Modesto Junior College  
Course Outline of Record  
CLDDV 109

I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**CLDDV 109 Child - Family - Community**  
3 Units

**Formerly listed as:** CLDDV - 109: Child-Family-Community  
**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

Examination of the developing child in a societal context focusing on the interrelationship of family, early care and education, elementary education, peer group, community, and media, emphasizing historical and socio-cultural factors including culture, religion, economics, and politics. Processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower children and their families.

Field trips might be required.  
(A-F or P/NP - Student choice) Lecture  
Transfer: (CSU)

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Major current and historical theoretical frameworks of socialization
   b. Interrelatedness of family, school, media, and community as agents of socialization
   c. Role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics, empowering families (Early Intervention Core Competency EICC)
   d. Changes copies with family system, trauma and the family system (EICC)
   e. The various forms of Child Abuse and an overview of California Child Abuse Laws including the mandate reporting system
   f. Diverse family structures, parenting styles and values
   g. Teachers’ and caregivers’ influences on children and families
   h. Identify available community agencies and services including health, social services, mental health, early intervention, referral systems, procedures and availability of specialized services and support for families and children; working collaboratively among agencies (EICC)
   i. Child Find and Referral (EICC)
   j. Factors contributing to resiliency in children
   k. Influence of adults’ personal experience and family history on relationships with children and families
   l. Role of group childcare and early schooling
m. Teacher's role in researching the needs and family contexts of dual language learners, in particular

n. Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

o. Socioeconomic factors that impact children and families: work, childcare, single parent families, poverty, incarceration, health, etc.

p. Contemporary issues and their effect on children and families

q. Stereotypes, biases and assumptions and their effect upon the family, the culture and the professional community

r. Appropriate and effective communication strategies for working with diverse and special needs populations

s. At-risk children and families and related community resources

t. Advocacy strategies to influence public policy on behalf of children and families

u. Parent to parent support, parent support groups, Family Resource Centers (EICC)

v. Referral procedures for families (EICC)

w. Legal requirements and ethical responsibilities of professionals working with children and families

x. Media Influences

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

2. Requisite Skills

Before entering the course, the student will be able to:

a. A. comment and analyze reading selections in directed class discussion,

b. B. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

c. C. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

d. D. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited
English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

C. **HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

_Instructors of the course might conduct the course using the following method:_

1. Class discussions including small and large group discussions which promote critical thinking
2. Possible field trips (at the section level as determined by instructor)
3. Group Activities
4. Guest speakers to relate specific issues to community resources
5. Lecture presentations analyzing the impact of child, family, community interrelationships
6. Audio/Visual Media
7. Assigned Readings
8. Written in-class and out-of-class homework assignments that require synthesis of content including advocacy letter writing, community resources in and around Stanislaus county, mass media exploration, NAEYC position statement, portfolio

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

_Time spent on coursework in addition to hours of instruction (lecture hours)_

1. Weekly reflections
2. Mass Media Assignment (1) (per term)
3. Community Resources Assignment (1) (per term)
4. Advocacy Letter (1) (per term)
5. Exams (2) (per term)

2. **EVIDENCE OF CRITICAL THINKING**

_Assignments require the appropriate level of critical thinking_

1. Reflection Journal: Using an assigned video, article, or NAEYC Position Statement students will summarize the content and provide their personal reflection in building self-awareness of current topics affecting children and families. (3)
   a. Discuss the Positions Statements: Media Violence, Child Abuse, and Violence in Children Lives (3)
   b. Leo Busgalia Article “Papa” discussion (1)
   c. Video: Ruby Bridges or No Place for A Child: Welfare System (1) Other non-fiction movies discussion
   d. Video: That’s A Family (1) discussion
   e. Wish I Had Waited discussion (Teen Parent Video) (1)
   f. Holidays in the Curriculum Reflections (1)
   g. Fear of the Legislative Process (1)
2. Mass Media Assignment (1): Students will evaluate children television programming and movie
content. Students may also explore the internet and the importance of adult monitoring systems.
3. Community Resources Exploration Assignment (1): Using vignette students will explore family issues and locate community resources to assist the family.
4. Advocacy Letter (1): Students decide on one of the current event articles to write an advocacy letter. Students must locate actual contacts to submit their letter to, but have an option of not submitting them.
5. Current Events Portfolio (1): Students spend the semester tracking written media for current events on many topics affecting children and families.
6. Exams
7. Describe the influences from family, peers, school, and community.
   a. Discuss the effects of socialization.
   b. Describe the California mandate reporting laws.
   c. Describe the various forms of child abuse.
   d. Demonstrate an understanding of how to advocate for an issue.
   e. Define the term family.
   f. Locate the U.S. Census data and summarize Stanislaus County population.
   g. Describe the goals of an anti-bias curriculum
   h. Child Abuse

F. TEXTS AND OTHER READINGS (TYPICAL)
2. Other: Positions Statements from the National Association of the Education of Young Children (NAEYC)

III. DESIRED LEARNING
A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   assess, compare, and contrast the ways in which families, early care and education, schools, peer groups, and the community influence child development.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:
   a. Assess, compare, and contrast the ways in which family, early care and education programs, early intervention programs, schools, peer groups, and the community act as socializing agents. (Early Intervention Core Competency-EICC)
   b. Analyze social issues including poverty, changes in the family structure, culture and history, early care and education, early intervention programs, media, religion, economics, and education including disabilities and other special needs. (EICC)
   c. Describe the four forms of child abuse and explain the California mandate reporting laws.
d. Develop advocacy strategies to address attitudes and public policy on behalf of children.

e. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning. (Curriculum Alignment Project, CAP)

f. Synthesize and analyze research regarding social issues, changes, and transitions that affect children, families, schools including early intervention programs, and communities. (CAP) (EICC)

g. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families. (CAP)

h. Explain Child Find and referral process. (EICC)

i. Identify components of working collaboratively with team members, other programs, services, and agencies. (EICC)

j. Describe elements of emotional development and resiliency, including development of trust and attachment. (EICC)

k. Demonstrate understanding of family development, function, family systems, and the need for education and support. (EICC)

l. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization. (CAP)

m. Discuss theories about the role of family, school including intervention programs, and community in the process of socialization. (CAP, EICC)

n. Examine the role of family in the process of socialization. (CAP)

o. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth. (CAP, EICC)

p. Examine the impact of change and transitions upon children and family dynamics. (CAP)

q. Examine the role of childcare and schooling including intervention programs in the process of socialization. (CAP, EICC)

r. Explain and interpret the impact of socioeconomic factors on children and families, particularly in the areas of work, childcare, single parent families, health, and poverty. (CAP)

s. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress. (CAP)

t. Investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families. (CAP)

u. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community. (CAP)

v. Identify early childhood practices that support all children and families. (CAP)

w. Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources. (CAP)

x. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families. (CAP)

y. Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations. (CAP)

a'. Investigate advocacy strategies to influence public policy on behalf of children and families.
Develop advocacy strategies to affect public attitudes and policy. (CAP)

Explore one's own family history and examine how it affects one's relationships with children and families. (CAP)

2. **Recommended Learning Goals**

Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

a. Examine the California legislative process for advocating.

b. Examine the functions of Regional Center and Local Education Agency (LEA)/School Board in supporting the development and education of individuals of special needs. (EICC)

c. Describe community resources available and services they offer to assist families.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Class discussions including small and large group experiences

2. Quizzes and Exams

3. Reflections

4. Group Activities

5. Lectures

6. Written in-class and out-of-class homework assignments that require synthesis of content

7. Advocacy letter writing

8. Mass media exploration

9. Research paper

10. Exploration of community resources

B. **SUMMATIVE ASSESSMENT**

1. Multiple choice and/or essay mid-term and final examination

2. Mass media exploration and education assignment

3. Exploration of community resources in and around Stanislaus County

4. Small group presentations

5. Field Trips (maybe)

6. Lectures