



## Graduate Course Syllabus

### DEV 560: Family and Culture

Center: Online

#### Course Prerequisites

None

#### Course Description

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings, and the relations between family and community. Students explore their own and others' cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socioeconomic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth.

#### Course Outcomes

- Identify sociological influences, including family, cultural diversity, and changes in society in such areas as health, economy, technology, and gender roles
- Identify personal and professional values in an effort to increase understanding of the values of others
- Name and describe the various theoretical frameworks for cross-cultural development
- State the importance of social context for development

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*A World of Difference: Readings on Teaching Young Children in a Diverse Society*

Carol Copple

NAEYC

2003

ISBN: 978-1-928896-09-8

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

### **Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	11	20	220
Short Papers	5	30	150
Blogs	8	20	160
Interview Assignment	1	Summative	70
Critical Task	1	Summative	350
		<b>Total Course Points:</b>	950

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

<i>Total Points. 950</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	884	950
A-	90-92	3.67	855	883
B+	87-89	3.33	827	854
B	83-86	3.00	789	826
B-	80-82	2.67	760	788
C+	77-79	2.33	732	759
C	73-76	2.00	694	731
F	0-72	0.00	0	693
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

\*Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

### Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	<p>Ecological Systems and the Impact on Development</p> <p><i>Preparing Educators to Engage Families</i>, Chapters 1–5</p> <p>1-1 Discussion: Beliefs and Biases</p> <p>1-2 Blog: Case Study/Article Analysis #1</p> <p>1-3 Critical Task: Review</p> <p>1-4 Interview Assignment: Review</p> <p>1-5 Short Paper: Summary of Personal Perspectives on Teaching in Diverse Settings</p>
2	<p>Theoretical Perspectives on Family and Culture</p> <p><i>Preparing Educators to Engage Families</i>, Chapters 6–10</p> <p>2-1 Discussion: Personal Perspectives on Theoretical Perspectives</p> <p>2-2 Blog: Case Study/Article Analysis #2</p> <p>2-3 Short Paper: Summary of Theoretical Analysis and Critique</p>
3	<p>Diversity</p> <p><i>A World of Difference</i>: “Responding to Cultural and Linguistic Differences in Beliefs and Practices,” “Growing Up With the Contradictions of Race and Class,” “The Migrant Child,” and “Be It Ever So Humble: Developing a Study of Homes for Today’s Diverse Society”</p> <p>3-1 Discussion: Survey of Personal Beliefs and Biases</p> <p>3-2 Blog: Case Study/Article Analysis #3</p> <p>3-3 Interview Assignment: Proposal</p>
4	<p>Gender and Religion</p> <p><i>A World of Difference</i>: “Gender Equality in Early Childhood Education,” “Developing Concepts of Gender Roles,” “‘Can Tommy and Sam Get Married?’ Questions About Gender, Sexuality and Young Children,” “Faith Foundations for All of Our Children,” “Creating Culturally Relevant Holiday Curriculum: A Negotiation,” “Bridging Differences,” and “Holiday Activities in an Anti-Bias Curriculum”</p> <p>4-1 Discussion: Reflecting on Beliefs and Biases</p> <p>4-2 Blog: Case Study/Article Analysis #4</p> <p>4-3 Short Paper: Social Class and Religious Diversity</p>
5	<p>Family, Culture, and Community</p> <p><i>A World of Difference</i>: “Resolving Contradictions Between Cultural Practices,” “Working With Lesbian and Gay Parents and Their Children,” and “‘She Is So My Real Mom!’ Helping Children Understand Adoption as One Form of Family Diversity”</p> <p>5-1 Discussion: Interview Assignment Questions</p> <p>5-2 Blog: Case Study/Article Analysis #5</p> <p>5-3 Critical Task: Milestone One: Outline</p>
6	<p>Building Relationships With All Families</p> <p><i>A World of Difference</i>: “Skills for Working With All Families” and “Partnership-Building Strategies”</p> <p>6-1 Discussion: Self-Reflection: Families</p> <p>6-2 Short Paper: Building Relationships With Families</p>
7	<p>Children and Prejudice</p> <p>7-1 Discussion: Prejudice</p> <p>7-2 Short Paper: Children and Prejudice</p>

8	<p>The Changing Face of the Classroom; Culturally Responsive Care and Education</p> <p>8-1 Discussion: Serving Culturally Diverse Children</p> <p>8-2 Blog: Case Study/Article Analysis #6</p> <p>8-3 Critical Task: Milestone Two: Rough Draft</p>
9	<p>The Inclusive Classroom</p> <p><i>A World of Difference: “Collaboratively Addressing Needs of Young Children With Disabilities,” “The Other Children at Preschool: Experiences of Typically Developing Children in Inclusive Programs,” and “Including ‘Everyone’ in Outdoor Play”</i></p> <p>9-1 Discussion: Serving Children With Disabilities</p> <p>9-2 Discussion: Interview Share</p> <p>9-3 Blog: Case Study/Article Analysis #7</p> <p>9-4 Interview Assignment: Submit</p>
10	<p>Culturally Responsive Professionals</p> <p><i>A World of Difference: “Cultural Influences on the Development of Self-Concept: Updating Our Thinking,” “Markers of Multicultural/Antibias Education,” “Developing Antibias, Multi-Cultural Curriculum,” and “Preparing Teachers to Use Their Voices for Change”</i></p> <p>10-1 Discussion: Diversity</p> <p>10-2 Blog: Case Study/Article Analysis #8</p> <p>10-3 Critical Task Milestone Three: Professional Vision, Philosophy, and Goal Plan</p>

### **Attendance Policy**

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU College of Online and Continuing Education Guide to Student Success**

Review the [guide to student success](#).

### **Diversity and Disability Statement**

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)  
(866) 305-9430  
(877) 520-8916 (fax)  
[drc@snhu.edu](mailto:drc@snhu.edu)

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

### **Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **SNHU College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

### **Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.