

CATALOG INFORMATION

Dept and Nbr: CHLD 190.1      Title: HOME/SCH/COMM INTERRELA  
Full Title: Home, School, Community Interrelationships  
Last Reviewed: 11/8/2010

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:

**Catalog Description:**  
This course explores the diversity of family systems, sociocultural factors affecting the child's development and the socializing influences of community. The course emphasizes current issues of interest, with practical application for parents, teachers, and community workers. This course meets the educational requirements for Child Development Permits issued by the State of California Commission on Teacher Credentialing and child care licensing requirements.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 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. The course emphasizes current issues of interest, with practical application for parents, teachers, and community workers. This course meets the educational requirements for Child Development Permits issued

by the State of California Commission on Teacher Credentialing and child care licensing requirements. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

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 understand their own socialization.
3. Demonstrate understanding of the 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 dynamics and structures as they relate to the socialization of children.
5. Examine the impact of change and transitions on children and family dynamics.
6. Describe the role of cultural values, attitudes and morals in the process of socialization.
7. Recognize conflict management and problem solving strategies for children and families.
8. Define the socializing influences of school, childcare, peers and media on children.
9. Identify a variety of appropriate community services supporting families, including health, social services, mental health, developmental and other 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. Describe characteristics of child abuse, the procedures for child abuse reporting, and the responsibility for actions as mandated by law.
12. Discuss the effects of age, gender, diverse abilities, language, and culture, racial identity and ethnicity, socio-economic status, 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. Stress, 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-Parent 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:**

1. Weekly reading assignments from the text or handouts of approximately 20 pages per week.
2. Short essays (2-4) of 300-500 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. Class presentations to explore community resources and agencies that support families.
5. Participation in discussion and written response activities in class.
6. Final exam and 2-4 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 and journal assignments

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.

Class presentations

Skill Demonstrations  
10 - 20%

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

Final exam, quizzes.

Exams  
20 - 40%

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

Class participation and attendance

Other Category  
15 - 30%

## Representative Textbooks and Materials:

Child, Family, and Community: Family-Centered Early Care and Education (5th). Gonzalez-Mena, Janet. Merrill:2009