CHLD 90.1 Course Outline as of Fall 2014

CATALOG INFORMATION

Dept and Nbr: CHLD 90.1 Title: CHLD FAMILY COMMUN RELAT
Full Title: Child, Family, Community Interrelationships
Last Reviewed: 2/10/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	CHILD 90.1

Catalog Description:
This course explores the diversity of family systems, sociocultural factors affecting the child's development and the socializing influences of community. This course meets the educational requirements for the Child Development Permit issued by the State of California Commission on Teacher Credentialing and child care licensing requirements.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for English 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This course explores the diversity of family systems, sociocultural factors affecting the child's development and the socializing influences of community. This course meets the educational requirements for the Child Development Permit issued by the State of California Commission on Teacher Credentialing and child care licensing requirements. (Grade Only)
Prerequisites/Corequisites:

Recommended: Eligibility for English 100 or ESL 100
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
	D	Social and Behavioral Sciences	Spring 1982	
CSU GE:	**Transfer Area**		Effective:	Inactive:
	E	Lifelong Learning and Self Development	Spring 1992	
IGETC:	**Transfer Area**		Effective:	Inactive:

CSU Transfer:	Transferable	Effective:	Spring 1982	Inactive:
UC Transfer:		Effective:		Inactive:

CID:
CID Descriptor:CDEV 110 Child Family and Community
SRJC Equivalent Course(s): CHLD90.1

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Analyze theories of socialization that address the interrelationships of the child, family, peers and community.
2. Critically assess how educational, political, cultural and socioeconomic factors and changes directly impact the lives of children and families.
3. Describe strategies that support and empower families through respectful, reciprocal relationships and encourage the involvement of all families in their children’s development and learning.
4. Analyze their personal values, goals and sense of self as related to family history and life experiences, and assess how this impacts their role with children and families.
5. Critically assess community support services and agencies that are available to community and families.

Objectives:
Upon completion of this course students will be able to:
1. Describe and evaluate the developmental effects of socializing experiences, interactions and environments using Brofenbrenner's ecological systems model.
2. Explore personal family history using Brofenbrenner’s ecological systems model to examine the effect on relationships with children and families.
3. Demonstrate understanding of emotional, social, and moral development including the emergence of identity and self-esteem with emphasis on the attachment/separation cycle.
4. Describe the diversity in family interactional patterns and structures as they relate to the socialization of children.

5. Examine the impact of change and transitions on children and family dynamics.
6. Evaluate the role of cultural values, attitudes and morals in the process of socialization.
7. Examine conflict management and problem solving strategies for children and families.
8. Analyze the socializing influences of school, childcare, peers and media on children.
9. Identify and recommend a variety of appropriate community services needed by families, including health, social services, mental health, developmental and family support services.
10. Develop an awareness of professional issues and the need for early childhood best practices that support all children and families.
11. Identify characteristics of child abuse, the procedures for child abuse reporting, and the responsibility for actions as mandated by law.
12. 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.

Topics and Scope:

I. The Process of Socialization
   A. Aims and Methods of Socialization
   B. Ecological Systems Model
   C. Stereotypes and Biases
II. The Child
   A. Developmental Stages of Socialization
      1. Attachment
      2. Autonomy
      3. Initiative
   B. Self-Esteem
   C. Guidance and Discipline
   D. Diverse Abilities
III. The Family
   A. Function and Structure
   B. Parenting Patterns
   C. Change and Transitions
   D. Problem Solving and Conflict Management
IV. Culture
   A. Cultural Patterns
   B. Goals, Values, and Morals
   C. Age
   D. Language
   E. Gender
   F. Racial Identity and Ethnicity
V. Community
   A. Agents of Socialization
      1. Childcare
      2. School
      3. Peers
      4. Media
      5. Public Policy
      6. Socioeconomics
   B. Community Resources and Services
VI. The Role of the Teacher
   A. Practices Supporting Children and Families
   B. Teacher-Family Interactions

C. Supporting Families with Children Learning English
VII. Advocacy for Families and Children
A. Professional Ethics and Issues
B. Contemporary Issues
C. Child Abuse

Assignment:

Assignments may include:
1. Weekly reading assignments from the text or handouts of approximately 20 pages per week.
2. Essays (2-4) of 500-700 words that require the student to apply concepts and content from reading and class.
3. Journal assignments reflecting personal response to material presented in class and reading.
4. In-depth study analyzing the socializing influences within family systems and structures.
5. Presentation of community resources and agents that support families.
6. Participation in discussion and written response activities in class.
7. Essay exams or quizzes.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essays, journals and in-depth study	Writing 30 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Essay exams and quizzes	Exams 20 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation; agency presentation	Other Category 20 - 30%

Representative Textbooks and Materials:
The Young Child in the Family and in the Community. Janet Gonzalez-Mena, Prentice Hall Publisher, 6th ed., 2013