



Bethesda University

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

EC 102 Children in Relationship with Home, School & Community Fall 2015 / Online

Professor Myeong Shin Nam (남명신, Ed. D.)			
Class Hour:	Online Class	Classroom:	N/A
Office:	N/A	Phone:	562-977-7779
Office Hours/ Consultation: By appointment before class		E-mail:	otsenam@msn.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

The course fulfills the Bethesda's mission by equipping students for spiritual integrity to be servant leaders in the Church, community, and global society by the application of knowledge to practice in the field and by integration of and Christ-centered lifestyle as early childhood educators.

C. Course Description

This course is designed to bring about understanding, recognition and cooperation between home, school and community, and finds various ways of their collaboration for better child education and care for young children.

D. Course Objectives & Student Outcomes

After completing this course, students will have achieved the following:

	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	Form identity of preschool teacher, integrating knowledge to practice and to character of a Christian educator.	Reading Reports Movie Watch Report
Intellectually	(1) Identify the issues that are important to rearing child and forming healthy family. (2) Discuss the benefits and potential barriers of teacher-family partnerships for children,	Book Review Observation and Interview



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	parents, and teachers	
Socio-Emotively	(1)Develop communication skills to establish a partnership between home and school, and between parent, teacher, and child. (2)Explore ways to work with the families of various patterns and of diverse cultural experiences.	Observation and Interview Video Watch point
Vocationally	(1)Explore how a school and programs can motivate parents to be involved in and outside classroom and as volunteers. (2) Examine a variety of communication resources both formal and informal, that teacher can utilize to build relationships with families and support them.	Observation and Interview Community Resources

E. Teaching/Learning Methods

- Lecture: The lecturer will transmit information and knowledge through lecture.
- Discussion: The students are to share their reflections from reading and to ideas and opinions regarding the information and knowledge that are presented by the lecturer.
- Presentation: The students are to present what they learn from some assignments.
- Video Watching: The students will watch some videos to enhance their understanding to the specific issues.

F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1	아동과 환경	황혜정, 김경희, 이해경, 어주경, 나유미	학지사	370.15 g275o	2003

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

Please, provide at least 5-10 recommended book on the subject and prioritize by importance and popularity. The library will try to buy those books if not already there.

No.	Title	Author	Publisher	Library code	Year
1	유아 부모 교사를 위한 부모교육	김진영, 김정원, 전선옥	창지사	306.874 ㄱ 887o	2003
2	현대사회와 유아교육	최기영	교문사	372.21 ㄷ 157 ㅎ	2006
3	<i>Parents as partners in education: Families and schools working together</i> (7 th ed.)	Berger, E. H.	Upper Saddle River	370.1931 B469P	2008
4	<i>Home, school & community relations</i> (7 th ed.)	Gestwickie, C.	Cengage Learning	370.193 G393H.E7	2010



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H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1	8/24	Introduction to the Course		
Last Day to Request Add/Drop is Friday of First Week				
2	8/31	Children and Environment	Chs. 1-2	
3	9/7	Labor Day - No School		
4	9/14	Children and Family (1) - Functions & Family patterns	Chs. 3-5	Reading Report (1)
5	9/21	Children and Family (2) - Influences on Modern Family		Reading Report (2)
6	9/28	Children and Family (3) - Parental Roles	Chs. 6-8	Reading Report (3)
7	10/5	Children and Family (4) - Parent Roles continued		Book Review
8	10/12	Children and Preschool (1) Benefits of Teacher-Parent Partnership		Reading Report n (4)
Last Day to Request Grade Withdrawal "W" is Friday of 8 th Week				
9	10/19	Children and Preschool (2) - Barriers to Teacher-Parent Partnership		Reading Report (5)
10	10/26	Children and Preschool (3) - Keys to Teacher-Parent Partnership	Chs. 11-12	Reading Report (6)
11	11/2	Children and Preschool (4) - Communication between Teacher and Parents		Reading Report (7)
12	11/9	Children and Community		Reading Report (8) Observation & Interview
13	11/16	Children under Various Circumstances (1) - Cultural Diversity & Child Abuse	Chs. 9-10 pp. 154-170	Community Resources
14	11/23	Thanksgiving Week – No class		
15	12/2	Children under Various Circumstances (2) - Child with Special Education		Reading Report (9)
16	12/9	Final – Movie Watch		Reading Report (10) Movie Watch Report & Philosophy Paper



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I. Assignments

1) Reading Repots (10% of final grade = 1 % X 10 times):

You are to write a personal reflection of what you have learned from reading and class. One page limit per reflection .

- a. Reflection 1 – 4: Reflect your early childhood and family experiences based on your reading and class
- b. Reflection 5 – 8: Suggest creative ideas for developing the partnership between parents and you as a future early childhood education teacher. You may adopt or apply what you learn from class.
- c. Reflection 9 – 10: Write your position and roles for child advocate and how to support children and family with particular circumstances.

2) Book Review (30% of final grade):

You are to read a book that is related to parenting and review it. You will present your book review in class. In your written paper, you should include

- a. Brief introduction to the book and the author (½ page)
- b. Structure of the contents and summary of the book (2-3 pages)
- c. Your evaluation of the book (2-3 points, 1 page)
- d. Application of the content of the book to help parents who are rearing children and teachers who are teaching children under dynamic cultures and changing family parents (½- 1 page)
- e. To whom do you recommend the book and for what reason (1 paragraph)

3) Observation and Interview (25% of final grade):

You are to observe children in a child-care center or preschool setting.

Daily Conversation: You are to observe teachers greet parents and children during drop-off and pick-up time. How does the teacher greet parents and the children? How much time does she or he spend with each? What types of information is exchanged? How are separations handled when children are not ready to leave their parent or to leave school? You must observe at least 10 cases and interview a teacher about daily greetings and conversation. And you must report 10 cases of observation and contents of your interview(2 pages), and write down what you find and learn about daily conversation (1 page).

Communication Methods: You are to observe all displayed materials or handouts that are used for communication between teachers and parents. If the materials are displayed,



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observe how they are displayed and what contents they include? Ask the teacher what you need to know (e.g., how often the materials are updated, when they prepare the materials, etc.). Observe or ask the teacher of what other methods they use to communicate information to parents. Write down your interview results and explain, in detail, 5 best ideas for effective communication between teacher and parent (2-3 pages). Attaching photos or materials from the center will be helpful.

4) Community Resources (25% of final grade):

Research 5 resources or programs that are held or offered by communities or various organizations for the children and their family. The content should include

- a. Detail information of the program provided by the hosting community or organization.
- b. What benefits you think children and their families could get from the program or event.
- c. How you think each program or resource can be used for the education and support of your children and/or their families.

5) Video Watch Points & Philosophy Paper (10% of final grade):

Watch video in class and fill out observation point as suggested in the handout and write you philosophy of education as a Christian preschool teacher or as a Christian educator (2 pages).

J. Evaluation/Assessment Rationale for Grade Determination

1) Grade Assessment

Requirements	Points
Reading Reports	10
Book Review	30
Observation and Interview	25
Community Resources	25
Video Watch Points & Philosophy Paper	10
Total	100

2) Grade definition

- A Excellent
- B Good



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- 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

H. Course Policies

1) Attendance, Preparation, and Participation:

- Students who are involved in BUC sports teams are required to notify the instructor in advance for excused absences for any scheduled games during the first week of the course. Students who miss three or more class sessions will be dropped from the course.
- Written assignment: Font size 11, line space 180 or 1.5-space, and margin 1" (or 2.5 cm) in all side.

2) Deadlines:

Students should submit all written assignments in the beginning of class due date. Down grade of a letter grade will be applied to each day. The student with a serious medical issue may request extension of deadlines. For this he or she must submit doctor's report.

3) Academic Integrity:

Plagiarism and cheating are unacceptable. Plagiarism is defined as the use of someone else's ideas, arguments or other original material without acknowledging the source.

I. Bibliography (Recommended Books for Book Review)

- 포스터 클라인 & 짐 페이 (2004) *사랑과 원칙이 있는 자녀 교육*. 생명의 말씀사.
 게리 채프먼 & 로스 캠벨 (2001). *자녀를 위한 5가지 사랑의 언어*. 생명의 말씀사.



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존 드레셔 (2001). *어린이가 꼭 필요로 하는 일곱 가지. 생명의 말씀사.*

노먼 라이트 (2001). 부모말의 파워. 토기장이.

테드 트립 (2008). 마음을 다루면 자녀의 미래가 달라진다. 디모데.