

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

**Course Outline for ECE 62**  
**CHILD, FAMILY AND COMMUNITY**  
**Effective: Fall 2018**

**I. CATALOG DESCRIPTION:**

ECE 62 — CHILD, FAMILY AND COMMUNITY — 3.00 units

The processes of socialization and identity development, focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development.

3.00 Units Lecture

**Grading Methods:**

Letter Grade

**Discipline:**

- Child Development/Early Childhood Education

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity
- B. Compare historical and current frameworks of socialization that address the interrelationship of child, family and community
- C. Compare and contrast diverse family characteristics and parenting styles
- D. Describe contemporary social issues and their effects on families and children
- E. Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;
- F. Identify and compare local, state, and federal community services available to families
- G. Describe the role of families within educational institutions and the importance of family-teacher partnerships
- H. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
- I. Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting

**V. CONTENT:**

- A. Socialization and its impact on child development
  1. Important theories on socialization and development including bio-ecological theory, Maslow's Hierarchy of Needs, Family Systems theory, stages of attachment
  2. Interrelationship of family, school and community as agents of socialization
  3. Role of media and technology on socialization
- B. Diversity
  1. Role of race, culture, ethnicity, language, ability, gender identity, and economic class in child development
  2. Issues of bias, privilege, stereotypes, discrimination and exclusion
  3. Awareness and respect for individual differences including children with exceptional needs
  4. Communicating with diverse populations
  5. Impact of privilege and bias on access to institutions
- C. Family dynamics
  1. Impact of children on the family
  2. Family values, personal history, attachment and parenting styles
  3. Discipline philosophies and styles
  4. Cultural considerations in family life
  5. Exploring stereotypes
- D. Children and families today
  1. Varying family structures

2. English language learners
3. Access to institutions and services based on family structure and identity
4. Health and children with special needs
5. Resources for families with specialized needs
6. Impact of contemporary social issues and risk factors such as stereotypes, age, gender, ability, language, culture, racial identity and ethnicity, and socio-economic status
7. Effects of early care and education on children, including subsidized and inclusive programs
- E. Relationship between home and early childhood education settings
  1. Effective communication styles
  2. Establishing reciprocal communication and collaboration with families
  3. Cultural continuity between home and school
  4. Anti-bias education
  5. Conflict management strategies
  6. Identifying community agencies, referral systems, procedures and availability of specialized services and support for families and children
- F. Strategies for empowering families
  1. Communication
  2. Partnerships
  3. Advocacy
- G. The educator
  1. Assess one's own values, goals and sense of self related to family history and life experiences
  2. Changing roles of early care and education
  3. Importance of developing partnerships with families
  4. Involving families in decision making, assessment, and caregiver strategies based on identified needs
  5. Ethical responsibilities of professionals to all children and families
  6. Legal requirements including child abuse reporting and being a mandated reporter
  7. Advocating on the behalf of children and families

#### VI. METHODS OF INSTRUCTION:

- A. **Student Presentations** -
- B. **Lecture** -
- C. **Projects** - Collaborative projects
- D. **Audio-visual Activity** - Films, tapes, and resource speakers
- E. **Discussion** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Reading
  1. Select and read two children's books that illustrate diverse cultures or children who are facing difficult family situations such as divorce, prison stay, substance abuse, or a disability. Read and present book to class and provide bibliographical information.
  2. Read assigned article in Annual Edition regarding a controversial issue. Students will be assigned a position to advocate for the child or family. Debate opposing views in class
- B. Writing and Problem Solving
  1. Students will submit a written paper recounting an interview with a person from a different culture
  2. Write a paper outlining personal life with special attention to personal family's cultural background, family's values, or family's dynamics. Describe how this has influenced or affected personal life as a child, student, and adult.
- C. Project
  1. Research an assigned community agency as instructed by instructor. Present via oral presentation and/or written paper.

#### VIII. EVALUATION:

- A. **Methods**
  1. Exams/Tests
  2. Quizzes
  3. Research Projects
  4. Papers
  5. Group Projects
  6. Class Participation
  7. Class Work
  8. Home Work
- B. **Frequency**
  1. Weekly assignments and or reflections
  2. Quizzes 3 times a semester
  3. One mid term and one final exam
  4. Group and/or one individual presentation
  5. 1 research assignment during the semester
  6. Class participation measured weekly or in every module
  7. Homework, such as reading, every week.

#### IX. TYPICAL TEXTS:

1. Hepworth Berger, Eugenia, and Mari Riojas-Cortez. *Parents as Partners in Education: Families and Schools Working Together*. 9th ed., Pearson, 2016.
2. Scully, Patricia, Chandler Barbour, and Hilary Roberts-King. *Families, Schools, and Communities: Building Partnerships for Educating Children*. 6th ed., Pearson Education, 2015.
3. Gonzalez-Mena, Janet. *The Child in the Family and the Community: Family-Centered Early Care and Education*. 7th ed., Pearson, 2017.
4. Berns, Roberta. *Child, Family, School and Community: Socialization and Support*. 10th ed., Wadsworth Publishing, 2016.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Students need reliable internet access and access to a television