection on video to describe the role of childcare on the school and on socializing children.

6 Hours

Student Performance Objectives: Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning. Explain and

interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health, and poverty.

Learning Activities: Lecture and discussion on Educating and Protecting Children Chapter 8: Lecture and discussion on Curriculum of the Home Mandated reporting and the health, safety and nutritional needs of young children.

Assignment: Individual presentations on one aspect of nurturance, health, safety, or nutrition for young children

6 Hours

Student Performance Objectives: Identify and critically assess community support services, agencies, and other resources that are available to children and families. Investigate and explain the effects of family systems, biases, age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families.

Learning Activities: Lecture and discussion on Curriculum of the Family

Lecture and discussion on Curriculum of the Community and support services for families

Include discussion on how the Americans with Disabilities Act (ADA) and Individuals with Disabilities and Education Act (IDEA) have changed how communities and schools must respond to children and people with special needs. Discuss the resources available to families, such as San Andreas Regional Center, that offer services and support parents' advocating for the needs of their children.

Assignment: Small group work to design and present a community center to meet the needs of families with children of differing ages, abilities, and disabilities. Identify attitudes, laws, and public policies that support or deny access to people with disabilities. Develop a collection of resources for a community center.

6 Hours

Student Performance Objective: Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families. Discuss various professions working with children other than education, such as medicine, social work, and infant mental health.

Learning Activities: Lecture and discussion on Strategies for Working Together

Lecture and discussion on Models for Parent-School-Family Partnerships Assignment:

Mock parent-teacher conferences to practice addressing one learning issue and working together on a strategy to support the child.

Whole class discussion on various ethical dilemmas in childcare today.

Assignment: Reflection paper on one ethical dilemma discussed in class.

6 Hours

Student Performance Objective: Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with families experiencing stress and special needs populations.

Learning Activities: Whole class discussion in Town Hall Meeting style to address various mock community member complaints and ADA violations in various public buildings in the community. The group must resolve at least two violations.

Assignment: Position paper to present own solution one ADA violation discussed in class, and supported by course concepts.

3 Hours

Student Performance Objective: 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.

Learning Activities: Interview a family member for history and family relationships. Group discussion on how personal history and relationships impact the child, the family, and the community.

Assignment: Individual report on how own upbringing and culture impacts personal values, real or projected child rearing practices, and family dynamics.

3 Hours

Review and Final Exam

### **METHODS OF INSTRUCTION:**

Lecture, Class Discussions, Guest Speakers, Panel Reports, Field Work, Films.

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 65 % to 85 %

Written Homework

Essay Exams

Term or Other Papers

Category 2 -The problem-solving assignments required:

Percent range of total grade: 10 % to 15 %

Other: small group assignments

Category 3 -The types of skill demonstrations required:

Percent range of total grade: 10 % to 15 %

Class Performance/s

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 25 %

Multiple Choice

True/False

Matching Items

Completion

Other: short answer

**REPRESENTATIVE TEXTBOOKS:**

Required:

Gonzalez-Mena. The Young Child in the Family and the Community. Prentice Hall, 2013. Or other appropriate college level text.

Reading level of text, Grade: 12            Verified by: P.Henrickson

Other textbooks or materials to be purchased by the student: None

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200530

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department: CD  
CSU Crosswalk Course Number: 5  
Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: C  
Maximum Hours:  
Minimum Hours:  
Course Control Number: CCC000244063  
Sports/Physical Education Course: N  
Taxonomy of Program: 130500