



**COURSE
SYLLABUS AND
INSTRUCTOR PLAN**

FAMILIES, SCHOOL & COMMUNITY

TECA 1303_01

Jennifer Chapman

Monday, Wednesday, 9:35 AM- 10:55 AM

CSC D109

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

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

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.

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

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

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.

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:

Instructor Name: Dr. Jennifer K. Chapman

MCC Email: jchapman@mclennan.edu

Office Phone Number: (254) 299-8523

Office Location: CSC D41 (located in the Child Development Center lobby area)

Office/Conference Hours: **Monday** 1:30-3:30 PM, **Tuesday** 5:00-6:00 PM,

Wednesday 1:30-3:30 PM, **or by appointment**. We can meet in-person or via Zoom.

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

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.

Methods of Teaching and Learning:

Lectures

Reading assignments

Laboratory experiences

Individual and group assignments

Small and large group collaboration

Review of relevant research

Literature analysis

Use of digital media and/or recording of student performance

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.

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.
- 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 Outline/Schedule:

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

Week	Chapters/Topic	Weekly Activities
1/9 1/11	Welcome/About This Class Lab School Tour/Bronfenbrenner's Ecological Model	Read Entire Syllabus Criminal Background Check
1/16 1/18	No Class: MLK Day Family Theories (Ch. 1)	Read Chapter 1.1, 1.4-1.12 Critical Thinking #1
1/23 1/25	Family Theories (continued) Socialization: Family and Peers	Read Chapter 1.13 Read Chapter 1.2, 1.3
1/30 2/1	Socialization: Schools, Policy, and Media (Ch. 8.10-8.11)	Read Chapter 8.10-8.11 Critical Thinking #2
2/6 2/8	What is Culture? Cultural Influences (Ch. 2)	Read Chapter 2 Critical Thinking #3
2/13 2/15	Gender Influences (Ch. 8.5-8.6)	Read Chapter 8.5-8.6
2/20 2/22	Family Diversity (Ch. 3.1)	Read Chapter 3.1 Critical Thinking #4
2/27 3/1	Parenting Styles (Ch. 3.3-3.5)	Read Chapter 3.3-3.5 Critical Thinking #5 Lab Report #1 Due
3/6 3/8	SPRING BREAK	
3/13 3/15	Exam Review Exam 1 (3/15, in class)	
3/20 3/22	Family Stress and Resilience	Read Supplemental Article (Posted on Brightspace)
3/27 3/29	Issues in Early Childhood Education/Quality Matters	Read Supplemental Article (Posted on Brightspace) Critical Thinking #6
4/3 4/5	Collaboration with Families (Ch.6) Engaging Families/Communication (Ch. 7)	Read Chapters 6-7 Lab Report #2 Due
4/10 4/12	Laws and Responsibilities: Child Abuse Reporting (Ch. 3.6-3.7)	Read Chapter 3.6-3.7 and Supplemental Article (Posted on Brightspace) Critical Thinking #7
4/17 4/19	What is Community? Community Agencies and Responsibilities/Connections (Ch. 4)	Read Chapter 4 Critical Thinking #8
4/24 4/26	Exam Review Exam 2 (4/26, in class)	Lab Report #3 Due

Graded Assignments

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

Exams: There will be two exams in this course. Exams may consist of multiple choice, matching, fill-in-the-blank, and/or short answer questions.

Critical Thinking Assignments: There will be eight 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.

Lab Reports: 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.

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 quizzes/assignments.

Course Grading Information:

Your grades are weighted per the assignment category. A **weighted** score is the average of a set of **grades**, where each set carries a different amount of importance.

Assignment Category	%
Exams (2)	25
Critical Thinking Activities (8)	25
Lab Reports (3)	40
Class Participation/Attendance	10
Total	100

Grading Scale:

Letter Grade	A	B	C	D	F
Total Points	100 – 90	89 – 80	79 – 70	69 – 60	59 or Below

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.

Academic Integrity/Cheating/Plagiarism:

In this course, 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)

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

The link above will provide you with information about academic integrity, dishonesty, and cheating.

This course will teach you to think critically. Critical thinking is essential for success in college and life. Please maintain your integrity and do your own work – there is no reason to cheat in this, or any other course.

Laboratory Experience: 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, and 5 hours at a Community Service Agency.

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 hours/assignments are thoroughly completed.

The information for typical lab experiences and expectations is included here.

*Refer to the Lab School Guidelines for lab school hours and other important lab information.

*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. *

*In order to receive credit for this class,
all lab hours and lab assignments must be completed.*

Late Work, Attendance, and Make-Up Work Policies:

Late work will be subject to a deduction of 5% per day it is late. For example, if it is 2 days late and you would have earned a 100, you will now get a 90. Please keep in mind that there are some instances where late work will not be accepted. Under certain, documented circumstances (example: documented serious illness/injury of self or immediate relative), late work may be excused. **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 despite 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.

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.

Attendance:

As this is a face-to-face course, attendance is expected. There will be in-class assignments that go towards weekly activities. Students who miss more than two (2) class meetings without communicating with the instructor will lose points on their overall participation/attendance grade.

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

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Click on the link above for the college policies on attendance and absence

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](https://www.mclennan.edu/disability).

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

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

Updated 11/04/2022



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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 or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/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/. 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 from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

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 or a Success Coach by calling (254) 299-8226 or emailing 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. 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.

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Backup Plan for Technology:

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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.

Instructional Uses of Email:

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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 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.

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.

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McLennan
C O M M U N I T Y
COLLEGE

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