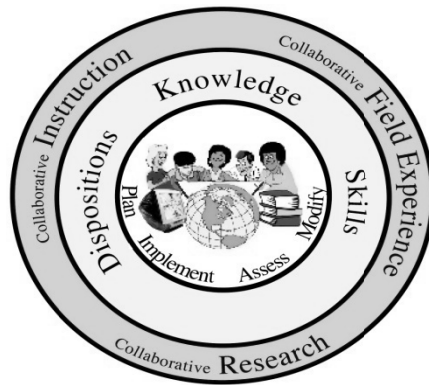


A Learning-Centered Syllabus

ECE 363—Families in Diverse Communities

Required Course for EC-4 Certification



Enhancing The Future
Through Educator Preparation

College of Education

Department of Language, Literacy and Special Populations

Sam Houston State University

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor Information

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Schedule Overview

Fall 2007

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Research		ECE 363		ECE 363
9:30	& Writing	ECE 363	Section 01	ECE 363	Section 01
10:00		Section 02		Section 02	
10:30			Preparation		
11:00		Office Hours	& Grading	Office Hours	Lunch
11:30					Office Hours
12:00		Lunch	Lunch	Lunch	
12:30		ECE 433	Preparation	ECE 433	Preparation
1:00		Section 03	Grading	Section 03	& Grading
1:30					
2:00		Office Hours		Office Hours	
3:00					
4:00					
5:00					

Office Hours:

Monday: Research

Tuesday: 11:00 to 12:00; 2:00 to 5:00

Wednesday: by appointment only, Writing, Class Preparation, and Grading

Thursday: 11:00 to 12:00; 2:00 to 5:00

Friday: 11:30 to 12:30

Appointments may be made any day of the week if scheduled in advance (3 day minimum is suggested).

Letter to the Student

Welcome to ECE 363. In this classroom and in all of my classes we will work together as a learning community. You are not in competition with your peers; instead they are your colleagues in our learning adventure of *Families from Diverse Communities*.

This means that we will share ideas, information and skills so that we all become better learners. Why will we do this?

Let me quote Dr. Sue Wortham:

*It is clear that many challenges face tomorrow's teachers of young children in the early childhood years. Gone are the days when young children could be perceived as coming from similar homes and family backgrounds. Gone are the days when curriculum and instruction for young children could be designed from a commercial program prepared by a specialist in some distant city. No longer can the teacher be concerned with a classroom of young children. The teachers of tomorrow will develop educational programs for diverse populations of students. **They will acknowledge and appreciate student differences and involve their families in the program**...Development of high-quality programs for young children will include design of a curriculum that is dynamic, child centered, and responsive to the diverse populations that are represented in each classroom."*

Au and Kawakami, 1991, go on to describe a multicultural curriculum. *"The multicultural curriculum celebrates the contributions of the cultures of children who are learning together at a particular time in their lives. We therefore, must celebrate the contributions of the cultures of the individuals in **our university** classroom if we are to do the same for our young children as we become teachers. This is a relatively new concept and is just now making it into our public schools.*

You, as future teachers, will therefore be part of a new generation of educators embracing the many cultures of our young children. You will understand that this diversity is not a weakness, instead from it comes a greater strength where ALL students will succeed, not just those in the mainstream of our society. There is no mystery surrounding success for each child – we must understand, celebrate and plan for diversity with our students AND their families to ensure academic success for the children of today.

Good luck to you.

Text/Readings:

Olsen, Glenn and Fuller, Mary Lou. (2003) ***Home-School Relations: Working Successfully with Parents and Families***. 2e Pearson Education, Inc. Allyn and Bacon. **(Required)**

Payne, Ruby, K. (1996) ***A Framework for Understanding Poverty***. 4 revised edition. Aha Process. **(Required)**

Purpose of the Course

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- a) Develop specific skills, competencies, and points of view needed by professionals in the field of education.
- b) Help you learn to find and use resources for answering questions or solving problems.
- c) Support you in acquiring the skills necessary in working with others as a member of a professional educator team

Course Description

This course is an in-depth study of the relationship between families and schools in diverse communities. Topics addressed in this course include discussion of the major theories that support partnerships with parents; success ideas for establishing open communication and co-equal relationships with families for classroom teachers, parenting styles; family dynamics; and the rights and responsibilities of parents, children and teachers. There is a community service field experience that is required with this class.

My approach to teaching falls under the general category of *active and experiential teaching and learning*. In this class you will be asked to do some reading, researching, and studying on your own and then come to class prepared to apply the information and participate in experiences I have planned for you in the classroom. The ones I have found most useful include:

- Role-playing, Simulation, Debate, and Case Studies
- Writing to Learn
- Small Group Learning
- Assessment as Learning
- Problem-Based Learning
- Service Learning
- Online Learning

Course Content & Standards Matrix

The candidate will be able to

- Define the major theories that support partnerships with parents.
- Identify models for parent, school and community partnerships.
- Describe major influences on children’s and families lives.
- Describe parenting styles.
- Define family dynamics.
- Demonstrate parent education strategies.
- Develop communication techniques to use with families.
- Present a parent education seminar .
- Explain the rights and responsibilities of parents, teacher and children.

Objectives/Learning Outcomes	Activities	Performance Assessment	Pedagogy and Professional Responsibilities Standards <u>(EC-4) Generalist Standards</u>	NAEYC Standards
Define parenting styles, family dynamics, and philosophies of two families	Interview two sets of parents to determine their parenting style and philosophy of education	Written paper with teacher reflection	4.2k <u>SS 9.2ks, 9.3ks, 9.9k, 9.4s</u>	1, 2, 3, 4a, 4d, 5
Demonstrate communication techniques to use with families	Role-play parent/teacher conference with partner	Critique by partner and observation evaluation by instructor	4.2s, 1.5k, 2.4k, 2.23k, 4.1k, 4.2k <u>Eng/LA and reading 1.8s, 2.4s, 3.4s, 5.8s, 6.4s, 7.13 s, 8.8s, 9.7s, 10.4s</u>	1, 2, 3, 4a, 4b, 4c, 4d, 5
Demonstrate parent education strategies	Develop and present a parent education seminar	PowerPoint presentation, lesson plan, and written paper	1.5k, 4.2k, 4.1s, 4.13s, 2.4k Health 2.1s, 3.13s	1, 2, 3
Develop communication tool to use with parents	Create a parent newsletter	Published newsletter	4.2k, 4.3s <u>Health 3.13s Eng/LA 1.8s, 2.4s, 9.7s</u>	2, 3, 4b, 4c, 5
Describe families, family situations, family characteristics	Class discussions and exams	Observation and feedback from instructor	1.5k, 2.4k, 4.1-3s <u>Health 1.7k, 1.6s</u>	1, 2, 3, 4a, 4b, 4c, 4d, 5
Describe family characteristics	Family representation	Representation and descriptors	<u>SS 9.2ks, 9.3ks, 9.9k, 9.4s</u>	2
Develop a list of service agencies for families	Create a bank of family resources	Collection list	4.2k <u>Health 1.78k, 1.6s, 1.11k, 1.13k</u>	2, 5

Expectations

Turning in Course Assignments

Assignments are expected to be turned in the day of the class session. Late assignments will result in point deductions. NOTHING WILL BE ACCEPTED ELECTRONICALLY FOR GRADING. You may however, email me a copy of your work on the date it is due and bring me a hard copy that matches what you sent electronically to the next class session. If you forget the hard copy the next class session, the assignment is considered late and will result in point deductions. All written work is expected to be neat, professional and typed. Please double space your work and use Times New Roman or a similar font that is easy to read and about the same size.

Blackboard.com Information

Students should refer to Blackboard for all assignments and course documents. This **does not** include homework and or readings.

Attendance and Class Participation

There are no excused absences in college. Students may miss 3 hours of class without any point deductions. After 3 hours, 10 points will be deducted for each hour of absence. It is also important and respectful to the professor and your classmates to come to class on time and to stay until the class is over.

There are times when absences, tardies, and leaving the class early are important and necessary. So when this does happen, be respectful when entering or leaving the class as not to bother others.

Also note that “tardies” and “leaving early” count in with your total hours of absences. Two late arrivals (or leaving early) count as one hour of absence.

It is your responsibility to sign the roll sheet each class period. Failure to sign the roll sheet will count as an absence. Please sign out when you leave early and document the exact time. If you do not write in the exact time, the professor will count your “leave early” as one hour of absence.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuses a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Absences: Follow Up Procedure

Class sessions are important to your understanding of the material. If you miss a class, you miss participation in the application activities based on the individual preparation for that class day.

Given certain circumstances that are documented, the professor will allow make up participation points when class is missed. The goal is not to be punitive or to punish the student who is absent, but for the student to be able to take part in the learning activity that was missed and show an understanding.

It is up to the student who has missed class to make an appointment with the professor in person, by phone, or by email to get the needed information **outside of class times**. Plan on a 10 to 15 minute conference. **You may not ask the professor about making up class participation points before or after class.** Class times are for those students who are attending class that day – INCLUDING the 10 minutes before class formally starts and 10 minutes after class is over.

Respectful way to ask the professor about a missed class:

“I missed class on _____ (date), what information was covered so that I may keep up with the learning?”

Non -Respectful way to ask the professor about a missed class:

“I missed class on _____ (date), did I miss anything?”

If you ask this question, the professor, who planned significant learning experiences for the scheduled class, will be sad and may not allow you to make up the learning.

Student Responsibility: <http://www.shsu.edu/syllabus/>

Student information on Academic Dishonesty, Classroom Rules of Conduct, and Visitors in the Classroom. (<http://www.shsu.edu/syllabus/>) Students are expected to read, understand and adhere to this information.

Students with Disabilities Policy

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Evaluation/Grading:

There will be a possible total of 400 points accumulated in the completion of this course.

A=93% and above B=80-92% C=70-80% D=60-70% F= below 60%

372 - 400 = A

320 - 371 = B

280 - 319 = C

240 - 299 = D

Below 240 = F

Note: All course assignments must be turned in to pass the course.