

**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)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

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:
	D	Social and Behavioral Sciences	Spring 1982	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	E	Lifelong Learning and Self Development	Spring 1992	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Spring 1982	Inactive:
<b>UC Transfer:</b>		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, media, schools and community.
2. 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.
3. Analyze 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.
4. Critically assess community support services and agencies that are available to community and families.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Describe and evaluate the developmental effects of socializing experiences, interactions and environments.
2. Explore personal family history 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.
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