

Lassen Community College Course Outline

CD 12 Child, Family and Community

3.0 Units

I. Catalog Description

This course addresses early childhood education competencies related to the role of the family in the care and education of the child, and the role of community in providing services to children and their families. Key concepts include acknowledgement that children develop in the context of their families and communities and that building relationships with families in an integral part of competent and professional early childhood practice. This course has been approved for online, hybrid and correspondence delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only

General Education Area: E1

C-ID CDEV 110

51 hours lecture, 102 hours out-of-class, total student learning hours 153

Scheduled: Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of the course the student will be able to:

1. Analyze theories of socialization that address the interrelationship of child, family, 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 and families, and evaluate their current impact on children, families, schools and communities.
4. Describe effective strategies that empower families and that encourages them to be involved in their child's development
5. Demonstrate knowledge of community support services and agencies that serve families
6. Identify 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

B. Course Objectives

Upon completion of this course the student will be able to:

1. Analyze the impact of the development of a child in terms of his environment: family, peers, school, community and society.

2. Identify Ericson's Eight Development Tasks in correct order and describe the crisis of the age.
3. Explain the development of sexuality identity.
4. Discuss the elements of the communication process and the barriers to effective communication.
5. Define and distinguish between an open family system and a closed family system.
6. Compare and contrast family life styles in two non-American cultures.
7. Identify the major social problems confronting families in the American culture.
8. Prepare and present a comprehensive term report or project of one major social problem confronting American families.

IV. Course Content

- A. Major current and historical theoretical frameworks of socialization
- B. Interrelatedness of family: school, community and agent of socialization
- C. The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transition, and family dynamics
- D. Diverse family structures, parenting styles and values
- E. Teacher's and caregivers' influences on children and families
- F. Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
- G. Factors that contribute to resiliency in children
- H. The influence of adults personal experience and family history on relationships with children and families
- I. The role of group childcare and early schooling
- J. The teacher's role in researching the needs of family contexts (of dual language learners, in particular)
- K. Advocacy strategies to influence public policy on behalf of children and families
- L. Legal requirements and ethical responsibilities of professionals working with children and families
- M. Early childhood practices that support optimal child development and effective parenting
- N. Contemporary social issues that affect children and families; effects of stereotyping, bias, and assumptions about child development, family functioning, and community strength.
- O. Process of socialization and Identity development
- P. Historical and sociocultural factors that affect development

V. Assignments

A. Appropriate Readings

Students will be expected to read college level materials which will include: the textbook, library references, and professional journal in the area of psychology, and social services.

B. Writing Assignments

Written assignments will include the preparation and presentation of a term paper or project on a social problem confronting the American family. Students will demonstrate their ability to understand the subject matter through the use of appropriate vocabulary in written assignments or an oral report.

C. Expected Outside Assignments

This course involves three hours of classroom instruction and six hours of homework per week. The six hours will include reading, writing assignments and reports related to the subject matter content.

D. Specific Assignments that Demonstrate Critical Thinking

Critical thinking skills will be demonstrated through the analysis of case studies and new research materials as it relates to social problems of the family. Students will be required to evaluate services provided by various social agencies as to their value for specific families in differing circumstances.

VI. Methods of Evaluation

Traditional Classroom Delivery

Evaluation will be based on satisfactory progress in the performance in a variety of activities and assignments such as: essay examinations, written assignment, and class participation. Students will demonstrate their ability to understand the language through the use of appropriate vocabulary, discussions, written assignments, and essay examinations.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communication.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Lectures, discussion seminars, small group activities, films. 2) Online delivery: Participation in forum-based discussions. Online exercises/assignments weekly.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery **Correspondence Delivery**

Hybrid Delivery

Online Delivery

Traditional Classroom Delivery

Lectures, discussion seminars, small group activities, films, guests strategies as determined by the instructor.

Online Delivery

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on websites. Discussion papers, email communications, postings to forums, and web links will comprise the method of instruction.

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Roberta Berns, *Child, Family, School and Community: Socialization and Support*, 11th edition, 2023, Cengage Learning, ISBN 9780357509593

IX. Discipline/s Assignment

Child Development / ECE

X. Course Status

Current Status: Active

Original Approval Date: 5/1/1990

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 02/21/2023