

### Basic Course Information

Semester:	<b>Fall 19</b>	Instructor Name:	<b>David Sheppard</b>
Course Title & #:	<b>CDEV 103: Child, Family and Community</b>	Email:	<b>david.sheppard@imperial.edu</b>
CRN #:	<b>(10710) (10966)</b>	Webpage (optional):	
Classroom:	<b>202</b>	Office #:	<b>2201</b>
Class Dates:	<b>8/19-12/12</b>	Office Hours:	<b>1:00-2:00 M/W 10:00-11:00 T/Thurs.</b>
Class Days:	<b>(M/W) (Thurs.)</b>	Office Phone #:	<b>760-355-6397</b>
Class Times:	<b>(11:20-12:45)(2:40-4:05)</b>	Emergency Contact:	<b>Alexiss Castorena 760-355-6232</b>
Units:	<b>3</b>		

### Course Description

An examination of the developing child in a societal context focusing on the inter-relationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. (Formerly CFCS 104) (CSU)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being 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. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.
4. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
5. Critically assess community support services and agencies that are available to community and families.
6. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families

## **MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":**

Upon satisfactory completion of the course, students will be able to:

- A. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- B. Discuss theories about the role of family, school and community in the process of socialization.
- C. Examine the role of family in the process of socialization.
- D. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- E. Examine the impact of change and transitions upon children and family dynamics.
- F. Examine the role of childcare and schooling in the process of socialization.
- G. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty.
- H. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.
- I. Investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families.
- J. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community.
- K. Identify early childhood practices that support all children and families.
- L. Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.

Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

## **Textbooks & Other Resources or Links**

*Child, Family and Community-Family Centered Care and Education*, 7<sup>th</sup> Ed. by Janet Gonzalez-Mena. Published by Pearson Education, Inc. 2017. Print ISBN: 9780134042275, 0134042271 eText ISBN: 9780133948752, 0133948757

## **Course Requirements and Instructional Methods**

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for the effort.

Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctor's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

### **Course Assessments:**

**Tests** will be based on content from course text and lecture, and will consist of multiple choice, true/false and short answer questions. Students are required to supply Scantrons for each test.

**Reflection Journal** requires students to reflect in writing on their life experiences, and to examine personal positions relevant to a wide-range of child, family and community related issues. Four sets of questions will be offered through the semester, with each set related to current course readings. Students will post their reflection entries onto the course Canvas webpage. *(Rubric will be supplied)*

**Family Share** requires students to create, and present to the class, a family tree. In addition, students are required to address, in writing, a series of questions related to dynamics of their family system, such as: family communication style, approach to discipline, emotional expression, traditions, family strengths and family challenges. *(Rubric will be provided)*

**Video Share** requires students to find and display to the class a short video depicting acts of kindness between community members- Students will encapsulate the central values that are portrayed in the video and briefly discussed how such values strengthen a community.

**Community Service Project** requires students to work in small groups to design and implement a one-time community service activity that in some ways serves the needs of our local community. After completion of the activity, each student will submit a written personal reflection, addressing both the challenges and rewards related to planning and executing the activity. Each group is also required to document their activity with photos and video, and create a slide presentation to share with the class. *(Rubric will be supplied)*

**Community Resource Report** requires students to research a local community resource agency, and to create a report to share with the class that addresses the basic services provided by the agency and related issues such as: qualifications, fees, location, hours of operation and affiliations. Students will be assigned a community resource agency by the instructor. Each student will present their finding to the class, utilizing slides or poster board and will also post a written report to share on the course webpage. *(Rubrics will be supplied)*

**Research Paper** requires students to write and in-depth examination of a topic pertaining to the course subject- Each student will explore a separate topic area determined by the instructor- Students are required to incorporate professional sources into their paper, and the paper is to be written following APA style. *(Rubric will be supplied)*

### Course Grading Based on Course Objectives

#### Class Assignment Point Values

Family share (slide presentation @ 5pts, written Bio assignment 10 pts.) =	= 15 pts.
Reflection journal (3 sets of questions at 10 each)	= 15 pts.
Video share	= 5 pts.
Social Science/ Child Focused Activity/ ME book	=10 pts
Volunteer visits and reflection	=20
Community Resource Report	= 10 pts.
4 Tests (including final exam) at 35 pts. @	= 140 pts.
Research paper	= 50 pts.

**Total Points Possible =265 pts.**

#### Grade Breakdown:

**90-100% = A; 80-89% = B = 79-70%=C= 69-60%=D= 59% and below =F**

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes

and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an “F” and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

All work done outside of class must be typed unless specified by the instructor

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

## Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. Students who fail to do so, are in violation of class policy. Continued use of such devices during class time, after an initial warning by the instructor, will not be tolerated.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and

(11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

## Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC



students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

#### CDEV 103 Fall 2019:

Date of Week	Topic / Assignments	Due Dates / Tests
Week 1: 8 /19-22	Introduction and Chap. 1 – The Child in Context of Family And Community	
Week 2: 8/26-29	Chap. 1 & Chap. 2 –Societal Influences on Children & Families	Start video share
Week 3: <i>M 9/2</i> <i>Holiday)</i> 9/3-9/5	Chap. 3-Attachment, Trust and Parenting	Start volunteer
Week 4: 9/9-12	Chap. 4-Supporting Families with Autonomy Seeking Youngsters	Start family share
Week 5: 9/16-19	Chap. 5-Sharing Views of Initiative	Test chap 1-4 Reflection 1 due
Week 6: 9/23-26	Chap. 6-Working with Families of School Age Chap. 14 –Other Community Resources	Introduce Research Paper Family Bio due
Week 7: 9/30-10/3	Chap. 7 – Understanding Families, Goals, Values, and Culture	
Week 8: 10/7-10	Chap. 8 – Working with Families on Guidance Issues	Community service activity for children activity/presentation due



Week 9: 10/14-17	Chap. 9-Working with Families on Feelings & Problem Solving Chap. 14 –Other Community Resources	Test 5-8 Reflection 2 due
week10: 10/21-24	Chap. 10 -Working with Families to Support Self-Esteem,	ME books due
Week11 10/28-31	Chap. 11 – Working with Families Around Gender Issues	
Week12 11/4-7	Chap. 12 – Stress and Success in Family Life	<b>Research paper due</b>
Week 13 <b>11/11 (Holiday)</b> 11/12-14	Chap. 13 –Early Care & Education Programs	Test on 9-12 Reflection 3 (online) (Journal collection due: printed)  Volunteer reflection due
Week14 11/18-21	Chap. 15 – Social Policy Issues	Begin Community Agency Presentation
<b>11/25-28 OFF</b>	<b>THANKSGIVING BREAK !</b>	
Week 15: 12/2-5		Community Agency Report Presentation
Week 16: 12/9 (M) 12/10 (T)		<b>Final Exam</b>

**(Due dates for Reflection Questions and In-Class/ Homework assignments to be announced**

**\*Please note the schedule is subject to change.**

