

Updated 07/18/2023



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**FAMILIES, SCHOOL AND COMMUNITIES**

**TECA\_1303\_050**

**DR. DAELYNN COPELAND**

**NOTE: This is a face-to-face, 16-week course.**

## FAMILIES, SCHOOL AND COMMUNITIES

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### **Course Description:**

A study of the relationship between the child, the family, the community, and early childhood educators, including a study of parent education, family and community lifestyles, child abuse, and current issues. All Child Development (CDEC or TECA) courses must be passed with a grade of C or better for graduation. 25% of the requirements must be completed at McLennan. 2.000 Minimum GPA required for graduation. Semester Hours 3 (3 lec/1 lab)

### **Prerequisites and/or Corequisites:**

No prerequisites.

### **Course Notes and Instructor Recommendations:**

TECA 1303 is currently offered in the spring and fall semesters. The lab component is an important aspect of the course and will involve the student doing lab at both the MCC Child Development Center, an elementary school and a community component.

Unforeseen circumstances could make alternative lab arrangements and assignments necessary. Please check email and Brightspace regularly. I will use these methods to communicate with you often. Please sign up for MyAlert (information on MCC main page). The college uses this system to communicate important information to students.

### **Instructor Information:**

Instructor Name: Daelynn Copeland, PhD

MCC Email: dcopeland@mcclennan.edu

Office Phone Number: (254) 299-8786

Office Location: CSC Building, Child Development Center

Office Hours: T - TH 1:00 PM – 3:00 PM (via Zoom), Wed. 5:00 PM – 6:00 PM (in person or via Zoom); other times available with appointment

Zoom meeting ID#: 254 299 8786 *You will use this number every time you enter our virtual Zoom conferencing room.*

### **Contacting the Professor:**

**The best way to reach me is by using your MCC student email address to email me.** I teach face-to-face classes in addition to my online classes, and am often involved in campus and community meetings. I am rarely sitting at my desk when a student calls. Emailing me from your MCC student email address ensures that your email doesn't go to the spam filter or junk email box. Monday – Friday, I typically return emails within 24 hours. I reserve evenings and weekends for my family, and do not always check email on Saturday or Sunday. If you email me over the weekend or on a day when the college is closed, you may not receive a response until Monday/the next business day that the college is open.

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*Please do not wait until hours before an assignment is due to email questions it. I may not be able to respond quickly enough to answer your question before the deadline.*

**Criminal Record Check:** A criminal background check will be done during advising or during the first week of class. If the check reveals a conviction in your name, you may be dropped from class. Persons who have convictions must not work in a school/child-care facility.

### **Required Text & Materials:**

Title: *Child, Family, and Community: The Socialization of Diverse Children*

Authors: Liz Romero, Michelle Harper, Tyrone Ledford, Michele DeJohnette, Nicole Porter, & Cindy Stephens

Publisher: College of the Canyons

Link:

[https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Child\\_Family\\_Community%3A\\_The\\_Socialization\\_of\\_Diverse\\_Children](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Child_Family_Community%3A_The_Socialization_of_Diverse_Children)

This textbook is an Open Educational Resource (OER). OER are freely and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

Supplementary Readings: Additional readings may be assigned throughout the semester and will be posted on Brightspace.

**MCC Bookstore Website:** <http://www.mclennan.edu/bookstore/>

### **Methods of Teaching and Learning:**

The content and information for this class lectures, reading assignments, lab experiences with corresponding reports, review of relevant research, literature analysis, carefully curated media clips, power point presentations, written class discussions via online Discussion Boards, individual assignments and group work.

It is the student's responsibility to read the required chapters and articles for each unit. The lab component is a **required** and important aspect of this course. This will involve students completing face-to-face lab hours. These lab hours may include observations, watching digital media, reflection assignments, case studies, and discussion boards.

**Course Objectives and/or Competencies:**

By the end of the course, the student will be able to:

1. Examine literature on parenting styles and effective parenting techniques.
  - a. Define different parenting styles.
  - b. Describe family structures and interaction patterns and how they influence growth and development of children.
  - c. Explain developmental stages of parenting and the effect on growth and development of children and parents.
  - d. Describe changes in parenting and family life during the 20th century.
  - e. Describe the role of families in teaching and supporting learning.
  - f. Identify characteristics of functional and dysfunctional families.
2. Discuss issues relating to families and communities.
  - a. Analyze current issues as they relate to families and parenting.
  - b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.
  - c. Describe needs and challenges of families caring for children with special needs.
  - d. Evaluate effects the community has on a child and his/her family.
  - e. Identify community resources available to support children's development, learning, well-being and special needs.
  - f. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals.
  - g. Discuss legislation and public policies affecting children and families, including children with special needs.
  - h. Advocate on behalf of early childhood issues relating to families and communities.
3. Discuss literature relating to diverse cultures and lifestyles.
  - a. Recognize human variability.
  - b. Review professional literature on anti-biased approaches in the classroom.
  - c. Explain how a child's home language other than standard English affects their English language development.
  - d. Describe ways to enhance all children's awareness and appreciation of languages and cultures.
  - e. Develop activities to enhance understanding of diverse cultures and lifestyles.
4. Summarize ways to communicate and interact with parents and families.
  - a. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood/school age programs.
  - b. Explain how teachers can work effectively with parents or primary caregivers to address children's needs and promote their development.
  - c. Explain the importance of respecting parents' choices and goals for their children.
  - d. Describe how to involve parents in planning for their individual children.
  - e. Describe policies which promote "family-friendly practices"
  - f. Demonstrate an ability to work effectively as a member of a professional team.

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5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children.
  - a. Examine statistics on abuse and neglect.
  - b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.
  - c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.
  - d. List steps in reporting suspected abuse and neglect.
  - e. Identify strategies that deter abusive behaviors.
  - f. Describe caregivers' role in helping abused and neglected children.

### **Course Attendance/Participation Guidelines:**

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

This is a face-to-face course, and as such, students are expected to attend all class meetings, arrive on time and stay until the end of the class meeting. Attendance will be taken during every class meeting. If a student has been absent for a cumulative 25% of the course, they will be dropped from the course.

### **[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)**

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

### **Course Outline or Schedule:**

The course is arranged in learning units. The following is a TENTATIVE schedule of these chapters and the primary topic for each. Circumstances may cause the schedule to be changed. If changes are necessary, they will be announced in Brightspace.

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Week	Chapter/Topic	Assignments Due
Week 1 8/23/23 – 8/29/23	Welcome and Course Orientation	Read Entire Syllabus Criminal Background Check
Week 2 8/30/23 – 9/5/23	Family Systems Theories	Read Chapter 1.1 – 1.6 Before Class Read Supplemental Article Before Class Bring Plan for Lab Experiences
Week 3 9/6/23 – 9/12/23	Family Systems Theories Continued...	Read Chapter 1.7 – 1.13 Before Class Read Supplemental Article Before Class Critical Thinking #1
Week 4 9/13/23 – 9/19/23	Culture – Why is it Important?	Read Chapter 2 Before Class Critical Thinking #2
Week 5 9/20/23 – 9/26/23	Parenting Styles	Read Chapter 3 Before Class Read Supplemental Materials Before Class Lab Report #1
Week 6 9/27/23 – 10/3/23	Community Influence	Read Chapter 4 Before Class Read Supplemental Materials Before Class
Week 7 10/4/23 – 10/10/23	Perspectives on Schools	Read Chapter 5 Before Class Critical Thinking #2
Week 8 10/11/23 – 10/17/23	Building Relationships with Families	Read Chapter 6 Before Class Read Supplemental Materials Before Class
Week 9 10/18/23 – 10/24/23	Child Advocacy FIELD TRIP (Details TBA)	Read Chapter 7 Before Class Critical Thinking #3
Week 10 10/25/23 – 10/31/23	NO CLASS MEETING (Dr. Copeland will be at a Conference)	Complete Discussion Board in Brightspace Critical Thinking #4 Lab Report #2

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Week 11 11/1/23 – 11/7/23	Contemporary Issues	Read Chapter 8.1 – 8.6 Before Class Read Supplemental Materials Before Class
Week 12 11/8/23 – 11/14/23	Contemporary Issues Continued...	Read Chapter 8.7 – 8.11 Before Class Read Supplemental Materials Before Class Critical Thinking #5
Week 13 11/15/23 – 11/21/23	Collaboration Within the Educational Community	Bring your research to class and be prepared for collaborative work
Week 14 11/22/23 – 11/28/23	NO CLASS MEETING Happy Thanksgiving!	Lab Report #3 Due 11/28/23
Week 15 11/29/23 – 12/5/23	Group Project Presentations	Students will present group projects to the class

## **Course Grading Information:**

Weekly Quizzes	20%
Lab Plan and Reports	30%
Critical Thinking Assignments	25%
Group Project & Presentation	15%
Participation/Attendance	10%

## **Grading Scale:**

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

A minimum final grade of C is required in all CDEC/TECA classes for graduation.

W Withdrew - this grade is given for an instructor or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work.

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**I Incomplete** - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. **To be eligible, the student must have essentially completed the course.** If work is not made up within the following long semester, the "I" will be changed to an "F" and the course must be repeated if credit is to be given.

### **Graded Assignments**

Assignments are due by the assigned due date. Assignments must be submitted through Brightspace. Do not email assignments.

**Weekly quizzes:** There will be a weekly quiz which will cover the assigned reading. Students should complete the reading before class so that they are able to participate fully and are prepared for the weekly quiz.

**Critical Thinking Assignments:** There will be five Critical Thinking Assignments throughout the semester. These assignments will assess your understanding and assimilation of the course material. Independent research will be indicated in many assignments. See individual assignments in the Modules.

**Group Project:** A project to be completed and presented collaboratively. This project will involve independent research and may require meetings with group members outside of class hours.

**Class Participation/Attendance:** Attendance will be taken at each class meeting. Informed participation indicates that you have read the assigned material and are prepared to discuss in-class. You will be evaluated on your informed contribution during class discussions, activities, and/or through in-class

**Lab Reports:** A total of 16 hours must be logged for this class. After completing the required hours at each lab site, you will complete written lab assignments. See individual assignments for more details. These assignments will involve independent research, in some cases. A grade for the class will not be given until this lab requirement is completed.

\*Refer to the Lab School Guidelines for lab school hours and other important lab information. There will be 5 graded lab assignments (see individual lab assignments).

Most lab assignments require hands-on participation. The assignment can vary depending on the course. Students who register for class should be prepared to interact with children ages 3 months through 5 years.



Some possible expectations are:

- ✓ Sitting on the floor
- ✓ Talking and singing to children
- ✓ Reading books
- ✓ Comforting children
- ✓ Using messy and creative materials (paint, play dough, goop, water, sand, etc...)
- ✓ Talking to children at eye level
- ✓ Light lifting of materials and equipment
- ✓ Implementing the lab assignment in the classroom or outside
- ✓ Interaction with children on the playgrounds – moving quickly if needed, assisting children with sand, water, paint, bubbles, etc...
- ✓ Sitting and eating with children during snack and mealtime

*Choosing the right class when you log in on the Child Studies Lab School computer is important. If you discover you have made a mistake in choosing a class, let the school secretary know immediately. Lab hours/minutes will not be transferable from class to class.*

♦ **Lab hours may NOT be done during the first week of the semester or during the week of final exams.**

<p><i>In order to receive credit for this class all lab hours and lab assignments must be completed.</i></p>
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**When doing lab hours at elementary school**

The student in Child Studies and Education is expected to exhibit mature and responsible actions in all activities. This includes activities/lab hours at off campus sites. The following is expected:

- Arrive and depart at times arranged. Sign in and out as instructed.
- Follow appropriate dress code.
- Turn your **cell phone off and put it away.**
- Use appropriate and respectful language and behavior with adults and children.
- Remain attentive and interact with children as instructed by supervisors at the offsite location (teachers, staff, and/or administrators).
- Follow **all** instructions from supervisors at the offsite location (teachers, staff, and/or administrators)

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- Use courteous manners at all times including greeting people and thanking them when you complete your lab hours.
- Let classroom teacher or appropriate staff know when you are leaving the classroom.

Consequences for not meeting these expectations can include loss of points for the assignment and/or the ability to complete the lab hours. If lab hours cannot be completed because the above expectations are not met, or other reasons, you could be counseled out of the Child Development Program.

More specific information will be provided/discussed in class, including the code of ethical conduct.

### **Late Work and Make Up Work Policies:**

Late work is typically not accepted. However, I am not unreasonable. Under certain, documented circumstances (example: documented serious illness/injury of self or immediate relative), I will consider accepting late work. Late work may have up to a 20 point penalty applied to the grade.

Communication is very important – if you are experiencing extenuating circumstances, please reach out to me so we can develop a plan for you to be successful in spite of your circumstances.

### **Student Behavioral Expectations or Conduct Policy:**

In both the face-to-face and online environments, students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity.

While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or involve hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

If you are using Zoom to meet with the professor and/or other students, please ensure that you are dressed appropriately and are in a location where you can focus on your responsibilities as a student. Example: it is not appropriate to attend a Zoom class while laying in bed and/or half dressed. Please be respectful of others and mute yourself if background noise will be a problem.

This course is part of a curriculum that prepares professionals in the education and social service fields. It is expected that students will conduct themselves with a level of professionalism that represents their commitment to these fields of service. This includes adhering to dress and

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personal hygiene standards as are acceptable within these fields. This also includes maintaining professional standards of verbal and written communication. We are training you to become professionals and leaders within the community – we expect you to act accordingly.

### **Ethics**

Cheating will not be tolerated. Any student found cheating will be subject to grade reduction, receiving a zero on assignments that involve cheating/plagiarism, and/or dismissal from the course.

Examples of cheating include but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardiness under false pretenses
- Plagiarism (claiming as your own work the work of another)

*This course will teach you to think critically. Critical thinking is essential for an educator or social service professional. Please maintain your integrity and do your own work – there is no reason to cheat in this, or any other course.*

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## **ACADEMIC RESOURCES/POLICIES**

### **Accommodations/ADA Statement:**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit [www.mclennan.edu/disability](http://www.mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu) 2542998122 Room  
319, Student Services Center

### **Title IX:**

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the acting Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a

confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>. Go to McLennan's Title IX webpage at [www.mclennan.edu/titleix/](http://www.mclennan.edu/titleix/). It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

### **Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email ([ast@mclennan.edu](mailto:ast@mclennan.edu)) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>).

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing [crew@mclennan.edu](mailto:crew@mclennan.edu) or a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to [https://mclennan.co1.qualtrics.com/jfe/form/SV\\_07byXd7eB8iTqJg](https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg). Both the Completion Center and Paulanne's Pantry are located on the second floor of the Student Services Center (SSC).

### **MCC Foundation Emergency Grant Fund:**

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to

<https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html>

to find out more about the emergency grant. The application can be found at

[https://www.mclennan.edu/foundation/docs/Emergency\\_Grant\\_Application.pdf](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

### **MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

### **Minimum System Requirements to Utilize MCC's D2L|Brightspace:**

Go to <https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

### **Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

### **Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

### **Email Policy:**

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are

expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to [www.mclennan.edu/studentemail](http://www.mclennan.edu/studentemail).

**Instructional Uses of Email:**

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

**Email on Mobile Devices:**

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email [Helpdesk@mclennan.edu](mailto:Helpdesk@mclennan.edu) for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

**Forwarding Emails:**

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email [helpdesk@mclennan.edu](mailto:helpdesk@mclennan.edu).

**Disclaimer:**

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.