

Course Syllabus: Winter 2007
HEC 201: Family Partnerships in Early Education

Portland Community College
Consumer and Family Studies
P. O. Box 19000
Portland, OR 97280-0990

INSTRUCTOR:

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TEXTS:

Gonzalez-Mena, J. (2007). 50 Early Childhood Strategies for Working and Communicating with Diverse Families. Upper Saddle River, NJ: Merrill/Prentice Hall.

Keyser, J. (2006). Parents to Partners: Building a Family-Centered Early Childhood Program. Redleaf Press.

Additional readings as assigned.

Optional Text

Levin, D. (1998). Remote Control Childhood? Combating the Hazards of Media Culture. Washington, D.C.: NAEYC.

COURSE DESCRIPTION:

The study of influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Topics include: parenting patterns: cultural, religious and socioeconomic influences: peer, school, media, impacts; family development, community ecology, special needs children, prejudice, and public policy.

This is hybrid course. Students will attend class on-campus every other week. On the alternate weeks, all class activities will take place online.

COURSE SPECIFICATIONS:

This course is a required course for both the Early Childhood Certificate and the A.A.S. Degree in Early Childhood Education. In order to count toward the Certificate or AAS degree, this course must be taken for a letter grade.

Several of the assignments for this course require access to infants, toddlers, preschool-aged children, or their parents. PCC's Child Development Center is available for this purpose. Please contact the instructor if you would like to know how to set up a time to observe in PCC's Child Development Center.

This course assumes that enrolled students have passed into or tested into Writing 115). Students who are concurrently working toward this level of competence in a developmental writing class or on their own may audit this course.

DISABILITIES AND SPECIAL NEEDS:

Any student who feels s/he may need an accommodation for any type of disability please make an appointment with the instructor and with the Office for Students with Disabilities. The Office for Students with Disabilities provides academic support services, which include counseling, advising, test proctoring, writing and reading assistance, interpreting and transportation to students by request and eligibility. For more information, click on the link below.

<http://www.pcc.edu/resources/disability/>

ACADEMIC INTEGRITY

Students of Portland Community College are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. PCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education.

More information on this policy as well as guidelines and punishments can be found on the Academic Services website at <http://www.pcc.edu/integrity>.

COURSE OBJECTIVES:

Students will ...

- Explore the status and functions of families.

- Explore the diversity of family structures and the diversity of beliefs around parenting and child rearing.
- Learn ways of connecting with parents and establishing educational partnerships.
- Identify models of parent participation and involvement.
- Identify the effects of the media, poverty, and violence on children and families.

COURSE REQUIREMENTS

1. Attend and participate in class.

Class preparation (reading assignments, etc.) must be evident in order to earn full participation credit. It will not be possible to pass this class if you miss more than three (3) classes.

2. Read all assigned readings.

Weekly reading assignments are listed on the assignment schedule. It is expected that students will come to class having read the assigned reading for the week. Failure to complete the required reading will have a detrimental impact on a student's class participation.

3. Participate in Online Discussions:

Every other week a new discussion topic will be released. The discussion question(s) will cover topics considered during the "at home" or online weeks.

For each discussion topic, you will

- Go to the Discussion Board (class discussion) and answer the posted question(s) in light of your reading and life (personal and/or professional) experiences (6 points). If you do not post a complete response, you may not receive full credit for your submission.

IMPORTANT! You must post your first response to the discussion question by the date of the "at home" or online session. For instance, the first discussion question is currently available. You have until Wednesday, January 16th to post your responses to the questions.

- Respond to the submissions of two other students (2 points for each response). You may agree or disagree with other student submissions, have a different perspective or interpretation, and so forth. In the above example, you will have until Wednesday, January 23rd to finish your postings by responding to your classmates.

Discussion Board discussion topics are available for two weeks only (each Wednesday of an in-person meeting through the following Wednesday of the next in-person meeting).

The Course Content (icon available at the main menu) contains an overview schedule with discussion dates listed. [Late](#) Developmental Activities should be emailed directly to the instructor.

4. Media Artifact Review

Identify an artifact (an object) that symbolizes a message (value) sent through mass media (e.g. TV Programs, movies, video games, books, magazine articles, print advertisements). If the artifact review is due for an in-person session, bring the item with you to class. If the review is due during an online session, you can describe the object or using digital photography or scanning technology to attach the example to your review paper.

Write a 1-page paper including...

A description of the artifact or summary of the program, movie, or video game.
Explain the value or message that the artifact represents. Do you agree or disagree with this value, why or why not?

How does this artifact deny the existence of other ethnic cultural values or other family structures? Give examples.

Media Artifact 1: An artifact that perpetuates (continues) a myth about families.

Media Artifact 2: An artifact that might expose children to violence in the popular media (subtle or obvious).

Media Artifact 3: An artifact that stereotypes the role of fathers or mothers in families.

All Media Artifact reviews must be submitted via the on-line drop box by the due date.

5. Website Review

Select one of the websites from the resources section of the assigned chapter. Briefly outline the website (what is the focus or mission of the organization, what services does it provide, what information is it trying to convey. **DO NOT** copy the text of the website into your review!! Provide your own outline), then reflect extensively on the importance of the information as it applies to children and families and people who work with children and families.

The review should be no longer than two pages in length.

Web Review 1:

African American Resources
<http://www.blackquest.com/link.htm>

NAACP
<http://www.naacp.org/>

National Urban League
<http://www.nul.org/>

The Asian American Cybernaughts
http://janet.org/~ebihara/wataru_aacyber.html

Hmong Home Page
<http://www.hmong.org/>

Chicano/Latino Net
<http://www.cesla.med.ucla.edu/index.htm>

American Indian Movement
<http://www.aimovement.org/>

Indian Defense League of America
<http://idloa.org/>

Native American Nations
<http://www.nativeculture.com/>

Native Web
<http://www.nativeweb.org/resources/>

Native American Disability Resources
http://www.familyvillage.wisc.edu/frc_natv.htm

Smithsonian Institution: Native American Resources
<http://www.si.edu/resource/faq/nmai/start.htm>

Center For Research on Education, Diversity, and Excellence
<http://crede.berkeley.edu/index.html>

Website Review II

Center on Budget and Policy Priorities
<http://www.cbpp.org/>

Child Welfare Home Page
<http://www.childwelfare.com/>

Child Welfare Library
<http://www.childwelfare.com/library.htm>

The Urban Institute
<http://www.urban.org/>

Homes for the Homeless: The Institute for Children and Poverty
www.homesforthehomeless.com

Institute for Research on Poverty
<http://www.irp.wisc.edu/>

National Center for Children in Poverty
<http://www.nccp.org/>

Politics of Poverty
http://americanradioworks.publicradio.org/features/14_million/

Web Review III:

American Bar Association Domestic Violence Commission
<http://www.abanet.org/domviol/home.html>

American Professional Society on the Abuse of Children (APSAC)
<http://apsac.fmhi.usf.edu/>

Communities Against Violence Network
<http://www.cavnet2.org/>

Child Abuse Prevention Network
<http://www.child-abuse.com/>

Children's Defense Fund (CDF)
<http://www.childrensdefense.org>

Family Violence Prevention Fund
<http://endabuse.org/>

International Society for the Prevention of Child Abuse and Neglect
<http://www.ispcan.org/>

Child Welfare Information Gateway

<http://www.childwelfare.gov/>

National Coalition Against Domestic Violence

<http://www.ncadv.org/>

National Data Archive on Child Abuse and Neglect

<http://www.ndacan.cornell.edu/>

Prevent Child Abuse America

<http://www.preventchildabuse.org/index.shtml>

Anti-Bullying Network

<http://www.antibullying.net/>

Committee For Children

<http://www.cfchildren.org/cfc>

All Website reviews must be submitted via the on-line drop box by the due date.

6. Parent Interview

The goal of the assignment is to help you gain an understanding of the culture of the family and to give you ideas on how you might develop a partnership.

Choose a parent (or both parents) or a child ages 1 – 8 years old. Explain that you are doing a school report and that the information will be kept confidential. If you use a tape recorder or video camera, be certain to get permission. The report can be written (3 – 4 pages), taped, or videotaped.

First establish an emotionally comfortable space.

Questions:

- a) Tell me about the ethnic/cultural background of the people in your house.
- b) What language(s) is spoken in your home?
- c) Who lives in your house? What are the ages of the children?
- d) What are the traditions and/or foods that are important to your family?
- e) Who are the important extended family members? Discuss their involvement with your family.
- f) What do you hope for your children's future?
- g) What do you worry most about for your children?
- h) What is the easiest/hardest part of being a parent?
- i) How do you problem solve with your children?
- j) Where do you live?
- k) What are some of the community activities/organizations that your family participates in?

- l) Discuss any religious groups that your family is involved in.
- m) What place does the media have in your family experience (e.g. TV, Video/DVDs, computer, etc.)? Discuss the time involved in these experiences.
- n) Discuss the child care/school experiences for your children.
- o) Have your children's teachers/caregivers ever come to your house for a visit? If so, was it a meaningful experience? Why or why not? If not, what do you think about teachers doing home visits when a child starts in child care or school?
- p) What are the most important things you would want others to know about your children (e.g. teachers, caregivers)?
- q) Do you feel welcome/comfortable in your child's classroom/early childhood program? If so, what does the teacher/caregiver do to make you feel welcome? If not, why not? What could the teacher/caregiver have done differently?
- r) Have you experienced conflict with regard to your child(ren) with family members and/or caregivers/teachers? How have you resolved these conflicts?
- s) Discuss the activities/experiences that your children have with their friends.
- t) What do you think are the biggest challenges that face parents today? How do you think these challenges can be solved?
- u) What do you need from your family and community to support the development of your children and family?

Include the responses to these questions with your report.

After the interview, prepare your report by answering the following questions:

- a) If you were the caregiver/teacher of these children how would you support these children and their family? Be specific.
- b) Discuss the similarities and differences of your ethnic/cultural background and family practices as compared to the family of the parent you interviewed. Include languages, traditions, foods, etc.
- c) Discuss your extended family in comparison with this family.
- d) What kind of community organizations/activities did you use when growing up? Are they different or similar to the family of the parent you interviewed? How about religious affiliations?
- e) What is the place media had in your growing up years? How does it compare to your focus family?
- f) What were the positive/negative experiences you experienced in childcare/school? Compare to the positive/negative experiences of your focus family.
- g) What are some of the values/beliefs that are important to you? How do they compare with this family?
- h) What are the biggest challenges you feel parents face? How does it compare to the challenges faced or mentioned by your focus family?
- i) Look over your answers to these questions. What are the differences? What are some of your biases? Discuss these biases? How do you address these biases in your thinking and behaviors? How would you support a family with values and beliefs that are different from yours?

j) What makes a family? How do you think about the differences in families?

Use your readings and class notes to reinforce your answers.

The Parent Interview must be submitted via the on-line drop box by the due date.

7. "Home-School" Communication Review

The goal of this assignment is to evaluate an attempt by an organization that works with children (elementary school, child care center, family child care business, etc.) to communicate with parents. Such communication attempts might include a school meeting (a budget meeting, a PTA meetings, etc.), a newsletter, a letter home to parents, a parent-oriented bulletin board, and so forth.

Incorporating information from your reading and from class, write a summary and critique of the communication attempt (no more than two pages).

If evaluating a meeting, include:

- a) Time, place, who attended.
- b) What was the topic or focus of the meeting?
- c) What did you learn about the school? About the community?
- d) What did you learn about the needs of children and families?
- e) How was this community of people a diverse population?
- f) What would you do differently if you were in charge of the meeting?

If evaluating print material (newsletter, letter, bulletin board), include:

- a) Source of communication
- b) Topic/Focus of the communication?
- c) What does this communication attempt tell you about the organization? About the community?
- d) What did you learn about what the organization believes parents and children need?
- e) Do you feel this communication attempt respects the diversity of the population served by the organization? How so? Or, why not?
- f) What would you do differently if you were creating this communication?

"Home-School" Communication Review must be brought to class on the due date.

8. Case Study

Identify a young child with special needs (physical, cognitive, language, emotional/psychological, and/or learning English as a second language).

Describe the circumstances of this child's life. How is this child supported in ALL

domains of development by parents, by schools/child care programs, by other programs or services? Include an cultural implications of this child's life (e.g. lifestyles, traditions, and/or family structure).

How would you support this child in your classroom (e.g. environment, materials, activities, guidance, support services)? How would you support and partner with this child's family?

The Case Study must be submitted via the on-line drop box by the due date.

9. Illumination Project

The Illumination Project (IP) is Portland Community College's innovative student leadership and education program designed to foster a climate of equality, compassion, justice, and respect for all people in the PCC academic community and the community-at-large. For more information go to:

<http://www.pcc.edu/resources/illumination/>

The Illumination Project schedules a number of performances at various times during Winter Term. Please review the schedule (to be distributed in class) and attend a session that fits your personal schedule. You should be prepared to discuss your experience in the final online discussion topic (Wks 9 & 10).

If you are unable to attend one of the sessions, please talk to the instructor.

10. Final Project

For your final project, you may choose between three options. Think carefully about the options. Select the option that you feel will best further your personal and professional development.

A. Service Learning

If Service Learning is selected, you will complete 20 hours in a community placement and a reflective journal. Questions for the journal reflections can be found in the course content under FINAL PROJECT RESOURCES.

Follow the instructions on the Service-Learning Agreement packet (the link below will take you to the appropriate site). Service learning sites must be identified and agreements must be signed by the end of the third week of the term.

All Service Learning Journals must be submitted via the on-line drop box by the due date.

www.pcc.edu/resources/service-learning

B. Family Project

In a child care and/or education site (your own or with a willing partner - elementary school classroom, early childhood classroom, family child care center), identify some part of the environment, programming, or available resources that could be changed to better welcome, include, or partner with parents.

You will make a significant change and then evaluate the change. Examples and guidelines for the Family Project can be found in the course content under FINAL PROJECT RESOURCES.

C. Book Review

In class, your instructor will distribute a list of books (fiction and non-fiction) that relate to children and families. From the list of approved books, select and read a book that interests you. Talk to the instructor if you would like more information about the book choices or would like to read a book that is not on the list.

When you have finished the book, respond to the questions found in the course content under FINAL PROJECT RESOURCES.

All Service Learning Journals must be submitted via the on-line drop box by the due date.

COURSE GRADE:

The course grade will be determined on the following basis:

Class and Discussion Participation	110 Points
Reading Quizzes	90 Points (9 @ 10 points each)
Media Artifacts	30 Points (3 @ 10 points each)
Website Evaluations	30 Points (3 @ 10 points each)
Parent Communication Evaluation	20 Points
Parent Interview	100 Points
Child Case Study	50 Points
Final Project	70 Points
TOTAL POINTS	500

TOTAL = 500 points

A = 450 - 500 points

B = 400 - 449 points

C = 350 - 399 points

D = 300 - 349 points

Late assignments will be marked down $\frac{1}{3}$ of a grade for each week they are late up to two weeks past the due date. Assignments will not be accepted after two weeks past the due date. If you do not ever turn in a report, you will receive an "F" or zero points for that assignment.

I generally allow students to rewrite papers. The highest grade you can receive on a rewrite is an 89% . Please note, a point reduction applied to a late paper still applies to the rewrite. The last day that rewritten papers will be accepted and graded is Tuesday, March 13th.