Northampton Community College
EARL 217: Child, Family and Community
Syllabus for FALL 2014 Section

Semester: Spring 2014     Phone: 610-861-4162
Instructor: Christina Lincoln     E-mail: clincoln@northampton.edu
Course: EARL 217     Office: 106A Reibman Hall
Section: WA
Virtual Office Hours: Tues: 11:00-1:00, Wed: 11:00-12:30, Thurs: 12:00-2:30

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CATALOG DESCRIPTION

COURSE DESCRIPTION
Students learn the role of families, communities, and culture in the development of children from 0 to age 9 in the context of CLAD. They examine theories of family systems and children’s social emotional development. Students study cultural competence and inclusive practices to build relationships with families and other professionals. They use evidence based practice to collaborate with and advocate for all children and families.
Course Credit Hours: 3

*Students are required to interview/observe a family with young children a total of six times over the semester to complete two key assessments for this course. Please make sure you will have access to a family who has young children (birth to age 8).

ONLINE SUPPORT:
NCC Help Desk: helpdesk@northampton.edu and Telephone number 610-861-5413
Office of Online Learning and Instructional Technology: onlinelearning@northampton.edu and Telephone number 610-861-4160
Like Us on Facebook at http://www.facebook.com/ncconlinelearning
Blackboard Collaborate Help: http://support.blackboardcollaborate.com and Telephone number 1-877-382-2293
NCC Online Tutoring: learning-center@northampton.edu

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

Course Learning Outcome 1: Child Development and Learning
Students explain, analyze and apply evidence based knowledge of children’s social and emotional development and uniqueness of each child based on multiple interacting influences to create safe, healthy, respectful and inclusive learning environments that provide responsive, developmentally appropriate, and arts-integrated learning opportunities.

Student Learning Outcomes
1a. Explain and analyze each child’s characteristics and needs for social and emotional development and learning.
1b. Explain and analyze multiple influences including cultural, linguistic and ability diversity that result in
the uniqueness of each child’s social and emotional development and learning.
1c. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, inclusive, and aesthetic arts-integrated environments and opportunities that support each child’s social and emotional development and learning.

**Outcome 2: Building Family and Community Relationships**
Students explain and analyze evidence based knowledge about complex and diverse characteristics of families and communities using multiple perspectives to support each child’s social and emotional development and learning through collaborative relationships.

**Student Learning Outcomes**
2a. Explain and analyze how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect the social and emotional development and learning of each child.
2b. Explain and analyze strategies teachers can use to build respectful, reciprocal relationships with families and communities including other professionals to promote each child’s social and emotional development and learning
2c. Apply evidence based knowledge to collaborate with families, communities and other professionals to support each child’s social and emotional development and learning

**Course Learning Outcome 6: Becoming a Professional**
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for the social and emotional development of each child.

**Student Learning Outcomes:**
6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Explain and analyze ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Explain and analyze strategies to advocate for each child, family, and the profession.
6e. Explain and analyze knowledge about becoming a professional who can articulate and practice an individual philosophy about children’s social and emotional development, which includes evidence based practices and Universal Design for Learning.

**ELL Course Outcome:**
Students will describe the sociocultural characteristics and their relationship to children’s learning and family partnerships. They identify bias in curriculum, environment and assessment of young children, and describe strategies to support diverse learners and families.

a. Identify sociocultural characteristics of ELLs including educational background and demographics.
b. Describe how ELLs’ cultural communication styles and learning styles affect the learning process
c. Describe how ELLs’ cultural values affect their academic achievement and language development.
d. Identify bias in instruction, materials and assessments.

**The following Supportive Skills are to be integrated in assessment as appropriate**
2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

**Textbooks and Resources:**
Textbooks:


E-Portfolio:
1. Students purchase Task stream card from the bookstore to create an e-portfolio.

Required Resources:


   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards

5. PA Dept. of Education. (Current edition). PA Learning Standards Early Childhood for 1st Grade, & 2nd Grade. Harrisburg, PA: PA Department of Education. (referred to as “PA-ELS” in Course Calendar)

   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards


   Also available online at: http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm; Click on ECE Manuals – Student

7. PA Department of Public Welfare. (Current edition). The Pennsylvania Code: Child Day Care Center; Group Homes; Family Child Care Homes. Harrisburg, PA: DPW. (Referred to as “PA Code” in Course Calendar)

   Available online at: http://www.dpw.state.pa.us/provider/earlylearning/index.htm


   Available online at: http://www.naeyc.org/positionstatements/ethical_conduct


   Also available online at: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf


   Available online at: http://www.dpw.state.pa.us/fordisabilityservices/earlyinterventionservices/earlyinterventionforms/index.htm Click on Individualized Family Service Plan (IFSP)


   Also available online at:...

   Also available online at: http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm

14. Sketch pad or notebook with unlined paper

15. Binders: Course Assessment Portfolio (1” size); TAOC Portfolio (3” size)

16. In addition to the required textbooks and resources, you will also need access to:
   - Computer
   - Digital Camera
   - Digital Video

Instructor Resources:


Course Policies

Assignments:

All assessments will follow the APA format:
All assessments (including Journals) will have a cover page
- Cover pages for all assignments will include: (in this order)
  - Name
  - Assignment Title
  - Course Section and Semester
  - Professor's Name
  - Date Submitted
- Running Head and page numbers will be used
- Reference page citations will be correctly formatted
- In-text citations will be correctly formatted and must match the reference page
- 12-point font, double space, and page numbers will be used
- Paragraphs will be indented

Consequences of Late Work or Missed Exams:

Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in points deducted as follows:
- All weekly assessments (e.g. journals) are due on time. Late submissions will not be accepted.
- All major papers, projects, and quizzes will drop two percentage points for each day that they are late. Refer to rubrics for further information.
- All missed assessment items will get “0” points.
GENERAL COLLEGE POLICIES:

**Class Attendance and Withdrawal:** Class attendance and engagement in the learning process are critical factors in determining students' success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses.

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

In an internet-based distance learning course, a student is considered to have missed the equivalent of more than twice the number of weekly meetings of a traditional classroom course in a consecutive two-week period if there has been no participation by the student in the class through submission of assignments, participation in discussion forums or contact with the Instructor in any way during the period.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

*Students will not be graded on attendance; however, students may be graded on class participation.*

**Academic Honesty Policy:** Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

**Student Responsibilities**

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

**Faculty responsibilities**

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.
Affairs.

**Academic Honesty Violations:** Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- **Cheating on examinations and quizzes --**
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- **Plagiarizing --**
  - Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  - Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  - Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  - The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.

- Purchasing an assignment and submitting it as your own work.

- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.

- Listing sources that you never consulted.

- Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.

- Tampering with or damaging the work of others or preventing others from completing their own assignments.

**Consequences of Violations:** When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:
• A written warning, with the requirement that the assignment be redone within the instructor’s specified time.

• A failing grade for the assignment or test.

• An “F” grade for the course.

Commitment to Diversity: Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
northampton.edu/reportit

Policy Regarding Children: The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

Disability Services: Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

Netiquette: is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

• Responses to other students should address the ideas or work submitted not the person.

• Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.

• Be mindful this is educational communication.

• Be cautious in using sarcasm or humor which may be misunderstood in online communications.

• Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.

• Remember your Northampton Community College email is for educational purposes only.
**Class Preparation:** In order to prepare for each class, complete lab assignments and class assignments (e.g. reading text chapters, referring to web sites and articles, writing reflection papers, etc.) so that you can contribute to class discussion and get your questions answered. Your participation in the discussion forum and paired / group activities will lead to positive learning outcomes for you as well as your peers.

**Assignments:**
Written assignments must be completed and submitted electronically, use APA format, and be on time in order to receive credit. Printed forms (e.g. observation forms) must be downloaded from the ECE web site and typed; all other assignments must be typed (12-point size, double-spaced) including a cover page with the necessary information.

**Privacy Statement**
Video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. Any videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or videotape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

**Tutoring Services:** The LearningCenter at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called Student Rights and Support Services in the Course Information page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information: http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm
Access the online tutor for ECE courses at the following email address: ecetutor@northampton.edu

**Advising:** The current ECE advisor is Andrea Powell. Her contact information is as fol

![Andrea Powell](image.jpg)

email: apowell@northampton.edu
Phone: 610-861-4145

**Incomplete Policy:** An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

For further information regarding any NCC procedures or policies refer to the current Student Handbook at the following link: http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf
## INSTRUCTIONAL PLAN

### Assignments Required and Weight of Each in Determining Final Grade:

1. Child Study Project........................................................................................................15%
2. Culture Study..............................................................................................................5%
3. ELL Paper.....................................................................................................................15%
4. Discussion Forum.........................................................................................................10%
5. Family and Community Project...................................................................................16%
6. Journals.......................................................................................................................10%
7. Weekly Assignments.....................................................................................................10%
8. Professional Growth and Philosophy Paper...............................................................10%
9. Technology Assignment...............................................................................................5%
10. E-Portfolio (TaskStream)............................................................................................2%
11. Course Binder.............................................................................................................2%

Total..................................................................................................................................100%

Students must complete the following assessments in order to pass this course:
- All Key Assessments of the Course **
- Course Assessment e-Portfolio
- TAOC e-Portfolio

### Description of Assignments

Content related to Cultural, Linguistic, and Ability Diversity will be reflected within the assignments and in the course calendar.

- **Child Study:** Students will observe a child over the semester to identify and document influences on and characteristics of the child’s social and emotional development. This information will be used to develop “next steps” for planning to support growth and development in these domains as well as written parent communication plan.

- **ELL Paper:** Students will research and document evidence based practices and strategies related to the teaching of ELL students and the importance of building partnerships with their families. In addition, they will identify the socio cultural characteristics related to children’s learning and bias in curriculum, environment and assessment of young children.

- **Professional Growth and Philosophy Paper/Portfolio:** This project will allow you review and reflect on your learning over the course of the semester. Using your assignments as “evidence” you will document your growth over time in understanding cultural, linguistic ability diverse characteristics of children, families, and communities and reflect on your strengths, challenges, and areas for future growth in providing evidence based practices to build continuous, collaborative relationships with families and communities.

- **Family and Community Partnership Project:** Students will identify a family who has child(ren) between the ages of Birth-Age 8. They will observe the family and interview the parent(s) to gather information about the cultural, linguistic, ability diversity characteristics, including family goals and values in relation to the child as well as Ecological Systems Theory. As a result they will research and identify resources within the family’s community to support the family. This will conclude with a final reflection paper.

### Other Assignments:

In this course, the Alternative Assignments are:
- **Technology Assignment:** Students will demonstrate their knowledge of information literacy to research the influence of media and technology on child development and create a family information component that supports best practices.
• **Culture Project:** This assignment will give you the opportunity to study one cultural heritage by researching the resources in the community. As a result of you will explore the role of culture in the socialization process of children and determine culturally sensitive ways to respond to children and families.

• **Weekly Assignments:** You will complete ten weekly assignments during the semester, focusing on the long-term inquiry project on the Moon. This will help you to understand the cycle of learning and teaching.

• **Reflection Journals:** You will complete ten weekly journals during the semester, reflecting on your own learning of the course concepts.

• **Course Assessment e-Portfolio:** You will follow the step-by-step directions to build your e-portfolio for EARL 217 in TaskStream.

• **Course Assessment Portfolio Binder:** You will build a portfolio binder following the organization guide provided with the assignment. This will serve as a back-up document for your e-Portfolio.

• **TAOC e-Portfolio and Binder:** TAOC is the Transfer and Articulation Oversight Committee of the Department of Education in PA. According to the TAOC agreement, there is a statewide Program-to-Program articulation in ECE which allows students to transfer their credits from a 2-year-college to a 4-year-college if they submit a standard and outcomes-based TAOC Portfolio. You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer portfolio. You will create TAOC portfolio using your e-Portfolio system and also in a binder.

**Due Dates for Assignments:** Responses to guiding questions of the weekly forum are due by midnight on Thursday; all other assignments are due by 11:00 PM on Sunday of the week that they are due.

**Feedback on Assignments/Projects/Discussions:**
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Grade Book of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, labs, etc.) within 7 days of submission. Your discussion forum posts will be read at least every other day and graded within 3 days of the discussion forum closing.

**Save all your work!**
You are expected to save all your assignments on disks/thumb drives as back up data to safe guard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.

**Assessment Criteria:**
The general criteria for grading work are as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.
D = Students demonstrate partial ability to describe information.

**Grade Scale:**
The following grades are used in the Early Childhood department:
A  = 93 – 100 %
A- = 90 – 92 %
B+ = 87 – 89 %
B  = 83 – 86 %
B- = 80 – 82 %
C+ = 77 – 79 %
C  = 73 – 76 %
D+ = 67 – 72 %
D  = 60 – 66 %
F  =  0 – 59 %

Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

Your final weighted percentage will be used to determine your final grade.

This syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.

Note: This syllabus is a summary of important course information. For details, please view the contents of all folders in the Start Here Course Information page as well as the Learning Content and Assignments page in Blackboard. Also check the Announcements page for any changes to the syllabus.
**Course Calendar**

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check Announcements in Blackboard and the Assignments section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar with due dates listed. All assignments are due by 11:00 PM on Sunday.

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<tr>
<th>Wk</th>
<th>Date: 8/25-8/31</th>
<th>Topic</th>
<th>Reading Print Materials</th>
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<th>Other Assignments</th>
<th>Assignments Due</th>
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<tr>
<td>1</td>
<td>Introduction to course</td>
<td>The Child in the Context of Family and Community</td>
<td>-G-M: Chapter 1 -T-S: 14-16, 64-66, 153-154 -Explore three out of the four websites (your choice) listed on the chapter resources (page 22) of Child, Family and Community Textbook and use as a resource to complete your assignments/discussion forum posts for this week -CLAD Resource Packet: A Family's Introduction to Early Intervention in PA (See &quot;Explorations&quot; Folder in Assignments Page) -Other web based resources used in this class: -Cultural Influences on Play: <a href="http://www.easternct.edu/cece/video_culture_play.htm">http://www.easternct.edu/cece/video_culture_play.htm</a> -CONNECT Module 4: <a href="http://community.fpg.unc.edu/connect-modules/learners/module-4">http://community.fpg.unc.edu/connect-modules/learners/module-4</a></td>
<td>-Course and Student Introductions -Discuss connections to prior learning related to Ecological Theory and cultural influences on play -Expand on knowledge of Early Intervention Resources for Families and the family perspective -Explore CONNECT 4 Module -Make connections between own family and ecological theory -Introduce Family and Community Paper</td>
<td>Explore and critique other family resources related to Early Intervention</td>
<td>-Journal #1 -Identify a family for study -CONNECT 4 Module Activity Sheets 4-1a and 4-2a</td>
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<th>Wk</th>
<th>Date: 9/1-9/7</th>
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| 3  | Attachment, Trust and Parenting | -G-M: Chapter 3  
-T-S: Chapter 9  
-PA ELS  
-Web Resources: Healing Resources Website: Videos and Article: Different Types of Parent-Child Relationships | Discuss:  
-Attachment  
-Toxic Stress  
-Emotional Intelligence  
-CONNECT Module 4  
-Child Study Assignment | -Child Study Assignment | -Assignment 3 CONNECT Module 4  
-Child Study Assignment  
-Journal Three: Thompson Family Circles-All About Relationship |
| 4  | Supporting Families with Autonomy Seeking Youngsters | -G-M: Chapter 4  
-Culture Matters Website: http://wws.peacecorps.gov/wws/educators/enrichment/culturematters/ch1/tocch1.html  
-Janet Gonzalez-Mena video: Diversity-Contrasting Perspectives | -Discuss: Independence and Interdependence  
-Visit Family for Child Study Assignment | -Review and begin group project on Anti-Bias Curriculum  
-Review and begin culture study project | -Journal 4: Initiative  
-Child Study Assignment |
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| 5  | Date: 9/22-9/28 Sharing Views of Initiative with Young Children | G-M: Chapter 5 Web Resources
-Video: CRAFT- Project CRAFT: Culturally Responsive and Family Focused Training | -Discuss:
  - Definitions of Family
  - Pro-Social Behaviors
  - Strategies for managing Aggression
  -Family and Community Project: Visit One | -Work on Group Project
-Work on Culture Study Project | -Family and Community Project: Visit One Assignment
-Week 5 Journal: Initiative
-Portfolio Work-Update Credential Portfolio in TaskStream and Assemble Course Binder |
| 6  | Date: 9/29-10/5 -Working with Families of School Age | G-M: Chapter 6 Web Resources:
-CLAD Resource Packet:
  - IFSP
  - IEP
  "You Got It! Teaching Social and Emotional Skills" | Discuss:
  - Transitions
  - Bullying
-Analyze IFSP/IEP: Resource Packet | - Anti-Bias Group Project
-Work on Culture Study Project | -Anti-Bias Group Project
-Class 6 Assignment-Looking at the IFSP and IEP
-Journal 6: Roots of Empathy |
| 7  | Date: 10/6-10/12 Understanding Families Goals, Value and Culture | -Gonzalez-Mena: Chapter 7
-NAEYC: Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education
-Article: What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistic and Culturally Diverse Children and Families
-Article: Cultural Variations in Childcare: Values and Action | Discuss:
  - Cultural Quiz
  - Arts and Families
  - ELLs
-Janet Gonzalez-Mena Videos: Independence and Individuality |
  Camille Resources
  Case Studies: Communicating with | -Child Study Assignment
-Review and Begin work on ELL Case Study
-Work on Culture Study Project | - Child Study Assignment
-Class 7 Journal-Hard to Reach Family
-Assignment Class 7: Communicating with Families |
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<tr>
<td>8</td>
<td>Working with Families on</td>
<td>- G-M: Chapters 8</td>
<td>Discuss:</td>
<td>- Work on ELL Case Study</td>
<td>- Class 8 Journal: Building Relationships with Challenging Children</td>
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<td>- CSEFEL Website: Resources for Families</td>
<td>- Case Study</td>
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<td>- Behavior Charts</td>
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<td>- Video: What is a Functional Behavioral Assessment (FBA)?</td>
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<td>- Class 8 Journal: Building Relationships with Challenging Children</td>
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<td>- Video: What is the difference between and IEP and a 504 plan?</td>
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<td>Working with Families on</td>
<td>- Gonzalez-Mena: Chapter 9</td>
<td>Discuss:</td>
<td>- Class 9 Journal: Parenting Styles</td>
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<td>Addressing Feelings and</td>
<td>- Zero to Three Website: Early Childhood Mental Health: Promotion, Prevention and</td>
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<td>Date: 11/3-11/9</td>
<td>Working with Families Around Gender Issues</td>
<td>-Gonzalez-Mena Chapter 11 -NAEYC Article: Do not Harm -An Educator's Guide to Gender Bias Issues</td>
<td>Discuss Socially Constructed Knowledge Gender roles</td>
<td>- Work on ELL Case Study -Class 11 Journal: Media and Gender Roles -Class 11 Assignment-Using Children’s Literature</td>
<td>-Class 11 Journal: Media and Gender Roles -Class 11 Assignment-Using Children’s Literature</td>
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<td>11/17-11/23</td>
<td>Schools and Early Care and Education Programs as Community Resources</td>
<td>Gonzalez-Mena: Chapter 13</td>
<td>Discuss Medical Community Outreach (Local) Cultural Connections VIA, Parent to Parent, ARC (online videos), Special Kids</td>
<td>- Work on ELL Case Study -Work on PG&amp;P -TAOC Portfolio -Course Binder</td>
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<td>11/23-11/29</td>
<td>Identifying</td>
<td>Gonzalez-Mena: Chapter 14 Communication with families-</td>
<td>Discussion: How to Find</td>
<td>- ELL Case Study Due -Work on PG&amp;P</td>
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<td>11/24-</td>
<td>11/30</td>
<td>and Using Other Community Resources</td>
<td>CONNECT Topic on families</td>
<td>Resources</td>
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<td>- Identify State, local, nation, global resources</td>
<td>-Course Binder</td>
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<td>- Six Scenarios</td>
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<td>12/1-</td>
<td>12/7</td>
<td>Social Policy Issues</td>
<td>G-M: Chapter 15 Disabilities Rights Services ELC</td>
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<td>- “Virtual” School and Teacher Responsibility</td>
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<td>- Transition Advocacy</td>
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<td>12/16</td>
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<td>Final Project Due Date</td>
<td>G-M: Chapter 15 Disabilities Rights Services ELC</td>
<td>- Respond to 3-2-1 reflection on the course.</td>
<td>-Professional Growth and Philosophy Paper</td>
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<td>- Create a representation of your main learning from the course, using any of the arts.</td>
<td>-Course Assessment Portfolio (electronic and binder)</td>
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<td>-TAOC Portfolio (electronic and binder)</td>
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