

CHLD 90.1 Course Outline as of Fall 2020**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 or P/NP

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 family and community. This course meets the educational requirements for the Child Development Permit issued by the State of California Commission on Teacher Credentialing and Community Care Licensing requirements.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

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 family and community. This course meets the educational requirements for the Child Development Permit issued by the State of California Commission on Teacher Credentialing and Community Care Licensing requirements. (Grade or P/NP)

4. Describe the diversity in family interactional patterns and structures as they relate to the socialization of children.
5. Evaluate the role of cultural values, attitudes and morals in the process of socialization.
6. Analyze the socializing influences of schools, childcare, peers, community, and media on children.
7. Identify and recommend a variety of appropriate community services needed by families, including health, social services, mental health, developmental and family support services.
8. Identify characteristics of child abuse, the procedures for child abuse reporting, and the responsibility for actions as mandated by law.
9. Develop an awareness of the effects of age, gender identity and expression, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic 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 theory
- 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

IV. Culture

- A. Cultural patterns
- B. Goals, values, and morals
- C. Family structure
- D. Language
- E. Gender: Biology, identity and expression
- F. Racial identity and ethnicity

V. Community

- A. Agents of socialization
 1. Family
 2. Childcare
 3. School
 4. Peers
 5. Media
- B. Community resources and services
- C. Public policy

VI. The Role of the Teacher

- A. Practices supporting children and families
- B. Teacher-Family interactions

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 (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 agencies that support families
6. Participation in discussion and written response activities in class
7. Essay exams and/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/or 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:

Child, Family, and Community: Family-Centered Early Care and Education. 7th ed. Gonzalez-Mena, Janet. Pearson. 2017

Child, Family, School, Community. 10th ed. Burns, Roberta. Cengage Learning. 2016

Instructor prepared materials