# Santa Ana College

# Division of Human Services and Technology

# Department of Child Development & Education Studies CDEV110, Child, Family and Community, Section 87148

# Fall, 2020

## Course and Contact Information

Table 1 Contact information

| Contact | Information |
| --- | --- |
| Instructor: | Yvette Nunez |
| Telephone: | 714-724-6701 |
| Email: | Nunez\_yvette@sac.edu |
| Office Hours: | Tuesdays, 5:00 pm – 6:00 pm |
| Class Days/Time: | Tuesdays, 6:30 pm – 9:45 pm |
| Classroom: | Remote Instruction via Zoom |
| Canvas Site: | [RSCCD/Instructure Site](https://rsccd.instructure.com/) |

## Required Texts/Readings/Materials

### Textbook

*Child, Family, School, and Community, Berns, R.10th Edition (also okay 8, or 9th Edition)*

### Other technology requirements / equipment / material

E-mail, Smart Phone, Canvas, Laptop/Desktop/Tablet

## Course Description

This class examines the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. Socialization processes and identity development that support and empower families by showing the importance of respectful, reciprocal relationships.

## Course Objectives / Learning Outcomes

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

Upon successful completion of this course, students will be able to:

1. Analyze theories of socialization that address the interrelationship of child, family and community.
2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families
3. Critically assess community support services and agencies that are available to community and families.
4. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.
5. Analyze one’s own personal and professional values and goals, as related to family history, life experiences, and school success in working with children and families.
6. Synthesize interpersonal skills in relation to professional growth and effectiveness.
7. Think critically about ethical responsibilities of professionals working with children, families in the community.

## Course Core Required Assignments

1. Article Review (30 points): For this assignment, you will read, and review 2 articles related to the course work. This assignment will provide an opportunity for you to read, learn and analyze relevant and trending topics related to children, families and community issues. A set of critical thinking questions will be provided and used to interpret and connect the readings to the course. Since a picture is worth a thousand words, you will answer the 5 critical thinking questions using picture cues format. Directions and rubric for this assignment will be reviewed with you and uploaded to canvas. Submission of this assignment will be on-line via canvas.
2. Parent Interview (40 points): For this assignment, you will interview two different parents. This is a wonderful opportunity to get to know how parents think differently about raising their children. These interviews will be conducted separately, and you will type both interviews when complete. A set of questions will be attached to the assignment and uploaded onto Canvas. Following the interview, you will summarize your findings. What parenting style did you recognize? What were the methods of socialization? These and other questions will be answered in your typed summary and evaluation for each interview. Directions and rubric for this assignment will be reviewed with you and uploaded to canvas. Submission of this assignment will be on-line via canvas.
3. Community Resource Project (80 points): This community resource project is a fantastic way to understand what partners we have to early care and education. If a family is in need for specific resources, who do they call? This project will answer this question and many others. You will work in group on this project and each group member will be responsible to complete their own interview with a community resource. Once you interview a community partner and summarize this experience you and group will put together a presentation that will be presented to the entire at the end of the semester. An assignment form will be given to you closer to when the assignment is due. Directions and rubric for this assignment will be reviewed with you and uploaded to canvas. Submission of this assignment will be on-line via canvas.
4. Media Assignment (40 points): The media assignment gives you the opportunity to have a direct understanding of how media influences young children. Here, you will watch two different versions of television or streaming program and use a set of questions to evaluate them. Directions and rubric for this assignment will be reviewed with you and uploaded to canvas. Submission of the assignment will be on-line via canvas.
5. Professional Enrichment/ Scavenger Hunt (25 points): The scavenger hunt will provide you an opportunity for you to have fun with technology while exploring the resources provided here on the Santa Ana College campus. So many of you could be benefiting from some of these resources, but frequently students do not even know they exist! You will receive pictures and clues about resources on campus. A resource summary sheet will be completed for all five resources. Directions and rubric for this assignment will be reviewed with you and uploaded to canvas. Submission of this assignment will be on-line via canvas.

### Make-Up and Late Work Policy

There will be no make-ups for in class assignments. Any assignment that is turned in late will automatically be docked 5points and an additional 5pts for each class day not turned in to me. Additionally, after three weeks, I will not accept the assignment. Exceptions to this will be made only in cases of extreme emergency; these exceptions will be made at my discretion. If you know that you will be unable to meet an upcoming due date, please contact me prior to the expected absence. No assignments will be accepted after the 15th week of class.

## Academic Dishonest Policy

Students at Santa Ana College are expected t0 be honest and forthright in their academic endeavors. To falsify the results of one’s research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization or uses unauthorized materials or fabricated information in any academic exercise. As institutions, we also consider academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

Procedures - In cases where a violation of academic honesty is discovered, the faculty member is encouraged to file an “Academic Misconduct Incident Report” form and distribute the form to the appropriate offices listed. Once the student has committed an act of academic dishonestly, said student may not withdraw from the course to receive the grade of “W”. There are two categories of sanctions: Limited and College-wide. Limited sanctions include an academic action such as assigning a lower grade or a grade of “F” for the assignment, project, or test

## Grading Information

Rubrics for assignments are available in Canvas. Grading turnaround time is within two weeks of due date or date submitted. Feedback and comments on graded assignments will be documented in Canvas and can be accessed in the course’s Grades sections located on the left-hand side navigation bar.

### Grading of Assignments and Class Points

The grade for this course will be determined according to the following formula:

Table 2Class Points

| **Assignments/Activities** | **% of Final Grade** |
| --- | --- |
| Exam #1 (50pts) | 20% |
| Exam #2 (40pts) | 8% |
| Exam #3 (30 pts) | 8% |
| Parent Interview (40pts) | 8% |
| Media Assignment (40pts) | 8% |
| Article Review (30pts) | 5% |
| Community Resource Project (80pt) | 15% |
| Class Engagement (80pts) | 15% |
| Professional Enrichment (25pts) | 5% |
| Final Exam (25pts) | 5% |

\*Course grades will be entered and available for students to view on Canvas

### Grade Distribution/ Determination of Grades

* A statement of how grades will be determined for the course, including +/- grades if they are used.
* Extra credit options, maybe available.
* List of the percentage weight assigned to various class assignments.
* Penalty (if any) for late or missed work, review the make-up or late work policy

Table 3 Grading Scale

| Possible Points | Grade | Percentage |
| --- | --- | --- |
| 450-405 | A | 90-100% |
| 404-360 | B | 80-89.95% |
| 359-315 | C | 70-79.95% |
| 314-270 | D | 60-69.95% |
| 269 and below | F | Below 59.95% |

\*Course grades will be based on the number of points that you have earned out of 450 possible points in the class

## Classroom Protocols

You are expected to attend our virtual class and be actively engaged via discussions and virtual activities. Students will have the opportunity connect/interact during virtual class Be professional, respectful and courteous. All work must be submitted via Canvas. Failure to submit any core course required assignment will result in inability to pass the course.

## Santa Ana College Mission

The mission of Santa Ana College is:

*“Santa Ana College inspires, transforms, and empowers a diverse community of learners.”*

## Child Development Department Mission Statement

The Child Development and Education Studies is devoted to being a leader and partner in meeting diverse intellectual, sociocultural, and linguistic needs of educators and pre-professionals who aim to advocate and empower both children and families in the 21st Century.

### Disable Student Programs and Services (DSPS) – Students with Disabilities

If you need academic accommodations, you must register with DSPS. 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 Disabled Student Programs and Services (DSPS). To arrange for academic accommodations, contact the Disabled Student Office in the Village, VL-204, or phone (714) 564-6295, Video Phone (657) 235-2999 for a referral to the appropriate DSPS Department

# CDEV110 / Child Family and Community, Fall 2020, Section 87148

## Course Schedule

Table 4Course Weekly Schedule

| Date | Focus Topics | Due Dates for Assignments, Exams and Quizzes |
| --- | --- | --- |
| Week 1: Aug 25 | * Welcome, course overview * Zoom Networking | Making the Flower Bloom Quiz- 5pts (complete via Canvas) |
| Week 2: Sept. 1 | * Ch.1 Ecology of the Child, * Nature vs. Nurture Discussion Board for student interaction * Instructions for: Article Review #1 and Professional Enrichment, Scavenger Hunt |  |
| Week 3:  Sept. 8 | * Ch. 2 Ecology of Socialization * The Ecological Model Video * Instructions for: Personal Ecological Model (Then and Now) | Article Review #1- 15pts (Submit via Canvas) |
| Week 4: Sept. 15 | * Ch. 3 Ecology of the Family * Discussion of Stress Indicators Family Cartoon * Protective Factors |  |
| Week 5: Sept. 22 | * Ch.4 Ecology of Parenting * Learning Community Activity * Instructions for: Article Review #2 and Parent Interview |  |
| Week 6 Sept. 29 | * Ch. 10 Ecology of the Community * Instructions for: Community Resource Project * Review for Exam # 1 | Article Review #2- 15pts (submit via Canvas) |
| Week 7 Oct. 6 | * Exam #1 (Chapter 1-4) * Listen to Podcast on Cost of Child Care | Exam #1-50pts (complete via Canvas) |
| Week 8  Oct. 13 | * Ch. 5 Ecology of Child Care * Learning Community Activities -Questions for Child Care * Parent Panel | Parent Interview- 40pts (submit via Canvas) |
| Week 9  Oct. 20 | * Ch. 6 Ecology of the Schools * Discussion: Parenting Grade (NPR podcast) * Learning Community Activity: Identify Concerns for Community Project |  |
| Week 10  Oct. 27 | * Ch. 6 Ecology of the Schools (cont.) * NPR Podcast on School * Review for Exam #2 |  |
| Week 11  Nov. 3 | * Ted Talk on Talk on Children and Media * Instruction for: Media assignment * Exam 2 (Chapters, 10, 5 & 6) | Exam #2- 40pts (complete via Canvas) |
| Week 12 Nov. 10 | * Ch. 9 Ecology of Mass Media * Learning Community Activity: Community Resource Project Check-In |  |
| Week 13 Nov. 17 | * Ch. 8 Ecology of Peer Groups * Review for Exam #3 * Guest Speaker: Peer Panel | Media Assignment- 40pts (submit via Canvas) |
| Week 14 Nov. 24 | * Guest Speaker on Gen Z * Additional wrap up time * Exam # 3 | Exam #3- 30pts (complete via Canvas) |
| Week 15  Dec. 1 | * Learning Community Activity: Community Resource Project Workday * Instructions for: Final Exam | Professional Enrichment, Scavenger Hunt- 25pts (submit via Canvas)  *\*\*Last day to turn in late or make-up work\*\** |
| Week 16  Dec. 8 | * Presentations of Community Resource Projects | Community Resource Project-80pts (submit via Canvas)  Final Exam (complete via Canvas) |