

**McLennan**

C O M M U N I T Y

**COLLEGE**

WACO, TEXAS

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**COURSE SYLLABUS**

**AND**

**INSTRUCTOR PLAN**

**Family School and Community**

**TECA 1303.87**

**Emily Stottlemire**

**NOTE: This is a 16-week Online course.**

**COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

“An Equal Opportunity Institution”

Spring 2021

**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. **NOTE: Spring 2021: \*The Lab experience will be altered due to COVID 19 extenuating circumstances. See course for further information.**

All assignments will be submitted through Brightspace. Exceptions will be made at the discretion of the professor.

**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.

**Instructor Information:**

Emily Stottlemire  
CSC Child Development Center  
254/299-8523

[estottlemire@mclennan.edu](mailto:estottlemire@mclennan.edu)

Office hours will be conducted online by email. Zoom meetings can also be arranged.

**Required Text & Materials:**

**There is not a designated textbook for this course.**

Supplementary Readings: Readings will be assigned throughout the semester. Independent research will be required.

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

**Methods of Teaching and Learning:**

The content and information for this course will be presented through an online format. It will be important to log into D2L, Brightspace regularly: At least every other day is recommended.

Additional information will be available in class and from the instructor in terms of assignments, written papers, etc. Evaluation of the student is discussed later in this syllabus.

**As noted, the lab component may be altered in the Spring 2021 semester. See course for additional information.**

**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 20<sup>th</sup> 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."
  - g. Demonstrate an ability to work effectively as a member of a professional team.

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 Schedule:**

**See separate document.**

This will be a 16 week course. There will be assignments in each module.

### **Course Grading Information:**

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

**Critical Thinking Assignments/ Final Exam:** There will be eight Critical Thinking Assignments throughout the semester. These assignments are critical and will assess your understanding and assimilation of the course material. Independent research will be indicated in many assignments. **The final exam** will be at the end of the course. Information will be in the module. See individual assignments in the Modules.

**Discussion Boards:** Participation in Discussion Boards. Initial posts and responses will be evaluated. See Discussion Board expectations in course.

**Lab Assignments:** Four written lab assignments. See individual assignments. These assignments will involve independent research, in some cases.

**Class Participation/Attendance:** Weekly attendance will be based on timely submission of Critical Thinking Assignments, Lab Assignments and/or, participation in discussion boards. Logging into class and time spent actively engaging in lecture and other videos.

**Zoom Meetings:** Zoom meetings may be utilized during the course for discussion and consultation with the professor. Times/Dates TBD.

**Evaluation/Grading:** The system of grading will be based on the general standard of:

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.

**Student performance will be evaluated by:**

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Critical Thinking Assignments/Final Exam	45%
Discussion Boards	10%
Class Participation	10%
Lab / Lab Assignments	35%

**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

**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.

**Laboratory Experience: \* Note: This lab information will not directly apply to Spring 2021 due to limits of lab participation at the MCC Child Studies and Education Lab School, at Elementary Schools and Community Agencies.** A total of 16 hours must be logged for this class. A grade for the class will not be given until this lab requirement is completed.

\*A total of 5 hours must be completed at the MCC Child Development Center. 6 hours must be completed at an elementary school that you will be assigned to, and 5 hours at a Community Service Agency. **Again: This will not apply to the Spring 2021. Alternative assignments have been assigned in the modules. You must complete the lab assignments in order to get credit for the lab hours. A grade will not be given in the course until all lab assignments are thoroughly completed.**

\*Refer to the Lab School Guidelines for lab school hours and other important lab information. There will be 4 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 computer is important. If you discover you have made a mistake in choosing a class, let the 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 and 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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**Late Work, Attendance, and Make Up Work Policies:**

**Late Work:** No late work will be accepted. Under extraordinary experiences, exceptions can be made. It is the student's responsibility to contact the professor.

**All assignments must be submitted through Brightspace.**

**\*Reminders: \*(Note exceptions for SPRING 2021 Lab Requirements) For Spring 2021 in order to get credit for the Lab hours, you must complete the lab assignments. You will not receive a grade for the class if you have not successfully completed the lab assignments.**

- A total of 16 hours of lab must be completed by each student for TECA 1303. \*
- Late assignments will not be accepted.
- To receive an incomplete, you must have a passing grade in the class.
- Students must do at least one hour of lab to get credit for lab log-in.
- Attendance is taken weekly and is based on timely submission of assignments and active participation in class material, lectures, discussions, and other course material.
- Check Brightspace frequently.
- Communicate with your professor! When communicating by email, **use your MCC Student Email address!**

**Student Behavioral Expectations or Conduct Policy**

In general, 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. The Highlander Guide describes the rights, privileges, and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

**Ethics:** It is the student's responsibility to read the General Conduct Responsibility Policy in the Highlander Guide (MCC Student Handbook) and the Child Development Code of Conduct Guidelines. Any breeches of conduct will result in disciplinary action. Acts of dishonesty and disruptive behavior will not be tolerated. Students may be asked to leave class if necessary.

**[Click Here for the MCC Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)**

**([www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity))**

The link above will provide you with information about academic integrity, dishonesty, and cheating. All work is expected to be original. If work is submitted that is not original, or if appropriate sources are not cited or credited, the result could be a 0 on the assignment for the first offense. If there is a second offense, this can result in dismissal from the class and/or an F for 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 guidelines specific to this course.

I follow the MCC guidelines for absences. I take weekly attendance, based on your active participation in course material, including discussion boards, turning in assignments by their due date, and actively spending time exploring class material, lectures, and other videos and reading material.

*\* You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*

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## ACADEMIC RESOURCES/POLICIES

### **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/>

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 a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and 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).

### **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 contacted/notified through 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.

\* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)  
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.



**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.

**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 her/his 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.

**Forwarding Emails:**

You may forward the 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 become lost or placed in junk or spam filters.

**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. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit [mclennan.edu/disability](http://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)

254-299-8122

Room 319, Student Services Center

\* [Click Here for more information about Title IX](http://www.mclennan.edu/titleix)  
([www.mclennan.edu/titleix](http://www.mclennan.edu/titleix))

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 Title IX Coordinator at

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[titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Equity & Inclusion/Title IX) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) 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.

*\* You will need to access each link separately through your web browser (for example Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*