Dear Students:
Welcome to Child Development 109: Child, Family, and Community. My name is Kathryn Machado and I look forward to spending the next few months with you exploring the many issues of this course. The topics within this course all affect your every day life and your career in working with children and families.

Course Description: The purpose of this class is to gain an understanding of the development of and influences on young children within the context of the family, early care and education, school, peer group, community and media, including culture, religion, economics, politics, and change. Issues, challenges and concerns are explored as well as community resources and the importance of partnerships and advocacy.

Required Readings and Materials:
- NAEYC Position Statements (PS):
  - PS1: Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals to Prevent Child Abuse and Where We Stand on Child Abuse Prevention
  - PS2: Media Violence in Children’s Lives
  - PS3: Violence in the Lives of Children

Weekly readings beyond the required texts will be assigned throughout the semester and may include instructor handouts, library sources, or books.

- Materials Needed: (2) three-prong folders: one to turn in assignments and one for your current events files); White-lined, 8.5x 11, Writing Paper will be needed for in class writings (Do not place the paper in these folders)

Folder Communication: When turning assignments in place the papers that need to be graded in the LEFT POCKET. When assignments are returned they will be placed, by your instructor, in the RIGHT POCKET. Completed assignments are removed from your folder. The grade sheet should be placed in the clips. Students are allowed to track their grades using this form.
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>Theories and Family</strong></td>
<td></td>
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<tr>
<td>1. Define socialization and describe the aims, agents, and methods of socialization.</td>
<td>After lectures and video viewing on socialization, students will diagram a sample of their ecological system and that of a character viewed in the video.</td>
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<tr>
<td>2. Analyze the effects of socializing experiences and environments on the development of the child.</td>
<td>After lectures and examining contexts in which children live (media, peers, family, etc) students will complete journal reflections and a current events portfolio on various socializing experiences.</td>
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<td>3. Assess, compare, and contrast the ways in which families, early care and education programs, schools, peer groups, and the community act as socializing agents.</td>
<td>After lecture, NAEYC Position Statements and viewing of the Movie: Ruby Bridges, students will create a diagram to explain the Ecological System.</td>
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<td>4. Synthesize research regarding change; evaluate its impact on children, families, schools and community.</td>
<td>After lecture, NAEYC Position Statements, and viewing of the Movie: Ruby Bridges, students will complete a reflection journal to evaluate the impact chronosystem changes have on children.</td>
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<tr>
<td>5. Analyze social issues including poverty, changes in the family structure, culture and history, early care and education, media, religion, economics, and education.</td>
<td>After lectures and examining contexts in which children live students will complete journal reflections and current events portfolio on various socializing experiences.</td>
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<tr>
<td>6. Evaluate results of the socialization process, including self-esteem, gender role, and moral development.</td>
<td>After lectures and readings on various socialization processes, students will be tested on the various theories of the socialization process.</td>
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<tr>
<td>7. Identify the socialization needs of all children.</td>
<td>After lectures and readings on various socialization processes, students will be tested on the various theories of the socialization processes influenced by the family, school, peers, and the community.</td>
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<td>8. Describe the four forms of child abuse and explain the California mandate reporting laws.</td>
<td>After a lecture and readings on child abuse (neglect, physical, emotional, verbal) students will be able to answer test questions that assess their understanding of child abuse regulations specifically mandated by California.</td>
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<td>9. Develop advocacy strategies to change attitudes and public policy on behalf of children.</td>
<td>After a lecture various methods of advocating, students will explore various issues important to children and families through the creation of a current events journal. Based on their interest students will write an advocacy letter.</td>
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<tr>
<td><strong>School</strong></td>
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<td>10. Examine the functions of the Local Education Agency (LEA)/School Board.</td>
<td>After a lecture on LEAs students will locate board members and review their roles and responsibilities for a group presentation.</td>
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<tr>
<td><strong>Community</strong></td>
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<tr>
<td>11. Examine the California legislative process for advocating.</td>
<td>After lectures on the California legislative process, students will include in a group presentation the local elected officials and their roles. Students will also answer test questions that measure their understanding of the role of elected officials.</td>
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<tr>
<td>12. Demonstrate the ability to analyze a case and propose community resources available to assist families.</td>
<td>After a lecture on the importance of knowing the resources available within a community, students will develop a group presentation that describes the needs of a fictitious family and locate local services for the family.</td>
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<tr>
<td>13. Describe community resources available and services they offer to assist families.</td>
<td>After a lecture on the importance of knowing the resources available within a community, students will locate local services for a fictitious family and produce a group presentation.</td>
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</table>
Other Webpages referred to in class. I do suggest that you visit these sites: If any of the links has stopped working please feel free to email me this information.

- Stanislaus County Family Resource Directory 2007 (Important)
- California Easy Voter’s Guide http://www.easyvoter.org/site/evguide (Important)
- A Conversation with Ruby Bridges (video of interview and transcript)
- Ruby Bridges Foundation: http://www.rubybridges.com/index.htm
- Preschool For All http://www.preschoolcalifornia.org/
- Children’s Defense Fund (Oakland Chapter): http://www.cdfca.org/
- A Nation at Risk http://www.ed.gov/pubs/NatAtRisk/risk.html (case sensitive)
- No Child Left Behind Act http://www.ed.gov/pubs/elsec/leg/esea02/index.html
- The Federal Role in Education http://www.ed.gov/about/overview/fed/role.html?src=ln
- The TV Parental Guidelines http://www.tvguidelines.org/default.asp
- California Department of Education: Educational Codes http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20
- NPR http://www.npr.org/
- That's A Family http://www.womedia.org/thatsafamily.htm

Class Assignments:

A. Participation:

Class discussions are used extensively in this course; therefore, students are required to attend all class sessions and participate in large and small group activities. Class attendance is recorded on a "Student Sign-In Sheet." This is passed around at some point during each class. Your signature verifies your class attendance (and only your signature). If you arrive late and/or depart early, it is your responsibility to "sign in." Waiting until the next class period is not acceptable. Leaving class early will result in a deduction of points. **For each absence, there will be a deduction of 10 points for lack of participation.**

If you are absent from class, follow this procedure:

1. Consult with another student about notes and activities missed. It is a student’s responsibility to obtain information from the missed lecture and to copy handout material from another student. As your instructor, I may not have the opportunity to update you on material that you have missed. For this reason, it is your responsibility to make certain that your classmate contact information below is kept up-to-date.

   Classmate #1 Name_________________________ Contact Numbers _________________________

   Email __________________________

   Classmate #2 Name_________________________ Contact Numbers _________________________

   Email __________________________

   If your classmate says, "we did not do anything in class this week", kindly thank them and call the next person on your list. We will ALWAYS do something in this course.

B. Current Event/Advocacy Portfolio:

The current event portfolio is an accumulation of at three (3) articles, newspaper reports, news magazines, web-article or family magazines, an advocacy letter related to the current issues concerning the welfare of young children, and a final reflection. Your collections of items are to come from a
combination of sources and must take place over the weeks of the course. A short reflection must be included with each and a final project reflection. A three-fastener folder is required (no binders will be accepted). Articles may be placed in sheet protectors. Do not place the reflections or the letter in a sheet protector. See Guidelines on the class web page)

C. **Explore Our Community Resources:**
This project will assist students in exploring the many resources that are available in their community and their surrounding communities. Groups will be given a short description of a family situation. Through a group process, each person will assist their group in locating community resources and gaining a better understanding of what each service has to offer the community. Included with this project is a peer evaluation and short presentation of services located. Fifteen points will be subtracted from your final score for each group presentation that you miss.

D. **Reflection Journal:** The student is required to write a 1-2 page critique of the videos, special readings, and holidays. Reflections due dates are noted on your syllabus. Reading reflections are due the day after the reading is due. The movie video reflection is due after the final viewing of a video. (See the Guidelines for Reflections on the class web page)

E. **Exams:** Exams are in multiple choice, true/false, or essay format. Chapter outlines may be used for Exam 1 only. Any use of the textbook for the Exam will be considered cheating.

**Extra Credit Requirements:** (15 max) **Video Viewing and Writing Center will be the only extra credit.** Fifteen (15) points is the maximum number of points allowed for extra credit. **Requirements are that you have not missed more than one class and all assignments are turned in on time.** Obtain approval before completing any extra credit. Extra credit is being used to extend your learning in this course and not a substitute for missed required assignments of this course.

**Grading Policy:** See the Grade Sheet for point system

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79 - 70%</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60%</td>
</tr>
<tr>
<td>F</td>
<td>59 - 00%</td>
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</tbody>
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**Other Important Information:**

**Cell Phones:** All cell phones are to be turned off during class time. At no time are you allowed to talk on your cell phone within the classroom due to the on-going group work that takes place in this class. **Earpieces are not to be worn within the classroom. You will be asked to leave the classroom and it will be your responsibility for any missed assignments or points.**

**Computers:** Students have access to computers on East and West Campus
- West Campus
  - Library Computer Lab, Yosemite Hall, A235
  - Tutoring Center, Yosemite Hall, 118
  - Student Center, Mary Stuart Rogers Building

**Contacting Me:**
Communication is the key to success in any course and must be handled with care! The following are tips and guidelines to follow to ensure efficient communication and successful interaction of thoughts and ideas:

- Email or my cell phone is the best and quickest method of communication for this course. I check my email/cell phone as often as I can.
- Include your course title (CLDDV 109) and section number (----) in all email subject lines. In addition, always include your first and last name in the email. [http://www.albion.com/netiquette/](http://www.albion.com/netiquette/)
- If you have changed your name since enrolling in this course, be sure to ALWAYS use both. Chances are your name won’t match with the name I have recorded and an F will be recorded as the final grade.
- Proper “netiquette” is important. The written word is sometimes mistaken for other messages other than what the writer intended. Remember that we cannot see facial expressions; note body language
and other nonverbal cues that help us understand what someone is trying to say. For this reason, please be thoughtful in your responses and your interpretations.

You may have been SPAMMED: If you do not receive a reply from me in a day, please call and leave a message.

Please feel free to come to me to discuss any assignments in the course. Become accustomed to me saying “Do you have your assignment?” before I will discuss the assignment. So, each time you wish to discuss an assignment, the syllabus, or article bring the item with you.

Assignments:

- **QUALITY OF ASSIGNMENTS:** ALL assignments are to be written in complete, clear sentences, and use paragraphs to organize your thoughts. Work that does not reflect these expectations will be returned to the student for correction OR no grade. MJC has assistance available for students: English and Writing classes, MJC Writing Center and the Child Development Department CLDDV 48 writing courses.
- I look for students to submit college level materials. This include material submitted that visually is professional. All work must be typed, double-spaced (unless specified single-spaced), 12-font, Arial or Times Roman (no cursive or italics fonts) and 1-inch margins.
- Any handwritten work may only be submitted using black or blue ink.
- It is also expected that students will complete the assigned readings prior to each class meeting and that they actively participate in all class discussions.
- All exams and assignments are due on the noted dates. Dates are sometimes changed to accommodate the learning process, use your syllabus calendar to update due dates.
- I do not accept work via email. No assignments are to be turned in to my mailbox. You must turn in assignments directly to me.
- All work must be turned in at the designated time during class. The Instructor will decide if special circumstances are needed.
- At anytime during the course you may meet with me to review your grades.
- You must keep every assignment that is evaluated during the course until you receive your final grade.
- Do not turn-in your only copy of any assignment.

Developing Good Study Skills: The general expectation for college is that you should spend two hours outside of class studying for every hour you spend in class. This means that in one week you should attempt to study a minimum of six hours a week for this course or approximately 1-hour 12 minutes a day for five days. This would include time for reading the chapters, reviewing or taking notes from the chapter, reviewing your lecture notes and organizing the information.

Cheating: “Don’t Do It” and earn your grade or receive an “F” grade for the course.

Final Grades: Two weeks after the end of class you may obtain your grade from the piratesnet website. Grades are only posted on www.mjc.edu at the piratesnet link.
1. Highlight on your syllabus the reflections and their due?

2. Where can you locate the position statements?

3. The Child Abuse Reflection includes what Position Statements? Is it one or two reflections?

4. What type of folder is needed for turning in weekly assignments?

5. What type of folder is needed for current events portfolio? How many?

6. Which exams may you use your textbook? Outlines?

7. How many points will be lost for each group presentation that is missed on final day?

8. How many articles are needed for the current events project?

9. What are the consequences for violating the cell and earpiece policy of the course?