

Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

EC 102: Children in Relations with Home, School, and Community

Fall, 2015

Professor Min Kim	
Class Hour: 9:30-12:00	Classroom:
Office: Click here to enter text.	Phone: Click here to enter text.
Office Hours/ Consultation: Click here to enter text.	E-mail: mkim521@gmail.com
TA: TBA (To Be Arranged)	Credit Unit: 3

A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

B. Relationship of Course to Bethesda University’s Mission

To equip students with professional development so that they will be assisted in their professions to their churches and the kingdom of God at large, by understanding children and how best to reach them.

C. Course Description

This course is designed to bring about understanding, recognition and cooperation between home, school and community.

D. Course Objectives & Student Outcomes

After completing this course students will have achieved the following:

	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	<ul style="list-style-type: none"> • Recognize how God has uniquely created children and understand how play can be used to reach each child and help them to grow. • Understand how God has created families. 	Textbook readings, Journals, Class activities, personal reflections, support interview

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Intellectually	<ul style="list-style-type: none"> • Identify changing family patterns and ways to work with various families. • Identify issues related to home, family, school, and community that affect children, their needs, and interests, and their home experiences. • Determine issues of race, class, gender, religion, sexual orientation, disability, and other important areas of difference within the context of forming genuine collaborative relationships with community members. 	Textbook readings, Journals, Class activities, personal reflections, support interview, quizzes
Socio-Emotively	<ul style="list-style-type: none"> ■ Utilize the resources offered by community for children and families. 	textbook readings, exploration of community resources.
Vocationally	<ul style="list-style-type: none"> • Develop educational programs for children based on the needs of children and their family utilizing community resources. 	Textbook readings, Journals, Class activities, personal reflections, support interview, quizzes

E. Teaching/Learning Methods

- Lecture and demonstration
- Reading in textbooks, other books, and periodicals
- Discussion
- Cooperative learning projects and activities
- Student presentation
- Multimedia presentations

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F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	Home, School & Community Relations (7th Ed.)	Carol, Gestwickie	Wadsworth, Cengage Learning		2010

G. Recommended Reading and Other Course Resources (All reserved for reading)

No.	Title	Author	Publisher	Library code	Year
1	Shaping school culture: The heart of leadership.	Deal, T.E. & Peterson, K.D.	Jossey-Bass		1999
2	The motherhood manifesto	Blades, J	Nation Books		2006
3	The eight seasons of parenthood: How the stages of parenting constantly reshape our adult identities	Unell, B. & Wyckhoff, J.	Time Books		2000
4	School-family partnerships for children's success	Patrikakou, E., Weissberg, R., Redding, S., & Walberg, H.	Teacher's College Press		2005
5	Time to care: Redesigning child care to promote education, support families, and build communities	Lombardi, J	Temple University Press		2002
6	Beyond the Bake Sale: The essential guide to family-school partnerships	O'Donnell, N. & McJunker, C.	Families and Work Institute		2001

H. Course Schedule and Outline

Note: Course schedule may be subject to change.

N	Date	Theme	Reading	Assignments
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1	8-24	Syllabus Chapter 1		
Last Day to Request Add/Drop is Friday of First Week				
2	8-31	Families today	Chapter 2	Journal Entry, pg.32, Quiz
3	9-7	Labor Day No School		
4	9-14	Parenting	Chapter 3	Journal Entry, pg. 79, Personal reflection, Self Identity/Family Study, Quiz
5	9-21	What is Family Involvement	Chapter 4	Journal Entry, pg. 154, Quiz
6	9-28	Teacher-Family Partnerships	Chapter 5-7	Journal Entries, pg. 184; pg. 214; pg. 240, Quiz
7	10-5	At the Beginning with Parents and Children	Chapter 8	Journal Entry, pg. 277. Quiz,
8	10-12	Informal Communication with Families	Chapter 9	Journal Entry, pg. 301, Quiz
Last Day to Request Grade Withdrawal "W" is Friday of 8 th Week				
9	10-19	Parent-Teacher Conferences	Chapter 10	Journal Entry, pg. 357, Quiz
10	10-26	Teachers and Families at home and the classroom	Chapters 11-13	Journal Entry, pg. 382; pg. 400; pg. 439, Quiz
11	11-2	It takes a Village: Teachers, Families, and Communities	Chapter 14	Journal Entry, pg. 477, Quiz, Community Resource Project
12	11-9	Working with Families from Diverse Backgrounds	Chapter 15	Journal Entry, pg. 511, Quiz
13	11-16	Working with Families in Particular Circumstances	Chapter 16	Journal Entry, pg. 554, Quiz
14	11-23	Thanksgiving Week		
15	11-30	Working to Resolve Challenging Behaviors	Chapter 17	Journal Entry, pg. 620, Quiz
Last Day to Request Grade Incomplete "I" is Friday of 15 th Week				
16	12-7	Final		Support Interview

I. Assignments

Home, School & Community Reading:

Read the chapters prior to class as per the Weekly Class Schedule in order to be prepared for class discussions.

Journal Entries: (10 Points each)

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Each chapter will have a corresponding journal entry as outlined in the calendar. After reading the journal entry, students will write a typed response at least two paragraphs long. Journal entries may either be turned in the beginning of class, or sent via email before class starts. You may not turn it in during break time.

There is possibility of extra credit. Some chapters have more than one journal entry. Students may type out their responses for extra journal entries related to the current chapter. For extra credit, journal entries must be turned in at the beginning of class. (Extra credit is worth half the points.) (5 pts)

Group Participation and Class Activities

The value of this course will be enhanced by everyone's contribution to in-class activities, collaborative group work and lively discussions. It is expected that you will participate thoughtfully in class discussions by sharing your informed reactions to questions, issues and ideas raised during class discussions.

Throughout the semester, a variety of individual, in-class, and group activities will be completed. Class Participation points will be factored into your total points at the end of the semester. Points may NOT be made up if the assignment/and or activity is not completed on time or if the assignment/and or activity was missed due to an absence.

Cell Phone Policy:

Cell phones are to be turned off (not on vibrate) before class begins. Answering phones, sending and receiving text messages and looking at your phone during class is disruptive and unacceptable. If your cell phone continues to be a problem then I will confiscate it before class and return it when class is over.

Quizzes: (10 points each)

Weekly quizzes will be administered at the beginning of each class. The purpose of these quizzes is to aid students in keeping current on the reading and lecture material. The quizzes will be drawn from the readings and from chapter review sections of the book. I realize there are circumstances that are out of your control, so you may drop 2 of your lowest quiz scores.

Exploration of Community Resources: (30 points)

Research 3 programs that are held or offered by the community or various organizations for the children and their family. The content should include

- 1) When, where, and for whom
- 2) The goals of the program or event as provided by the hosting community or organization
- 3) Detail information of the program or event
- 4) What other benefits you think children and their family could get from the program or event

Personal Reflection: Self-Identity/Family Study (40 points)

A. In a concise but fairly short written paper (3–4 pages) describe your preschool years and early primary school years. Describe the types of learning and parenting practices that occurred in your home

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(or family), your parents' marital, work, or culturally related practices, which bore influence upon your transitions into public school experiences. Describe how experiences in early years eased or prohibited your adjustment to early schooling. In other words:

What were aspects of how parent's (or caregiver's) involvement mattered to your early schooling?

Reflect upon the early primary grades, middle school, and high school.

How were your primary caregivers (parents) involved in your schooling?

How did they show you they valued your education?

What did they do, say, think, or believe about school?

What were other significant sources of learning or support, which helped you, be a successful student?

Were there aspects of family life, which did not fit with school expectations of parents?

What was your role in your own school success?

Support Interview (100 points for paper, 15 points for presentation)

In order to better understand how parents get support for the trials they face in meeting the demands of parenting, interview one parent in four families that have a child at the age level you currently work with or would like to work with.

Gather information on these topics any way that seems comfortable for you:

Single/dual raising responsibilities or how parents cope with morning routines

Difficult problems they currently face with their child(ren)

Resources for help when illness or work interferes with normal routines

Resources for help when can't cope effectively with their children's actions

What teachers can do to help at drop off in the morning and at pick up time

Written Summary:

Write a short paper summarizing (not detailing) what you discovered:

Describe the four parents you interviewed. Who are these people?

Summarize what you learned. Don't include transcripts of all they said. Taken together as a group, what are the key ideas?

Reflect on how these interviews affected you personally. What did you learn that can be beneficial to yourself in the future?

Imagine you did this with every family you ever will have in the future as a standard policy. What are the positives and negatives of doing interviews about these topics with parents?

All papers must be typed, 12 point font. Please maintain professionalism and make sure papers are checked for grammar and spelling. Please pay careful attention to the format as outlined. Points will be docked!

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H. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

Requirements	Points
Journal Entries	160 points (16 x 10)
Quizzes	100 points (10 x 10)
Exploration of Community Resources	30 points
Personal Reflection: Self-identity/Family study	40 points
Support Interview	100 points for paper, 15 points for presentation
Total Points	425 points

2. Grade definition

- A Excellent
- B Good
- C Satisfactory
- D Poor
- F Failure

3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

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I. Course Policies

1. Attendance, Preparation, and Participation:

Attendance for each class is necessary. One absence (excused or unexcused) is allowed, but for every absence thereafter, points will be deducted from Attendance/Participation points. Three absences equal an automatic fail. Two late arrivals or leaving early will equal one absence. If you will not be in class, please email me before the class starts.

2. Deadlines:

All assignments must be completed on the scheduled dates and turned in at the beginning of class. If you are unable to make it to class, I will accept emailed work. However, the email must be in my inbox by 10:00 am. Late assignments will be penalized

When applicable, work completed outside class will be typed. (Handwritten papers will be returned to the student.) ALL individual work turned in must be your own. Students are required to do their own reading of materials. Be sure to cite any quote you use. Please be professional in all work, correspondence and discussions with the professor and other students. Any plagiarism will result in an "F" for all involved.

Controversies sometimes arise over the issue of grades. Often, students will have in mind a grade they wish to receive for a given class. However, it must be remembered that grades are not given, but earned. Therefore, if a student expects a certain grade, that grade must be earned starting the first day of class. It is not the responsibility of the instructor to find a way for a student to earn a certain grade; that is the student's responsibility.

There is no grade change available after the semester is over, unless there is a special emergency.

3. Make up work:

Assignments that are late will automatically receive one grade lowered, unless the student asks for permission prior to the assignment due date, and receives it. Excused absences will be decided on a case by case basis. Late work will only be accepted up to one week past the due date.

4. Extra-credit work:

Extra credit is available. (Please see Journal Entries) Please remember extra-credit is used as an additional boost to your grade if you are between grades. It is not a chance to make up for assignments that you forgot or chose not to do.

5. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

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Sign below verifying: I understand the Theories of Play in Education syllabus.

My signature below indicates that I have read the entire syllabus and understand its contents. I agree to abide by the class policies set forth for the course and will be held accountable to such policies. In particular, I am aware of the Attendance/Participation and Late Assignment policies.

Signature:

Date: