

**Department of Education**

Term: Spring 2011

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| **Course:** | ECE 251 Children, Families, Schools, and Communities | **Professor:** | Ginger Riddle |
| **Credits:** | 3 hours | **Office Hours:** | MW 1:00-3:00, TTh 10:00 - 12:00 |
| **Classroom:** | LMC 211 | **Office Phone:** | 803-321-5202 |
| **Class Meets:** | MWF 11:00 - 11:50 | **Email:** | virginia.riddle@newberry.edu |

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| **Catalog Course Description:** This course will assist candidates in building family, school, and community partnerships that support children's well-being and educational success. Candidates will explore theories and processes used to establish positive home-school-community relations to include: diversity of families, professionalism and ethics, the NAEYC Code of Conduct, and advocating for young children. |
| **Required Textbooks:** Developing Caring Relationships Among Parents, Children, Schools, and Communities by Dana  McDermott; Sage Publications ISBN: 9781412927864 and Ethics and the Early Childhood Educator by Feeny and Freeman; NAEYC Publications ISBN: 1938896278 |
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| **Supplementary Materials:** N/A |
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| **LiveText Account:** Students will need a LiveText account |
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| CACP: None of the assignments for this course may be used to satisfy Communication Across the Curriculum  Paper (CACP) requirements. |

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| **Essential question**: How do educators build caring and ethical relationships with families, schools, and communities that support children's well-being and educational success?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Learning Outcomes**  The student will… | | **Assessment(s)** | **INTASC** | **NCATE** | **ADEPT** | **NAEYC** | **Conceptual Framework** | | #1 | Use the NAEYC Code of Ethical Conduct to make caring decisions for parents, children, and professionals to think through any issues they face so that everyone’s needs are considered in any interaction. PLO # 6 | Responses to Ten Case Studies | Student Development | Content Knowledge, Skills, and Professional Dispositions | Fulfilling Professional Responsibilities | Becoming a Professional | Ethics | | #2 | Understand current theories and research on parenting, develop a working theory of what parents and teachers need to care for children and themselves, and create a parent involvement plan that puts theory into practice in an early childhood setting.PLO #1 | Parent Involvement Plan | School and Community Involvement | Content Knowledge, Skills, and Professional Dispositions | Fulfilling Professional Responsibilities | Connecting with Children and Families | Collaboration | | #3 | Review current research on diverse cultures and identify common and differentiated concerns. PLO #2 | Research Paper that Compares and Contrasts Two Diverse Cultures | Diverse Learners | Diversity | Fulfilling Professional Responsibilities | Building Family and Community Relationships | Diversity | | #4 | Recognize quality questionnaires, newsletters, websites, and other resource materials that could be used with families, schools, and communities to support children's well-being and educational success. PLO #6 | Resource Notebook | Planning | Content Knowledge, Skills, and Professional Dispositions | Fulfilling Professional Responsibilities | Building Family and Community Relationships | Collaboration | | |

### Research Base:

Belsky, J. & Barenda, N. (2002). Personality and parenting. In M.H. Bornstein (ed.), *Handbook of parenting: Vol 3. Being and becoming a parent* (2nd ed., pp. 485 - 508).

Building Strong Families (2004).*A Study of African American and Latino/Latina Parents in the United States*

Building Strong Families 2004 represents the second study in a collaboration between the *YMCA* of the *USA* and Search Institute around strong families and parenting. It is part of the larger [*Abundant Assets Alliance,*](http://www.abundantassets.org) which combines the resources of the *YMCA* of the *USA*, *YMCA* Canada, and Search Institute.

Institute for Responsive Education Parent Leadership Exchange Project. (2002, April). Supporting parents as leaders: Stories of dedication, determination, and inspiration. Retrieved January 6, 2011, from www.responsiveeducation.org/pdf/supporting.pdf

Sheldon, S. (2002). Parents' social networks and beliefs as predictors of parent involvement. *The Elementary School Journal*, 102(4), 301-216.

Swick, K. (1998). Teacher-parent partnerships. (ERIC Digest EDO-PS-92-12). Retrieved January 6, 2010, from http://npin.org/library/pre1998/n00381/n00381.html

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| Department of Education Policies **Attendance:** Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course.  Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation |

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| **Academic Integrity:** Cheating and plagiarism will not be tolerated.  Perpetrators will receive a “0” on the assignment and a disposition letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. A report of Academic Dishonesty will be filed as part of the student’s record in the Registrar’s Office and with the Associate Dean of Academic Affairs.  A student may receive a grade of “F” for the course. A student whose offense is particularly heinous may be recommended to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).  Please remember that plagiarism includes, but is not limited to: turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work. |

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| **Disabilities Support:** If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  Her office is located in Wright Hall and she can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss) |

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| **Electronic Media:** Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment.  *Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer* |

**Emergency Procedures**:  In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in Live Text or emailing to the extent possible.  The professor will provide course resources, answer questions and make clarifications.  It is essential that we continue with instruction and assignments during a loss of in-class time

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| **Course Requirements**   * Three Class Tests (Each is worth 4 points) * Responses to Ten Case Studies (Each is worth 4 points) * Parent Involvement Plan (4 points) * Research Paper (4points) * Resource Notebook (4 points)   All tests will be based on 100 points.....The percentage correct on each test will then be converted to a 4 point scale. |

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| **Instruction:** The methods used in class will vary, depending on the content to be covered, and will model “best practices” in instruction. |

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| Grading Scale: Rubrics will be given for each assigned project and for class participation. The scale for each rubric will be 0 to 4 points. | 3.5 < A ≤ 4  3.0 < B+ ≤ 3.5  2.5 < B ≤ 3.0  2.0 < C+ ≤ 2.5  1.5 < C ≤ 2.0  1.0 < D+ ≤ 1.5  0.5 < D ≤ 1.0  F ≤ 0.5 |

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| **Class Conduct:** Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain.  In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated. |

**Course calendar:**

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| **Class** | **Date** | **Topic/Activity** | **Assignments for next class**  **(***assignments may be adjusted as necessary)* |
| 1 | Jan. 14th | Overview of Course  Understanding Parent Involvement and Engagement in Schools Today | McDermott: Chapter 2 Understanding Theories and Research on Parenting |
|  | Jan. 17th | **No Class/MLK Jr. Day** | McDermott: Chapter 2 Understanding Theories and Research on Parenting |

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| 2 | Jan. 19th | Early 20th Century Theorists  The Interactionists  Trait Theorists | McDermott: Chapter 2 Understanding Theories and Research on Parenting |
| 3 | Jan. 21st | Bidirectional and Transactional Theorists  Humanistic Theorists  Social-Cognitive Theorists  Family Systems Theories | McDermott: Chapter 2 Understanding Theories and Research on Parenting |
| 4 | Jan. 24th | Social Relationships Theories  Bioecological Systems Theory  Family Support and Empowerment | McDermott: Chapter 3 Understanding the Elements of Parenting and Caring: Theories and Research |
| 5 | Jan. 26th | Defining Parents  A Case Study Illustrating What Parents Do  The Parenting Process: A Theoretical Framework | McDermott: Chapter 3 Understanding the Elements of Parenting and Caring: Theories and Research |
| 6 | Jan. 28th | Research Demonstrates the Complexity of the Parenting Process  The Parenting Process and Parental Thinking  Parental "Ways of Knowing" | McDermott: Chapter 3 Understanding the Elements of Parenting and Caring: Theories and Research |
| 7 | Jan. 31st | Research on Parental Thinking  Exemplary Programs Support Parents as Lifelong Learners  Characteristics of Competent and Confident Parenting | McDermott: Chapter 4 Understanding Parents and Teachers as Lifelong Learners |
| 8 | Feb. 2nd | Parents and Teachers are Lifelong Learners  Case Studies Involving Parent and Teacher Learning Needs  Improving Parent-School Engagement and Learning | McDermott: Chapter 4 Understanding Parents and Teachers as Lifelong Learners |
| 10 | Feb. 7th | **Test #1 Chapters 1-4** | McDermott: Chapter 5 Understanding Culturally Diverse Parents and Teachers  **Begin Work on Research Paper** |
| 11 | Feb. 9th | What is Cultural Context?  Terms and Questions that Aid Our Understanding  The Role of Stories in Cultural Identity  Some Questions Enhance Our Understanding of Parents | McDermott: Chapter 5 Understanding Culturally Diverse Parents and Teachers  **Work on Research Paper** |
| 12 | Feb. 11th | Parents' Beliefs About Children's Needs  Parental Goals  Parents' Thinking and Behaviors Toward the Child and Others | McDermott: Chapter 5 Understanding Culturally Diverse Parents and Teachers  **Work on Research Paper** |
| 13 | Feb. 14th | Parents' Ideas About the Nature of Children  Parents' Own Status and Context  Self-Efficacy, Socioeconomic Status, and Cultural Context  A Rationale for Using Questions to Understand Parents | McDermott: Chapter 6 Fostering Caring Ways of Relating  **Work on Research Paper** |
| 14 | Feb. 16th | Adult Learning Principles Frame the Model  Meta-Parenting is Another Helpful Construct  A Caring Model of Parenting and Relating  The Parenting-Caring Connection | McDermott: Chapter 6 Fostering Caring Ways of Relating  **Work on Research Paper** |
| 15 | Feb. 18th | Case Studies Exemplifying the Caring Process  Generalization of the Parenting-Caring Model | McDermott: Chapter 7 Understanding Parents' and Teachers' Concerns  **Work on Research Paper** |
| 16 | Feb. 21st | Concerns of Parents of Diverse Socioeconomic Backgrounds  Some Common Concerns  Parents' Concerns by Age and Grade of Child  Control: A Common Concern for All Parents | McDermott: Chapter 7 Understanding Parents' and Teachers' Concerns  **Work on Research Paper** |
| 17 | Feb. 23rd | Other Factors Related to Parental Control  Communication: Another Common Concern  Case Study: A Communication Solution | McDermott: Chapter 7 Understanding Parents' and Teachers' Concerns  **Work on Research Paper** |

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| 18 | Feb. 25th | Communication and Explanatory Style  Communication with Parents, Teachers, and Schools  Communication Experts Listen to Parents  External Threats | **Study for Test # 2 Chapters 5-7** |
| 19 | Mar. 2nd | **Test # 2 Chapters 5-7** | **Complete Research Paper** |
| 20 | Mar. 4th | **Research Paper Due** |  |
|  | Mar. 7th | **No Class/Spring Break** |  |
|  | Mar. 9th | **No Class/Spring Break** |  |
|  | Mar. 11th | **No Class/Spring Break** | McDermott: Chapter 8 Providing Developmental Opportunities for Parents and Teachers  **Begin Working on Resource Notebook** |
| 21 | Mar. 14th | Needs of Adults Caring for Children  Parents and Teachers Seek Guidance and Support  Faculty Learn and Grow Together | McDermott: Chapter 8 Providing Developmental Opportunities for Parents and Teachers  **Work on Resource Notebook** |
| 22 | Mar. 16th | Parents, Teachers, and Staff Grow and Learn Through the PEI  Reflection on Practice Benefits Everyone | McDermott: Chapter 8 Providing Developmental Opportunities for Parents and Teachers  **Work on Resource Notebook** |
| 23 | Mar. 18th | Parent-Teacher Discussions  Stories as a Way That Adults in Children's Lives Learn From Each Other  Other Models to Support Parent and Teacher Development | McDermott: Chapter 9 Ensuring That the Next Generation of Parents is Prepared for Their Role  **Work on Resource Notebook** |
| 24 | Mar. 21st | Parent-Infant Visits: A Powerful Teaching Tool  The Many Reasons for Teaching Parenting and Caring  Advocates for the Cause | McDermott: Chapter 9 Ensuring That the Next Generation of Parents is Prepared for Their Role  **Work on Resource Notebook** |

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| 25 | Mar. 23rd | What Children Learn in Parenting-Caring Classes  International Movement for Parenting in Schools  Teaching Parenting Through the School Years | McDermott: Chapter 9 Ensuring That the Next Generation of Parents is Prepared for Their Role  **Work on Resource Notebook** |
| 26 | Mar. 25th | Results Demonstrate Student Learning  Students Contribute Meaningfully to Their Community  Parenting Courses as a Requirement for High School Graduation | **Study for Test #3 Chapters 8-9** |
| 27 | Mar. 28th | **Test # 3 Chapters 8-9** | **Complete Resource Notebook** |
| 28 | Mar. 30th | **Resource Notebook Due** | Ethics and the Early Childhood Educator  **Case Study #1** |
| 29 | Apr. 1st | **Case Study #1 Due** | Ethics and the Early Childhood Educator  **Case Study #2** |
| 30 | Apr. 4th | **Case Study #2 Due** | Ethics and the Early Childhood Educator  **Case Study #3** |
| 31 | Apr. 6th | **Case Study #3 Due** | Ethics and the Early Childhood Educator  **Case Study #4** |
| 32 | Apr. 8th | **Case Study #4 Due** | Ethics and the Early Childhood Educator  **Case Study #5** |
| 33 | Apr. 11th | **Case Study #5 Due** | Ethics and the Early Childhood Educator  **Case Study #6** |
| 34 | Apr. 13th | **Case Study #6 Due** | Ethics and the Early Childhood Educator  **Case Study #7** |
| 35 | Apr. 15th | **Case Study #7 Due** | Ethics and the Early Childhood Educator  **Case Study #8** |
| 36 | Apr. 18th | **Case Study #8 Due** | Ethics and the Early Childhood Educator  **Case Study #9** |
| 37 | Apr. 20th | **Case Study #9 Due** | Ethics and the Early Childhood Educator  **Case Study #10** |
|  | Apr. 22nd | **No Class/Good Friday** |  |
| 38 | Apr. 25th | **Case Study #10 Due** |  |
| 39 | May 2nd | **Final Exam: Presentation of Parent Involvement Plans - 8:00 am** |  |

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| **CLASS PARTICIPATION RUBRIC** |

**Name Date**

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| CATEGORY | **4 Exceptional** | **3 Proficient** | **2 Developing** | **1 Emerging** | **Score and Comments** |
| **Attendance and Punctuality** | Attends all classes  Is always on time | Misses 1 or 2 classes  Is tardy between 1 and 3 times | Misses 3 classes  Is tardy 4 times | Misses between 3 and 5 classes (Write the number: \_\_\_\_ )  Is tardy more than 4 times |  |
| **Level of Engagement in Class** | Proactively contributes to class by offering ideas and/or asking questions once per class | Proactively contributes to class by offering ideas and/or asking questions regularly | Rarely contributes to class by offering ideas and/or asking questions. | Never contributes to class by offering ideas and /or asking questions. |  |
| **Preparation** | Is almost always prepared for class with assignments and required class materials. | Is usually prepared for class with assignments and required class materials. | Is rarely prepared for class with assignments and required class materials. | Is almost never prepared for class with assignments and required class materials |  |
| **Completion of Assignments** | Turns in all assignments in on time. | Turns in most assignments in on time. | Turns in some assignments on time. | Does not turn assignments in on time or at all |  |
| **Collaboration** | Always contributes in meaningful ways during group activities | Usually contributes in meaningful ways during group activities | Sometimes contributes in meaningful ways during group activities | Never contributes in meaningful ways during group activities. |  |

**Score:**

**Instructor Comments:**