

Los Angeles Mission College

Child Development 11 - Home, School and Community - Section # 3160

Spring 2008

Wednesday 3:40 p.m. - 6:50 p.m.

Instructor's Name: Lilamani de Silva

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Office Location: Instructional Building – Cubicle 43 & 44

Office Hours: Tuesday - 5:00 p.m. - 6:00 p.m. and 8:00 p.m. – 9:00 p.m.
Wednesday - 10:00 a.m. - 12:00 noon
Thursday - 2:30 p.m. - 3:30 p.m.
and by appointment

CATALOG COURSE DESCRIPTION: (3 units)

This course introduces the student to the effects that the home, the school and the community have on the development and experience of the young child. Issues, challenges and concerns will be explored as well as the importance of developing partnerships.

COURSE OBJECTIVES:

As a result of completing this course students will have an understanding of, or be able to apply, the following principles and concepts.

1. Identify the child's major socializing influences with emphasis upon the roles of the home, school and community;
2. Demonstrate understanding of family in terms of both historic and current roles and functions emphasizing the impact on child development;
3. Enhance child and family's participation in early childhood programs;
4. Have opportunities to practice verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support each child's development;
5. Explore current child rearing issues and trends;
6. Describe and value cultural diversity as an enrichment of personal experience;
7. Understand the impact of a disability on the family;
8. Understand the importance of interactions among family, culture, social and physical environments which may influence the infant and young child in achieving maximum growth and development;
9. Understand the need for advocacy, and develop skills in advocating for children, families, and quality programs;
10. Identify and describe various home and school educational program models; and
11. Identify community resources available to teachers, children and families, and recognize the value and accessibility of these support systems.

REQUIRED TEXTS AND MATERIALS:

1. Berger. **Parents as Partners in Education.** Pearson Prentice Hall, 2008
2. de Silva, Lilamani. **Collection of Handouts**

Student Learning Outcomes	College GE SLO	Assessment Method	
1. Students will analyze and articulate current family issues and functions that affect the lives of young children. 2. Students will collect and categorize various community resources that serve to support teachers, children and families. 3. Students will demonstrate strategies for developing respectful, reciprocal relationships between parents and teachers and enhancing partnerships between home and school.	<ul style="list-style-type: none"> ▪ Written and Oral Communication (1) ▪ Global Awareness (7) ▪ Information Competency (2) ▪ Written and Oral Communication (1) ▪ Global Awareness (7) ▪ Problem Solving (3) ▪ Ethics and Values (6) 	1. Oral and written presentations, and/or term paper. 2. Development of resource file. 4. Development of an action plan, letter writing campaign and/or term paper. 5. Role playing and/or term paper.	

REQUIRED ASSIGNMENTS:

All assignments must be typed or neatly hand written in ink on one side of the paper only.

The five assignments are as follows:

1. Classroom Report - (100 points)

The report consists of a five-minute oral report on a topic of your choice from the list provided in class. A three page written paper on the same topic based on your readings must accompany it. A bibliography must accompany your written paper, and resources should be included with the oral.

2. Midterm Exam - (100 points)

3. Resource File - (100 points)

You will compile a minimum of fifteen resources (places to go) compiled into a usable filing system - with at least five resources for teachers, five resources for parents, and five resources for children. Additional information is available in the Collection of Handouts.

4. Final Exam – (100 points)

5. Collaborative Research Project (Groups will be assigned by the Instructor)- (200 points)

- **Active Group Participation is required. If a group member is not participating she/he may not get the same grade. Turn in a summary of how each group member participated in this collaborative project along with your paper. The process of doing this project is of great value in learning.**
- You will work in a group of Three to Four to do this paper and project.
- This is a major research paper to be done on a topic of your choice pertaining to the class. The paper must include information based on research from Three to Four (3-4) books, and must also include an interview based on the topic.
- A detailed description of the process for writing a this paper will be distributed in class.
- It is very important to be a team player by cooperating, giving each member a turn to contribute and having equal responsibility.

6. Attendance and Participation: (100 Points)

- Attendance is mandatory.
- Students with excessive absences or tardiness (3 weeks in a row) will be dropped from this class.
- If you cannot attend class for any reason, it is important that you notify me in advance.
- **Coming to class late and leaving early will result in a minus of 10 points.**
- Class participation is also very important and will influence your grade.

- **Active Small and Large group participation is also very important and will influence your grade.**
- **Every class missed will result in a minus of 20 points.**
- It is your responsibility to drop a class, if you are no longer attending the class.
- Always get the name, telephone number, e-mail address of one of the student's to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.

Assignments turned in late:

- Occasionally something occurs that prevents an assignment from being submitted on time.
- If this has been discussed in advance, there is no penalty.
- However if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered.
- **If an assignment is not submitted at all, your final grade will be lowered by a full letter grade.**

Extra Credit:

Attendance of Conference and Workshops. A written report of what you learned must be submitted.

EVALUATION:

There are Five (5) assignments to submit in this class. Each of which will contribute to your final grade. Each assignment will be given a letter grade (e.g. **A, B, C, D, or F**), **which** will then be recorded in order to determine your final grade for the class. The letter grades mean the following:

A - 650-700

B - 600-649

C - 550-599

D - 500-549

F - below 499

Self Evaluation:

20 minutes of reflective writing about the process and content. These reflections should include your thoughts, experiences, perceptions, and ideas.

STUDENTS WITH SPECIAL NEEDS:

If you have any health impairments that require medication, or any other disability that might affect your performance in class, and would like your teacher to make special accommodations, please call our campus Special Services Director, Dr. Rick Scuderi, at 818-364-7734 as soon as possible. He will help you arrange special accommodations for your classes.

Cell Phones:

Please be courteous and turn off your cell phone to a silent mode.

Teaching Style:

"All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher." (Adler, 1982)

"One must learn by doing the thing, for though you think you know it-you have no certainty until you try." (Sophocles, 5th C.B.C.)

Child Development 11- Section 3160
Class Schedule – Spring 2008
Wednesday - 3:40 p.m. – 6:50 p.m.

	<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
1	February 6	Introduction	
2	February 13	Families and Communities: Overview, Trends, and Insights	Chapter 2
3	February 20	The Modern Family Structures and Community <u>Reports Begin</u>	
4	February 27	Child Rearing Issues - birth order, adoption, Sibling rivalry, Aids, etc. <u>Reports continue</u>	
5	March 5	The Abused Child - <u>Reports continue</u>	Chapter 11
6	March 12	Working with Parents of a Child with Disabilities <u>Reports continue</u>	Chapter 10 <u>Mid-Term Due</u>
7	March 19	Working with Culturally Diverse Groups - <u>Reports continue</u> ...	Chapter 3
8	March 26	No Class – College Closed – Spring Break	
9	April 2	Community Resources	<u>Resource Files Due</u>
10	April 9	Family Involvement – Essential for a Child’s Development Historical Overview of Family Life, Diverse Families, and Parent Involvement	Chapter 1 Chapter 4
11	April 16	Effective Home-School-Community Relations Communication and Parent Programs	Chapter 5 Chapter 6
12	April 23	Collaborative Leadership – Working with Parents	Chapter 7
13	April 30	School-Based Programs Home-Based Programs	Chapter 8 Chapter 9 <u>Final Exam Due</u>
14	May 7	Rights, Responsibilities, and Advocacy	Chapter 12
15	May 14	Collaborative Research Project Presentations	
16	May 21	Final Class - Let’s Celebrate! You did it!	
17	May 28	Final In Class	

Please note

The course outline is a guide for the quarter and may be modified/revised to enhance learning outcomes or by events outside the control of the instructor.

CHILD DEVELOPMENT 11
ORAL & WRITTEN PRESENTATION GRADING

Oral Presentation: (out of possible 50)

Information: _____/30

Use of Time (5 minutes): _____/10

Contact with Audience and Volume: _____/5

Resources: _____/5

Written Paper: (out of possible 50)

Information: _____/35

Use of Resources (bibliography): _____/10

Neatness: _____/5

TOTAL: _____/100

Collaborative Project Grading

Active group participation _____/30

Introduction _____/10

Research _____/40

Role of the teacher/school, parents and community _____/40

Resources and support systems _____/30

Organization/Neatness _____/10

Bibliography _____/10

Interview _____/30

Total _____/200

Presentation Topics

- Divorce
- Working Women
- Single Parent Homes
- Blended Families
- Out-of-wedlock Births
- Grandparent Maintenance Families
- Step Parenting
- Gay Parents
- Custody Issues
- Teen Pregnancy and Parents
- Role of Fathers
- Welfare Reform or Cal Works (California Welfare to work)
- Adoption
- Foster Parenting
- Birth order
- Sibling Rivalry
- AIDS
- Death and Dying
- Children with Special Needs
- Chemical Dependency
- Poverty
- Homelessness
- Cultural Diversity
- Prenatal Exposure to Drugs
- Child Abuse
- Day Care Issues
- Advocacy
- Media
- Internet
- Gang Violence
- Bullying
- Other???

Child Development 11
RESOURCE FILE ASSIGNMENT

The resource file consists of gathering information from a minimum of **fifteen (15)** resources.

These resources must be chosen in Three Categories:

1. Five for use by teachers.
2. Five for Use by children.
3. Five for use by parents.

Each resource must include:

- The Cover sheet (see Attached)
- Brochures, information sheets and etc., provided by the agencies.

NOTE:

You may compile your file in any way that will be useful for you:

- A folder
- A file box, etc.

Be prepared to display it in class for sharing with other students. The sharing of community resources will benefit is all.

Resource Binder Grading Sheet

Student's Name: _____	
5 Resources for Parents	_____ /15
5 Resources for Children	_____ /15
5 resources for Teachers	_____ /15
Cover Sheets	_____ /15
Neatness	_____ /10
Organization	_____ /10
Variety of Resources	_____ /10
Important Resources	_____ /10
Total: (Out of 100 Points)	_____ /100

RESOURCE FILE FORMAT

Name of Facility:

Address:

Phone Numbers:

E-mail Address:

Contact Person:

Description of Facility and Services Available:

Hours of Service:

Languages Spoken:

Fee:

Other Relevant Information:

Category: Circle those that apply

Teachers

Parents

Children

Child Development 11
Assignment Check List

Spring 2008

Wednesday 3:40 p.m. – 6:50 p.m.

Name: _____ **Total Points:** _____ **Grade:** _____

1.	_____ February 20 – March 19	Class Report Due - Paper	_____/50
	_____ February 20 – March 19	Class Report - Oral	_____/50
2.	_____ March 12	Midterm Exam	_____/100
3.	_____ April 2	Resource Files Due	_____/100
4.	_____ April 30	Final Exam	_____/100
5.	_____ May 14	Collaborative Research Project	_____/200
6.	_____ May 28	Attendance & Participation (Every class missed – minus 20 points) (Late Arrival/Early Departure – minus 10 points)	_____/100
7.	_____ May 14	Extra Credit	_____/

A - 650-700

B - 600-649

C - 550-599

D - 500-549

F - below 499

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and by appointment

Child Development Web Site: www.lamission.edu/childdevelopment

If you have any questions, concerns or did not understand any contents of the material please make an appointment to meet with me. I can give you my full attention when I can set aside time to meet with you. Please feel free to call and e-mail me.

Child Development 11- Section #3160
Spring 2008

Name: _____

Address: _____

Telephone: Day: _____ Evening: _____

E-mail: _____ Major: _____

Reason taking this class: _____

How many units enrolled this semester: _____

Name the classes' enrolled: _____

How many Child Development classes previously taken: _____

Name the Child Development classes' taken: _____

How many hours do you work? _____

Occupation: _____

What is your first language? _____

Languages spoken: _____

Do you have any Special Needs? _____

Any other information you would like to share: _____
