



Syllabus: *ECE 228 Family, Culture and Community*

Course Information	
Course Prefix/Number: ECE 228	Credit Hours: 3
Semester: Spring 2019	Course Title: Family Culture and Community
Class Days/Times: online	

Instructor Information:	Phone/Voice Mail: (520) 548-7666
Name: Erin Aguilar	E-mail: eaguilar@tocc.edu
	Office location: N/A
	Office hours: by Appointment

Course Description:

Examination of the influences of family, culture and community on the development and learning of young children. Includes development of personal framework for understanding cultures; cultural differences in attitudes about play; age and cultural appropriateness of classroom materials; cross-cultural communication techniques; techniques for utilizing family strengths; strategies for involving families in the school and classroom; strategies for developing flexible response practices; and community project development.

- Course Objectives:**
- During this course students will**
1. Create a personal framework for understanding cultural differences in childrearing practices (NAEYC 2a, 2b, 5b, 5d).
 2. Identify cultural differences in attitudes about play (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d).

3. Identify age and culturally appropriate materials, games, and toys for use in the ECE classroom (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d).
4. Create an anti-bias learning community including curriculum, the visual and material environment, and relationships with families (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d).
5. Develop an action plan for utilizing family and community strengths in the teaching/learning process (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 5b, 5d).
6. Design a plan to promote family involvement practices that honor diversity of culture, language, abilities and economics (NAEYC 2a, 2b, 2c, 5b, 5d, 5e).
7. Identify flexible response practices to transition times, arrivals and departures, and interactions with parents that illustrate respect for family and community diversity (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 5b).
8. Apply learned practices to the development of a community project in an early childhood setting that reflects diversity of culture, language, and economic circumstances (NAEYC 2a, 2b, 2c, 5e).

Student Learning Outcomes (SLOs): After completion of the course students will be able to

1. Identify one or more biases they have developed
2. Create a culturally-relevant activity for children that promotes building a positive classroom community.
3. Identify child-level books that promote children’s positive self-identity
4. Explain how non-verbal communication cues influence verbal communication messages
5. Design a classroom/school event and an invitation to that event that will encourage families and community members to participate in their child’s educational environment

Course Structure:

Students will be able to

Course Specific Outcomes	Assessment/Measures
1. identify one or more biases they have developed	Module 2 Discussion 1 Early Experiences and Trust Module 2 Assignment 2 Attachment and Trust
2. create a culturally-relevant activity for children that promotes building a positive classroom community	Discussion 3 Module 3 Culture and Language
3. identify child-level books that promote children’s positive self-identity	Module 4 Assignment 2 Books to teach Social Emotional Development
4. explain how non-verbal communication cues influence verbal communication messages	Module 1 Discussion 1 Verbal and Nonverbal Cues
5. design a classroom/school event and an invitation to that event that will encourage	Module 5 Assignment 2 Community Resources

families and community members to participate in their child's educational environment	
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Texts and Materials: *(list text(s), and materials students will need):*

Child, Family, and Community Family Centered Early Child Care and Education 7th Edition Janet Gonzalez-Mena

Module	Due
Module 1	February 8, 2019
Module 2	March 1, 2019
Module 3	March 22, 2019
Module 4	April 12, 2019
Module 5	May 4, 2019

Course Requirements:
Attendance and participation There is a direct correlation between participation and student academic success. Students who participate in all assignments ALWAYS earn better grades than students who miss.
Questions: Please let me know if you have any questions about assignments or discussions and if something is not working.

Grades will be awarded as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
59% or less	=	F

An A is awarded only in cases of clearly exceptional performance. A total of 300 points are available to earn in this course. Any assignment may be turned in early. Late assignments will not be accepted. Please respect this policy. Please communicate with me if you have any questions or concerns that would affect your success in this class. All papers should be in APA format, double-spaced, Times New Roman Font, and Size 12. See The OWL at Purdue for an example: <http://owl.english.purdue.edu/owl/resource/557/01/>

Himdag Cultural Component: This course explores ways in which diverse cultural beliefs and practices influence children's development and attitudes. Class discussions are structured to establish norms for respectful communication among the students, and include strategies for building a classroom community that can be replicated in early childhood education environments.

Tohono O'odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O'odham Nation's traditional standards for sharing information.

**Policies and expectations-
Policies and Expectations:**

- **Important Deadlines:** *Drop/Refund January 26th*
Withdrawal March 30st
Final Grades May 15th

- **Americans with Disabilities Act (ADA) Compliance**

Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

- **Cultural/Religious Observance & Accommodations**

The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. At least two weeks before the religious observance, students must submit to the instructor a written statement that contains the date of the observance. Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.

Course Outline:

.Cultural Differences in Childrearing Practices

- A. Identity development
- B. Language development
- C. Gender identity
- D. Influences that impact development of biases and stereotypes

- II. Cultural Differences in Play
 - A. Adult attitudes about play
 - B. Cultural attitudes about play
- III. Exploring Culturally Appropriate Teaching Methodologies
 - A. Assessing the cultural diversity of the classroom students
 - A. Selecting and making culturally-relevant materials
 - B. Repurposing stereotyped materials
 - D. Influences of teacher attitudes and interactions with children
 - E. Inclusion of family and community members
- IV. Resolving Cross-cultural Communication Conflicts
 - A. Identifying cultural conflict
 - B. Interpreting verbal and nonverbal behavior cues
 - C. Understanding roots of miscommunication
 - D. Creating secure and supportive environments

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.