



**Division of Liberal Arts, Humanities & Education
Child Development Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/child-development/>

**CDEC 1391 Special Topics: Family Life and Relationships
| Infants, Toddlers, and their Families | 3 Lecture Hours | #10834 |**

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

Hybrid | Central EDC Room D117 | Wednesdays 9:30 a.m.-10:50 a.m. (and on-line)

3 Semester Credit Hours / 3 Laboratory Hours

|48 Contact Hours per Semester

Instructor Contact Information

Instructor: Dr. Pamela Norwood-Todd
Office: EDC Building, Rm. D106
HCC Email: pamela.norwoodtodd@hccs.edu

Office Phone: 713-718-6236
Office Hours: T/Th 3:00pm-5:00pm
Office Location: EDC Building, Central

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns, clarify any misunderstandings, or just to discuss course topics in greater depth.

Instructor's Preferred Method of Contact

College policy requires instructors and students to communicate through the HCCS email system. If you have not activated your HCCS student email account please do so. You can reach me by email at pamela.norwoodtodd@hccs.edu. You can also use the Canvas Inbox to communicate with me. I will respond to emails within 48 hours Monday through Friday; I will reply to weekend messages on Monday mornings. If I am not available, please feel free to leave a message on my phone or contact our department's administrative assistant, Ms. Debbie Pinnock at 713-718-6303 or debbie.pinnock@hccs.edu.

What's Exciting About This Course

This course is designed to help early childhood professionals acquire the knowledge and strategies that are needed to communicate and collaborate with the families of our youngest learners, infants and toddlers. We will learn how to support and honor the work of our increasingly diverse families so that we can build strong, respectful, and mutually beneficial relationships that are sensitive to their needs. Through readings, videos, discussions, and hands-on practice activities, we will also continue to study how to reinforce their children's growth and development at home and in early education settings, through developmentally appropriate practice.

My Personal Welcome

Welcome to Infants, Toddlers, and their Families!—I'm delighted that you have enrolled in this course. You are probably taking this class because it is a requirement for the completion of your certificate or an elective for your degree. I sincerely hope however, that by the end of the semester you will find that it was worth your time. You will have a better understanding of the ways that early childhood educators can build partnerships with families in order to facilitate the growth and development of our youngest learners. In order for this to occur, I intend to present the information in ways that allow you to be an active, collaborative, and engaged learner so that you can grasp the concepts and apply them now and hopefully throughout your professional life. I hope that you will be willing to participate in our class discussions and activities and make use of the materials that are provided through Eagle Online (Canvas).

Prerequisites and/or Co-Requisites

There are no prerequisites required for CDEC 1391. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

This section of CDEC 1391 will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. You will be taught how to access assignments, discussions, and quizzes online. Most of your assignments will be uploaded into Eagle Online Canvas. This allows for quicker access to grades and instructor comments, and provides a permanent record of your success in this class. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE [FIREFOX](#) OR [CHROME](#) AS YOUR BROWSER.**

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas or contact your instructor for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

<https://eagleonline.hccs.edu/login/ldap>

Instructional Materials

Textbook Information



The textbook listed below is **required** for this course.

Gonzales-Mena, J. (2014). *50 strategies for communicating and working with diverse families* (3rd ed.). Pearson: Upper Saddle River, NJ

Order your book here: [HCC Bookstore](#)

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

CDEC 1391 is a study of infants, toddlers, and their families. Includes appropriate communication strategies to be used with diverse families, current events, skills, knowledge, and/or attitudes and behaviors relevant to the infant/toddler professional.

Core Curriculum Objectives (CCOs)

CDEC 1391 is not a core curriculum course and does not specifically address core curriculum objectives.

Program Student Learning Outcomes (PSLOs)

NAEYC Standard 1	Develop an understanding of child development and learning.
NAEYC Standard 2	Examine family and community relationships.
NAEYC Standard 3	Explain the observation, documentation, and assessment process needed to support young children and their families.
NAEYC Standard 4	Know, understand, and use a wide array of developmentally effective approaches, instructional strategies and tools to connect with children and families and positively influence each child's development and learning.
NAEYC Standard 5	Know, understand, and use the essential concepts, inquiry tools, and structure of content areas along with other resources to design, implement and evaluate meaningful curriculum for each child.
NAEYC Standard 6	Identify and conduct themselves as members of the early childhood profession.

Course Student Learning Outcomes (CSLOs)

Upon completion of CDEC 1391, the student will be able to:

1. Describe characteristics of various family structures and summarize how these influence the development of children, ages 0-3 years.
2. Discuss effective communication and conflict resolution strategies.
3. Demonstrate an understanding of cultural diversity and responsiveness.
4. Explain the importance of (Developmentally Appropriate Practice) DAP in Early Learning.

Learning Objectives

1. Describe characteristics of various family structures and summarize how these influence the development of children, ages 0-3 years

1.1 Compare and contrast the various family structures and summarize how these influence child development, ages 0-3.

2. Discuss effective communication and conflict resolution strategies.

2.1 Develop a list of effective communication and conflict resolution strategies and discuss application of these strategies in a variety of situations.

3. Demonstrate an understanding of cultural diversity and responsiveness

3.1 Practice authentic observation of family friendly practices in a childcare setting.

4. Explain the importance of (Developmentally Appropriate Practice) DAP in Early Learning.

4.1 Develop a Family Night Plan that helps families understand the principles of DAP and how it relates to Early Learning.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignments

The written assignments in this course include a children's book review, a one page partnership philosophy, a program observation, and a two page newsletter. Two other creative projects will be a Parent Information Board and a Family Night Activity Presentation. Online written discussions or reviews will also be required.

Exams

Section quizzes on the textbook content will be administered in the Eagle Online Canvas component of the course.

Final Exam

The final exam will be given during finals week. Please check the course calendar included here for the exam date. The final will consist of multiple choice, true/false, and short-answer questions. You will be allowed to bring one 8x11 page (double-sided) with notes to the exam. No photocopied material will be allowed under any circumstances.

In-Class Activities

Routinely, there will be a variety of in-class activities provided in various formats (large group, small group, individual). The purpose of these activities is to enhance your understanding of the course material. No points or grades are given but full participation is expected.

Required Components

This course includes a required component of a laboratory assignment. To successfully complete this assignment, the student must visit an NAEYC accredited school or center, or a Texas Rising Star (TRS) 4 star school or center. The student will observe at the school or center for at least three hours, complete an observation form to document the observation, and write a one-page summary of the observation. If this assignment is not completed with 70% of possible points, the student will not receive a passing grade in this class.

Grading Formula

The total possible points that can be earned in this course is 900. Below you will find the grading scale:

Grade	Total Points
A	810-900
B	720-809
C	630-719
D	540-629
F	539 or below

Incomplete Policy:

Required component assignments/Key Assessments Revision Policy

Only one revision is allowed on key assessments and required component assignments. The maximum grade you can earn on a revised assignment is 70% of the possible points. If you use any tutoring service, you must take/send assignment description or directions with the first draft. **IF** you do not pass the assignment the first time, any one or all of the following will be required:

- a. Conference with professor
- b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request)
- c. See an in-person tutor at professor's discretion

The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher AND has completed at least half of the required components for the course. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the coursework within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A").

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

Week	Dates	In-Class Discussion of Topics and Assignments Due (Wed)	On-line and Out of Class Activities (Prepare/Explore)
1	8/28	Introductions, Review of Syllabus and Course Requirements	
2	9/4	Section 1 Welcoming Everybody Appreciating All Kinds of Families, Immigrant Families, Families of Children with Special Needs	Readings 1-3 Quiz, Supplemental Resources
3	9/11	Section 1 Welcoming Everybody Creating an Anti-bias Environment, Respecting All Families, Including Those with Same-Sex Parents *Family Children's Book Review Due	Readings 4-5 Quiz, Supplemental Resources Discussion 1
4	9/18	Section 2 Partnerships with Families Building Partnerships, Removing Barriers, Minimizing Competition, Supporting Attachment	Readings 6-9 Quiz, Supplemental Resources
5	9/25	Section 2 Partnerships with Families Considering Authority, Focusing on Strengths, Helping Parents Be Advocates for Their Own Children, Encouraging Parents to Become Advocates for All, Creating a Sense of Community *Partnership Philosophy Due	Readings 10-14 Quiz, Supplemental Resources Discussion 2
6	10/2	Section 3 Honoring and Working with Diversity Understanding and Appreciating Cultural Differences, Establishing Culturally Responsive Education, Working with Conflicts Around Education and Care Practices, Considering Cultural Differences in Guidance	Readings 15-18 Quiz, Supplemental Resources

7	10/9	<p>Section 3 Honoring and Working with Diversity</p> <p>Working with Families Around Perceived Harmful Practices, Thinking About Differing Ideas on How Children Learn, Managing Conflicts</p>	<p>Readings 19-21</p> <p>Quiz, Supplemental Resources</p> <p>Discussion 3</p>
8	10/16	<p>Section 4 Family Participation and Education</p> <p>Considering Family Participation, Including Families in the Classroom or Center, Focusing on Fathers and Grandfathers</p> <p>*Program Observation Due</p>	<p>Readings 22-24</p> <p>Quiz, Supplemental Resources</p>
9	10/23	<p>Section 4 Family Participation and Education</p> <p>Taking a Transformative Approach to Parent Education, Working with Families Around Holiday Issues, Exploring Parents' Role on Decision-Making Boards and Councils</p>	<p>Readings 25-27</p> <p>Quiz, Supplemental Resources</p> <p>Discussion 4</p>
10	10/30	<p>Section 5 Communication</p> <p>Creating Environments for Communication, Empowering Self and Others, Communicating Through Writing, Holding Ongoing Conversations with Families, Looking at Nonverbal Communication</p> <p>*Class Newsletter Due</p>	<p>Readings 28-32</p> <p>Quiz, Supplemental Resources</p>
11	11/6	<p>Section 6 Meetings and Conferences</p> <p>Meeting with Families for the First Time, Thinking About Meetings in General, Holding Conferences, Considering Cross-Cultural Conferences, Talking with Families About Concerns</p>	<p>Readings 33-37</p> <p>Quiz, Supplemental Resources</p> <p>Discussion 5</p>

12	11/13	Section 7 Working with Parents Around Specific Issues Helping the Child Enter the School, Maintaining Home Language, Easing Children Through Transitions <i>*Parent Information Bulletin Board Due</i>	Readings 38-40 Quiz, Supplemental Resources
13	11/20	Section 7 Working with Parents Around Specific Issues Bringing Nature into Children's Lives, Addressing Obesity with Nutrition, Dealing with Media Issues	Readings 41-43 Quiz, Supplemental Resources Discussion 6
14	11/27	Section 7 Working with Parents Around Specific Issues Maintaining Stability During Divorce, Coping with a Death in the Family, Finding Community Resources and Making Referrals <i>*Family Night Activity Presentation Due</i>	Readings 44-46 Quiz, Supplemental Resources
15	12/4	Section 8 Challenging Conversations Working with Parents Who Constantly Complain, Working Family Members Who Appear Hostile, Talking with Families About Behavior Changes, Referring Families for Abuse and Neglect	Readings 47-50 Quiz, Supplemental Resources
16	12/11	FINAL EXAM	

No required assignments* will be accepted after **November 27, 2019**

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

If you have a documented, college approved excuse for missing an assignment, you may make it up without any grade reduction or penalty. Approved excuses include personal illness, a death in the immediate family, and participation in official college functions. If you are unable to attend class on a scheduled midterm examination day, you should contact me as soon as possible to reschedule but within two weeks of the original date. There is no "make-up" for the final exam.

Academic Integrity

HCC expects all students to conduct themselves with honor and integrity in fulfilling course requirements. Proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of a violation of academic integrity. "Scholastic Dishonesty" includes but is not limited to cheating, plagiarism, and collusion. Discretion is given to the instructor as to the administration of consequences for academic integrity violations at the classroom level, subject to any rules imposed by the relevant program/division/center of excellence. Consequences might include such penalties as a 0 on the particular assignment, a mandatory retaking or redoing of the assignment in question, a significant deduction from the final overall course grade, dismissal from the course (if prior to the date of last withdrawal) or failure of the entire course.

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

You are expected to attend each class session. Research has shown that regular class attendance correlates with good grades. Please be on time and plan to attend the entire class period. If you must be absent, know that you will still be held responsible for the material covered in class. Make sure that you ask for the handouts or other supplemental information that may have been distributed in the missed session. Please be advised that instructors may drop students who fail to attend class by the official date of enrollment or who miss more than six hours of classroom time.

Student Conduct

"According to its policy on student conduct, the Houston Community College views college-level students as adults who subscribe to a basic standard of conduct...Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students' right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars."

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Instructor's Course-Specific Information

Students who are not absent more than twice during the semester will be eligible for 25 extra credit points that will be applied towards the final grade. In addition, these students will also be eligible to submit one (1) additional extra credit assignment from a list of extra credit options that will be provided.

Every effort will be made to grade your assignments in a timely manner. Typically, they can be returned to you within a week of submission. Late assignments are accepted but 5 points per class session will be deducted from the original grade if they are submitted within the first two weeks of the due date. After that, the grade will be reduced by 25%. The last date to submit any assignment is the week before the final exam. Please be sure to make backup copies of all submitted work and keep all graded assignments until final course grades are posted.

Electronic Devices

Most technological devices are considered distracting in the classroom. Please turn your cell phone OFF or on VIBRATE before coming to class. Please refrain from answering or responding to any calls or text messages during class (including those on your "smart watch"). Leaving the class to respond to a call should be done only in the case of a verifiable emergency. Repeated violations of this policy will result in you being asked to leave the class session and an appointment for a personal conference.



Child Development Program Information

The A.A.S. Child Development Program at Houston Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. Accreditation is awarded to programs that demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards. There are currently 204 institutions in 40 states with NAEYC accredited programs. HCC is one of the 11 in Texas. The accreditation term runs from beginning date March, 2017 through March, 2024.

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."

Orientation Students who are completing lab, practicum, or field experience components at the YMCA Children's Academy at the HCC Central Campus must complete a mandatory orientation. Contact the department at 713-718-5470 or 713-718-6303 for more details about the orientation.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support

- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
 Director EEO/Compliance
 Office of Institutional Equity & Diversity
 3100 Main
 (713) 718-8271
 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Saran Winters, saran.winters@hccs.edu, 713-718-6237.