

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Parents as Partners in Education

Course No: ECE 301

Credits: 3 (3 + 0)

Prerequisites: Engl 211X or 213X

Instructor: TBA
TBA

Phone: TBA

E-mail: [TBA](#)

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local Fairbanks site.

Dates: TBA 2012

Times: TBA

Text:

Required

Gonzalez-Mena, J. (2007). *50 Early childhood strategies for working and communicating with diverse families*. Upper Saddle River, N.J. Prentice Hall

Articles for additional reading and assignments will be added after the beginning of class, resources for article retrieval will be given at the same time. Dates for reading assignments will be stated within the course calendar.

Special Requirements: Computer, Internet, Blackboard

Course Description:

The study of strategies that will assist those who work with children and/or families to facilitate supportive partnerships with parents. Includes partnerships, contemporary issues, school and home based programs, rights and responsibilities, professional ethics, and parents with unique and special needs.

ECE 301 is a requirement for the Child Development and Family Studies B.A program, within the Family Support Concentration.

Course Goal:

Students will develop skills and strategies for communicating with families around welcoming them into programs as partners in the education of their children.

Audio conference Information:

Course meeting dates: TBA

Audio number: 1-800-570-3591: Pin:

Audio Help Desk: 1-800-290-5900

The audio Conference System has the following commands: Mute= *6,
Unmute= #6. To listen to recorded class: Dial 1-800-230-8546, enter the
PIN # for the class and then the date of the call (six digits, ex: 01/19/10)

Course Information and Instruction methodology:

Over the course of 10 weeks, ECE 360 will meet 20 times, for 2 hours each meeting. This class will be taught through the use of class lectures and discussion, blackboard discussion, and a final project. Written feedback on papers, blackboard discussions and final project will be used in teaching and assessing students work in this course.

Meeting time:

Course Time: TBA

Course Outcomes:

- Articulation on why it is important that families, schools and social agencies work together on behalf of the education of young children.
- Analyze how theories on parent education and child development change as the political climate changes locally and nationally.
- Examine special concerns when working with parents of children with special needs
- Apply techniques for advocacy and collaboration.
- Strategize ways to help families identify strengths that enable them to have positive, constructive lives.
- Recognize opportunities within local community services and organizations that help parents become partners with their schools.
- Distinguish the importance of professional ethics.

NAEYC Standards addressed in this course

Standard 2: Building Family and Community Relationships

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

Standard 4: Teaching and learning

Sub-standard 4a: Connecting with children and families

- 4a: Knowing, understanding, and using positive relationships and supportive interactions

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content

and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Course Evaluation:

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your Child Development Family Study BA Degree. Grading is based on:

Grading Policy:

Participation & Attendance	70	23%
Research report	85	29%
Reading Response (9 /5 pts ea)	45	15%
Blackboard Responses	70	23%
Presentations	30	10%
Total	300	100%

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	300-270	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	269-240	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	239-210	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	209-180	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	179-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

Course Calendar Draft

Date	Topic and Assignment
WEEK 1	Review course expectations; introductions; Research expectations Lecture and discussion topic: Getting Started Welcoming families and building relationships

	<p>Homework: Be prepared to give your feedback on 2 of the 5 strategies that you read. What did you think? Anything new that you had not considered before? Any aha's that you could keep in mind to try?</p> <p>Between now and the next class, read 5 of the Strategies in the first square, called Welcoming Families and Building Relationships.</p> <p>The first article assignment; Seibel, Nancy. and Gillespie, Linda. 2006. <i>Child Care As A Setting for Helping to Prevent Child Abuse and Neglect</i>. Exchange. 16-20. Please read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due on or before: _____</p> <p>This information as well as information from the article will be discussed next class</p>
WEEK 2	<p>Lecture and discussion topic: <u>Welcoming Families and Building Relationships and Protective Factors for Promoting Healthy Families.</u></p> <p>Homework: Please read all of the strategies in the text on Communication. They are 10,18,19,20,21,28,29,30,31,32,33,44.</p>
WEEK 3	<p>No class meeting</p> <p>Identify an interesting research topic conducive to your internship site.</p>
WEEK 4	<p>Lecture and discussion topic: <u>Effective Communication and Foundation for Understanding Poverty</u></p> <ul style="list-style-type: none"> We will discuss and your plans for research <p>Homework: Before next class, read the strategies listed under <i>Honoring Diversity</i> in the second square across the top inside the front cover of your text. Be prepared to share one of the strategies in class.</p> <p>The 2nd article assignment will be given today. The article is: Bowman, Barbara. 2007. <i>The Effects of Culture on Thinking</i>. Exchange. 42-45. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p> <p>This information as well as information from the article will be discussed in next class</p>
WEEK 5	<p>Lecture and discussion topic: <u>Honoring Diversity</u></p> <p>Homework: Before next class, read the strategies listed under <i>Differentiating Roles of Parents and Professionals</i> in the third square across the top inside the front cover of your text.</p> <p>Your third article assignment is: David, Judy and others. 2005. <i>Head Start Embraces Language Diversity</i>. Young Children. 40-43. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p> <p>This information as well as information from the article will be discussed next class</p>
WEEK 6	<p>Lecture and discussion topic: <u>Differentiating Roles of Parents and Professionals</u></p>

	<p>Homework: Read the Strategies in Family Participation to be discussed after spring breaks. Read 6 of the Strategies in the Parent Education section of the text and write a Reaction Paper regarding your reading. This will be due on: _____</p> <p>Complete reading the strategies listed under <i>Family Participation</i>, on the inside cover of your text.</p>
WEEK 7	<p>No Class Meeting CRCD Spring Break</p> <p>Focus on your research. Begin thinking about how you are going to combine your ideas developing from the challenge and research in to one informative paper.</p>
WEEK 8	<p>No Class Meeting UAS Spring Break</p>
WEEK 9	<p>Lecture and discussion topic: <u>Family Participation</u> And Guest Speaker</p> <p>Check in on challenges and research topics.</p> <p>Homework: Before next class, read 6 strategies listed under <i>Parent Education</i>, on the inside cover of your text. Write a reaction paper discussing those strategies and submit by email or to BB by: _____ Your 4th article assignment: Kim, Amy and Yeary, Julia. 2008. <i>Making Long Term Separations Easier for Children and Families</i>. <i>Young Children</i>. 32 – 36. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p> <p>This information as well as information from the article will be discussed on: _____</p>
WEEK 10	<p>Lecture and discussion topic: <u>Parent Education</u> And Guest Speaker</p> <p>Homework: Over the next two weeks, take the time to work on your research paper.</p> <p>Before next class, read the strategies listed under, <i>Working through conflicts</i> on the inside covers of your text.</p> <p>Your 5th article is: Hansen, Laurie. 2008. <i>Parents as Partners in Art Education Enrichment</i>. <i>Young Children</i>. 90 – 95. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p>
WEEK 11	<p>Lecture and discussion topic: <u>Conflict</u></p> <p>Homework: Read the Family Support Strategies for the next class. Identify one area that has challenged you and one area that you feel you have handled well. Be prepared to share these areas in class next week.</p>
WEEK 12	<p>Lecture and discussion topic: <u>Family Support</u> And Guest Speaker</p> <p>Homework: Please read the Strategies in Special Issues. Over the next two weeks, take the time to work on your research paper.</p>

	<p>Before next class, read the strategies listed under, <i>Special Issues</i> on the inside cover of your text.</p> <p>Your 6th article assignment is: Olson, Maril. 2007. <i>Strengthening Families, Community Strategies That Work. Young Children.</i> 26 – 32. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p> <p>This information as well as information from the article will be discussed on: _____</p>
WEEK 13	<p>Lecture and discussion topic: <u>Special Issues</u></p> <p>Over the next two weeks, take the time to work on your research paper. Before next class, read the strategies listed under, <i>Family Support</i>, on the inside covers of your text.</p> <p>Remember: Completed research papers are due by : _____</p>
WEEK 14	<p>Discussion topic: <u>Project Presentations and Final Thoughts</u></p> <p>Student Survey in regards to this class. It will be available on Blackboard. Your answers will be locked and I will not be able to see them until after May 1st. I hope this will help you feel comfortable about answering questions completely and honestly. This survey is important for facilitation of class and program changes making it better for students in the future.</p> <p>Thank you!</p> <p>My goal is to have your research graded and back to you by May 9th as long as you have been timely in getting it and all other assignments to me.</p>

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Fairbanks Students

Student Support Services:

I encourage you to work with the Writing Center (8th floor, Gruening, 474-5314) and the Math Lab (305 Chapman), both of which provide excellent advice, tutoring and assistance; and/or Office of Student Support Services (508 Gruening, 474-6844). Many students also find CTC support services very accessible and helpful, contact student services on the first floor of the CTC building, 6th & Barnette or call them at 455-2851 or 2849.

Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable

accommodation to students with disabilities. Representatives from the office also regularly meet students in the CTCC building.

Check with the CTCC student services for more information, 455-2851 or 2849.

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Community Technical College, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.

<http://www.uaf.edu/disability/>

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: fydso@alaska.edu

Representatives from the office also regularly meet students in the CTCC building.

Check with the CTCC student services for more information, 455-2851 or 2849.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667