COLLEGE OF EDUCATION

UNDERGRADUATE DEPARTMENTAL COURSE SYLLABUS

1. **Course Prefix and Number:** EEC 4408  
   **Credit Hours:** 3

2. **Course Title:** Child, Family, and Teacher Relations

3. **Regular Instructor(s):** Ilene Berson, Ph.D., Jolyn Blank, Ph.D., Sophia Han, Ph.D. Adjunct faculty and doctoral students are required to have a Masters Degree with an emphasis in Early Childhood Education and experience teaching young children.

4. **Course Prerequisites (if any):**  
   Admission to College of Education Early Childhood Program.

5. **Course Description:**

   This course focuses on developing an understanding of traditional and non-traditional families, structural and life-style variations, and parenting in diverse cultures and at-risk families. Implications from these understandings will guide development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, and plan parent meetings and home visits.

6. **Course Goals and Objectives:**

   **Course Goals:**
   - Students will gain understanding of strategies for developing positive and supportive relationships with families of young children and contemplate the theoretical frameworks that inform these practices.
   - Students will evaluate school contexts from the perspective of families and children in order to consider ways early childhood professionals can help create bridges between children, families and schools.
   - Students will investigate child and family-centered community programs and agencies and other community resources for children and families.
   - Students will reflect on their own experiences and challenge their assumptions about parent/community/school partnerships.

   **Course Objectives:**
   1. Discuss traditional and non-traditional families and their structural and life-style variations.
   2. Explore parenting in diverse cultures, high-risk families and exceptional children.
   3. Describe the purposes of different kinds of parent programmings, including parent involvement, parent education, and parent advisory groups.
   4. Discuss the ways all early childhood programs are a part of a family support system.
   5. Explain the place of strong, positive and personal teacher-parent relationships in high quality early childhood programs.
   6. Review the process for planning and conducting parent meetings, parent conferences, and home visits.
   7. Model appropriate verbal and written skills in communicating effectively with parents.
   8. Evaluate the effectiveness of parent programs.
   9. Discuss data privacy related to each child and family.
   10. Identify community resources available to children and their families.
Student Learning Outcomes:
Upon completion of this course students will demonstrate:
1. An understanding of traditional and non-traditional families and their structural and life-style variations.
2. An understanding of parenting in diverse cultures, high-risk families and exceptional children.
3. The purposes of different kinds of parent programmings, including parent involvement, parent education, and parent advisory groups.
4. An understanding of the ways all early childhood programs are a part of a family support system.
5. The ability to explain the place of strong, positive and personal teacher-parent relationships in high quality early childhood programs.
6. The ability to plan and conduct parent meetings, parent conferences, and home visits.
7. Appropriate verbal and written skills in communicating effectively with parents.
8. The ability to evaluate the effectiveness of parent programs.
9. An understanding of data privacy related to each child and family.
10. Knowledge of community resources available to children and their families.

7. Content Outline:
8. **Evaluation of Student Outcomes:**

Assignments will be given a letter grade based on the University grading system and the scoring guidelines that accompany each assignment. Assignments may not be revised for resubmission after the due date, so it is strongly recommended that students arrange to meet with the instructor in advance to receive feedback and additional guidance regarding progress on submissions. There are no extra credit assignments.

All assignments are due on the date specified on the Calendar of Assignments. Assignments will be considered turned in on-time if they are emailed to the professor by the designated time on the date due, or submitted to Canvas by the date and time specified. Late assignments are not accepted.

**Assignment Overview:**

**Modules.** Each week a new module will be opened for completion. You are responsible for everything that is posted in the module folder for the week. This will include readings, discussion posts, video, Power Points, and quizzes.

**Quizzes.** To make sure that you keep up with and understand the textbook material, you will be asked to complete online quizzes on each module. The quizzes will be available until 11:59 pm EST of the individual due dates. If you do not take a quiz by its due date, there will be no make ups, and you will receive a zero. Again, pay attention to these due dates—you are responsible for noting and adhering to the course schedule! When you have submitted the quiz, you can view your grades in the Student Gradebook section of Canvas.

**Final Exam.** You will take your final exam using Canvas. The final exam may consist of multiple choice, true or false or “fill in the blank” questions. You will have 90 minutes to complete the final exam (once you enter the exam site, you must submit the exam within the allotted time). You have only one opportunity to take the final exam.

**Week 2: Project 1**

Select **one** of the following:

**Option A**

Reread the In the Classroom case study presented at the beginning of Chapter 4 and respond to the three questions posted on page 107. Support your responses with at least 3 references.

**Option B**

*Watch an episode of Modern Family*

This TV series features different family types, who are all related to each other. Episodes demonstrate how the families operate, as well as the importance of extended family. Based on the characters in the show, respond to the following questions:

- What are the different types of families depicted in the show?
- What are the characteristics of these different family types?
- How can you work effectively with each of the family types? What different strategies and family engagement practices should you use with different family types? Support your response with at least 3 references.

**Option C**
Interview a classroom teacher relating to effective family involvement practices, and school policies and procedures that encourage family involvement. (Note: the interview must be done with a preK – 3 general classroom teacher.) Obtain samples of ways that teachers, individual schools and school districts involve and communicate with families. Do an observation in the building, noting how the school and district welcome and involve families.

**Week 3: Project 2**

Choose one of the following:

**Option A**

Some parents have difficulty understanding the emotional needs of young children. Prepare a handout suitable for classroom dissemination that identifies one concept of emotional development that you think parents need to better understand and deal with (for example, attachment or separation anxiety, fear of new experiences, grief) as an aid to parent education. The handout should be attractive, eye-catching and useful. At a minimum you should:
- define the concept using research-based information. Provide references.
- give real examples of how it affects children's behavior and development,
- provide 3 suggestions for how parents can help their children.
- give 3 resources (community agencies, books, magazines, web sites e.g.) where parents can get more information.

**Option B**

Research a cultural or ethnic group or a style of family with which you are unfamiliar. Write a 3-5 page paper about this group and include what you have learned that you will incorporate into your work with children and families. Contrast cultural values and parenting styles if possible.

**Option C**

Research children's literature to identify at least 10 books that explore issues of similarities and differences among people of various ethnic, racial, economic, social backgrounds, or of different abilities. This book list should be appropriate to use with children age 8 and younger. You should include the author, title, publisher, copyright date, and a short synopsis of each book. The synopsis should be written in appropriate paragraph style with full sentences, correct spelling and grammar.

**Option D**

Research a particular syndrome, disability or family issue that might affect a child in your community. Write a paper of at least 3 pages describing what you learned, how it affects the child's development and how you would include a child with this condition or family issue into a group of peers. List at least 3 references.

**Week 4: Project 3**

You will select one case study (which will be posted in the Week 4 Module in Blackboard) that involves negotiating differences of opinion with a parent and complete the following:

- Write-up goals for the conference – decide what you want parents to know, what you want to learn from parents, what understandings you want to reach.
- Describe which type of conference will best meet your goals (parent/teacher conference, student-led conference, or group conference) and why.
- Describe the important documentation and materials you want to share, including child portfolio items.
- Include a sample communication with the parent(s) to invite him/her to the conference.
• Describe the location for the conference and ways you will create a relaxed, pleasant atmosphere
• Write a script for the conference showcasing the steps you have taken to constructively address the difficult issues. Alternatively you may videotape yourself as the teacher in a role play with a classmate taking the position of the parent.

Week 5: Project 4
Family Newsletter. Students will identify appropriate content, format, and design of a family newsletter. This project will involve such activities as the following: analyzing existing newsletters, analysis of web pages designed for families of young children, a recommended family activity, and a review of a children’s book, video, or computer game or a parenting book or video.

9. Grading Criteria:

Your grade in this class will be a result of completion of the course requirements, listed below.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Personal Views of Family</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Quiz (25 points each)</td>
<td>100</td>
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<tr>
<td>Project 1</td>
<td>100</td>
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<tr>
<td>Project 2</td>
<td>100</td>
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<tr>
<td>Project 3</td>
<td>100</td>
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<tr>
<td>Project 4: Family Newsletter</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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</tbody>
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Total points: 620

Grading scale:
A+ = 602-620  B+ = 540-557  C+ = 478-495
A  = 583-601  B  = 521-539  C  = 459-477
A- = 558-584  B- = 496-520  C- = 434-458

If you have less than 433 points, we must talk!

An “I” grade will only be considered by the instructor for students with otherwise excellent attendance and only for documented circumstances of the greatest magnitude that are unavoidable (usually hospitalization or immediate family tragedy). Students who find themselves in such a circumstance, should petition by e-mail – within 2 days of the precipitating event - explaining the circumstance. At that time a judgment will be made as to the merits of the petition, the kind of documentation to be submitted for verification will be explained, if necessary, and then the student will be informed of the required remedy. Judgments also take into account the overall quality of work and professional disposition.

A grade of “C-” is the minimum acceptable grade for Early Childhood Education program majors.

10. Textbook(s) and Readings:


11. Academic Dishonesty: (Use the statement below)
“Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.”

“Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course.”

12. Detection of Plagiarism: It is very important to state in your syllabus that you plan to submit student assignments to SafeAssignment.com in order to detect plagiarism. This will give you the legal right to submit student assignments to SafeAssignment.com. If you plan to submit assignments to Safe Assignment, use the statement below:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

13. Web Portal Information: (Use the statement below)

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

14. ADA Statement: (Use the statement below)

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

15. USF Policy on Religious Observances: (Use the statement below)

“Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.”