



Course Syllabus
Family, School, and the Community
TECA 1303

Semester with Course Reference Number (CRN) Summer, 2013
CRN 46260

Instructor contact information (phone number and email address) Katherine A. Abba
713 718 7810
Katherine.abba@hccs.edu

Office Location and Hours Stafford Campus, SW
Scarcella E120A
By appointment only

Course Location/Times DE

Course Semester Credit Hours (SCH) (lecture, lab) If applicable Credit Hours 3.00
Lecture Hours 3.00
Laboratory Hours

Total Course Contact Hours 48

Continuing Education Units (CEU): if applicable

Course Length (number of weeks) 8 weeks

Type of Instruction DE
Field Experience Required

Course Description: A study of the relationship between the child, the family, the community and early childhood educators, including a study of parent education, family and community life-styles, child abuse and current family issues.

Course Prerequisite(s) College level reading and writing, MATH 0308 or higher

**Academic
Discipline/CTE
Program Learning
Outcomes**

NAEYC Standard 2. Building Family and Community Relationships

**Course Student
Learning
Outcomes (SLO): 4
to 7**

1. Examine literature on parenting styles and effective parenting techniques.
2. Discuss issues relating to families and communities and literature relating to diverse cultures and lifestyles.
3. Summarize ways to communicate and interact with parents.
4. Recognize signs of abuse and neglect.
5. Describe ways to work effectively with abused and neglected children.

**Learning
Objectives
(Numbering system
should be linked to
SLO - e.g., 1.1, 1.2,
1.3, etc.)**

- Examine literature on parenting styles and effective parenting techniques.**
- 1.1 Define different parenting styles.
 - 1.2 Describe changes in parenting and family life during the 20th century.
- Discuss issues relating to families and communities and literature relating to diverse cultures and lifestyles.**
- 2.1 Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.
 - 2.2 Analyze current issues as they relate to families and parenting.
- Summarize ways to communicate and interact with parents.**
- 3.1 Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood/school age programs.
 - 3.2 Explain the importance of respecting parents' choices and goals for their children.
- Recognize signs of abuse and neglect.**
- 4.1 List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.
 - 4.2 List steps in reporting suspected abuse and neglect.
- Describe ways to work effectively with abused and neglected children.**
- 5.1 Describe caregiver's role in helping abused and neglected children.

**SCANS and/or
Core Curriculum
Competencies: If
applicable**

Personal Qualities: The student will access course requirements (*self management*) and make plans to complete requirements (*responsibility*); share knowledge of own skills and abilities (*self-esteem*); demonstrate understanding and politeness in group discussions (*sociability*); and understand the impact of violating belief and ethical codes of the early childhood community (*integrity/honesty*).

Systems: The student will acquire knowledge about cultural differences in families (*understands systems*), understands how culture affects family (*monitor/correct system performance*) and be able to offer assistance to families (*design/improve systems*).

Course Calendar

Date	Topic	Reading Requirements	Assignment Due	Assignment Points
June 3-8	Intro/Orientation Ecology of the Child	Chapter 1	Discussion #1; Quiz 1	
June 10-15	Ecology of Socialization/Ecology of the Family	Chapter 2 & 3	Family Member Interviews (June 15) Quiz 2; Discussion #2; Quiz 3	50 points
June 17-22	Ecology of Parenting/ Ecology of Child Care	Chapter 4 & 5	Quiz 4; Mock Classroom Newsletter (due June 22) Quiz 5	
June 24-29	Ecology of the School	Chapter 6	Quiz 6 Discussion #3;	50 points
June 24-29	Test open June 28-30	Chapters 1-6	Midterm TEST	
July 1-6	Ecology of Teaching	Chapter 7	Discussion #4; Quiz 7	
July 1-6	Ecology of the Peer Group/ Ecology of the Mass Media	Chapter 8 & 9	Family Profile Project (Key Assessment) (due July 6); Quiz 8; Quiz 9	100 points
July 8-13	Ecology of the Community	Chapter 10	Discussion #5; Quiz 10	100 points
July 15-20	Emotional & Cognitive Socialization Outcomes/ Social & Behavioral Socialization Outcomes	Chapter 11 & 12	Field Experience Reflection Report (due July 20) Quiz 11; Discussion #6; Quiz 12	
July 22-25			Community Resource Agency/Powerpoint Presentation (due July 25)	100 points
July 26-27	Final Exam		Final Exam	

Instructional Methods

Distance (100%)
Web-enhanced (49% or less)
Face to Face

Required Component

This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible

points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course-field experience and key assessment.

Student Assignments

General Information:

Students are expected to do their own work on both in-class and out-of-class assignments, with the exception of any designated group projects. Any violation of this requirement as determined by the instructor will result in "0" points given on that assignment. Please note that all written work must be TYPED, DOUBLE-SPACED, IN 12-POINT FONT, AND PROOFREAD thoroughly for spelling and/or grammatical errors. Should you need additional help with your writing skills, please visit the Learning Assistance and Tutoring Centers that are available on campus.

Description of Assignments

Family Member Interview (50 points)

Contact the oldest member of your family that can reasonably participate in this assignment. Explain the nature of the class you are taking and the purpose of the assignment. Take notes of the individual's responses to the following questions then use them to write your 2-3 page paper in an essay style format. **NOTE**-Please do NOT use a question and answer format. It will **NOT** be accepted. You may ask any additional questions you like but you must include the family responses to the following:

1. Tell me about your family and your place in it.
2. What were your duties or responsibilities in the family and the community?
3. Were you expected to go to school? When, where, how? Were you encouraged to go to high school or college? Why or why not?
4. How did you meet members of the opposite sex and date or "court"? What "rules" did you have to follow?
5. What was your first job? How did you get your training for the job? What other jobs did you have?
6. Did you have any children? How did you raise them? Did you raise them differently from the way your parents raised you? In what ways?
7. What do you think of the children of today?
8. What else would you like to share with me?

Mock Classroom Newsletter (50 points)

Surf the internet to look for 3-5 different newsletters that a school or early learning center would send home to parents. Then, create your own "mock" newsletter for a classroom. Decide on a target age group or grade level.

Field Experience Reflection Report (100 points)

Students enrolled in TECA 1303 are required to serve as volunteers in an approved community agency/program providing services or resources to children and families for an additional time period totaling 16 hours. **NOTE – This service-learning requirement may NOT be completed in a childcare center.** Students are expected to keep the hours established with the agency/program and conduct themselves in a professional manner at all times. In addition, they are to keep an attendance log and secure the appropriate program representative's signature verifying each visit. As part of this

assignment, you will be asked to collect anecdotal information, artifacts, and other materials that will further document both your personal growth and development and the acquisition of the knowledge and skills that are to be gained from this course. You will demonstrate the connections you were able to make between the college-based academic part of the course and the field experience or practical application/service learning part of the course. Your reflection report (4-5 pages in length) should clearly demonstrate your involvement with your children (**and** their families if possible, given the nature of the course content) and **MUST** include the following required elements:

- A 1 page description of a) your field experience site; b) the type of children (families or other individuals) you interacted with (demographics); c) the written policies the site has for how they will involve families; d) the communication system used to inform families; e) the ways families and communities are involved with the site; and f) the barriers that might hamper involvement
- A 1 page discussion of the field experience activities you were actually engaged in or the services you provided at the selected program or agency
- A 1 page statement of the assumptions you had about working with children or families at the beginning of the course and the ways that these assumptions were reinforced, changed, or challenged as a result of your field experience/service learning opportunity
- A 1 page statement explaining the way the field experience/service learning opportunity helped you to see the partnership between schools, families, or communities from another perspective; the things about that partnership that continues to be hard for you or that you still wonder about; and/or the things you learned about the importance/influence of families on children's learning
- A 1 page statement of your newly developed professional beliefs and attitudes towards working with diverse children, their families and/or their communities (i.e. your philosophy of partnership)
- Appendix: Actual pictures of your involvement experiences with explanations of the interactions that have been captured

Community Resource Agency/Powerpoint Presentations (50 points)

Choose (or you will be assigned) a community agency (501c3/nonprofit organization) that provides **preventive** (recreation or supplemental education), **supportive** (health, economic, counseling, protective), or **rehabilitative** (corrections, mental health, special needs) services to children and their families. Conduct research to find out the answers to the following questions:

- What "problem" does your agency attempt to solve or "need" does it address?
- What is the history of your agency?
- What is the purpose or mission statement of agency? What are its goals?
- How is this agency funded?
- What types of services or activities are provided by the agency?
- How many persons (or families, children, etc) does it impact?

Once you have collected as much data as possible through personal visits, reviews of websites, and the reading of brochures or pamphlets, develop a **creative but also informative, PowerPoint presentation about your selected agency.**

Discussions (6 @ 30 points = 180 pts)

There are six discussions that will take place throughout the semester. Discussion dates are listed on the course calendar and will **open on Monday at 8am** of the week listed and **close on Sunday at 11:30pm**. You will respond to the original discussion and one of the other responses from your classmates. Responses should contain substance and thought. Responses such as "I agree" or "You go girl!" are not considered responses with substance. Responses should be ore than one sentence. College level writing must be used. Grammar will be part of your grade.

Quizzes

Each chapter has a quiz. Each quiz consists of combination of 10 multiple choice questions. You have 20 minutes to answer the questions. You have 2 attempts to take the quiz, but you must wait 24 hours between the first and second attempt. The highest score will be recorded.

Student Assessment(s)

Exams, Key Assessment, Projects, Field Experience

Instructor's Requirements

College level, academic English required in all assignments and written communication. Late Assignments will not be accepted.

Program/Discipline Requirements: If applicable

NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

Instructor Grading Criteria

<u>Points</u>	
Family Member Interview	50
Mock Classroom Newsletter	50
Family Profile Project	100
Field Experience Reflection Report	100
Community Resource Agency/PowerPoint	50
Test 1	70
Final Exam	70
Discussions	180
Quizzes	<u>120</u>
Total	790

Grading Scale
711-790 A

632-710	B
553-631	C
474-552	D
395-473	F

**Instructional
Materials**

Berns, R. M. (2013). Child, Family, School, Community (9th ed.). Fort Worth, TX: Harcourt.

HCC Policy Statement:

**Access Student
Services Policies
on their Web site:** <http://hccs.edu/student-rights>

Distance Education and/or Continuing Education Policies

**Access DE
Policies on their
Web site:** http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

**Access CE
Policies on their
Web site:** <http://hccs.edu/CE-student-guidelines>

EGLS – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.