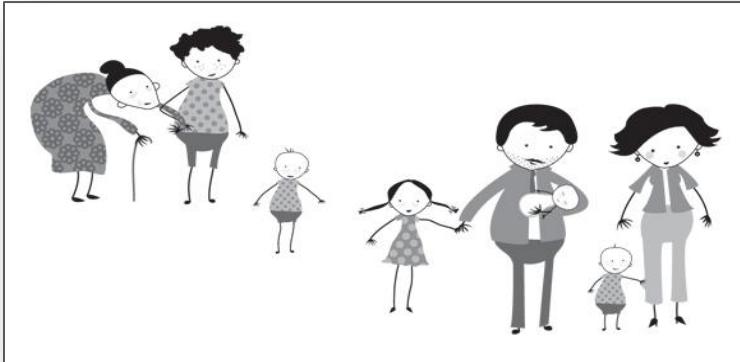


EDCI 27600: Child, Family, School and Community Partnerships
Purdue University North Central
Education Department
Spring, 2011



*To put the world right in order,
we must first put the nation in
order; to put the nation in order,
we must first put the family in
order; to put the family in order,
we must first cultivate our
personal life; we must first set
our hearts right.*

Confucius

Instructor Information

Dr. Mary Jane Eisenhauer
Assistant Professor, Early Childhood Education
Phone: 785.5637
Email: meisenhauer@pnc.edu
Office: Tech 310

Course Information

3 credit hours, including 2 hour weekly lab
Wednesdays, 8:00 – 9:50 a.m.
Location: TECH 214
Office Hours: Wed, 10 – noon; Thurs, 9 – 11 am;
and by appointment.

Course Description: This course examines the life of the young child within the context of the larger societal systems. We will explore the issues and characteristics of diversity within families and communities. Candidates will develop strategies for fostering positive family/teacher/provider- child relationships. Candidates will gain exposure to community early childhood resources through an academic service learning component.

Required Reading

Gonzalez-Mena, J. (2009). *Child, family, and community: Family-centered early care and education* (5th ed.). Upper Saddle River, NJ: Pearson.

Gonzalez-Mena, J. (2010). *50 strategies for communicating and working with diverse families* (2nd ed.). Upper Saddle River, NJ: Pearson.

Other articles, online resources and readings will be assigned throughout the course and should be read before class.

Laboratory Hours: Academic Service Learning Project:

The lab hours (2 hours/week; minimum 24 hours/semester) for this course will be completed at local agencies serving young children and families. This Service Learning Project is an opportunity for candidates to explore the course content while meeting a real need within the community. From the list of choices presented by the instructor, you will select a site to meet your interests, schedule and travel needs. See the **Service Learning Guide** for specific details and timeline. Your attendance and participation in the scheduled weekly site visits are required. For further guidance, you may contact Ms. Laura Weaver, PNC Service Learning Coordinator at lweaver@pnc.edu.

Learning Goals:

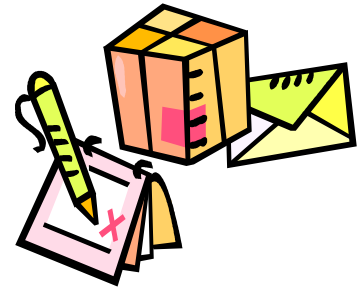
The candidate will:

- Understand and value the role of the early childhood professional in addressing issues of diversity and anti-bias.
- Explore the ways in which children and families are diverse and how culture and background influence care giving styles and practices.
- Gain awareness of community resources available to support early childhood care and education.
- Develop culturally responsive strategies for involving families in their children's learning and development.
- Collaborate with a local agency to create a service learning project.

Course Requirements

The course meets weekly on campus. Candidates are responsible for scheduling a lab time for the Service Learning Project. The requirements for the entire course include:

- **Attendance and active participation** in class each week with thoughtful, relevant contributions that reflect an evolving understanding of the course content. This includes, and is not limited to, class and online discussions, written work, small group projects, and in-class assignments. Students are expected to conduct themselves in a professional manner. We will be communicating on Blackboard as well as on a class weblog (accessible through Blackboard). It is the student's responsibility to be an active participant in all class and small group discussions and projects.
- Collaboration with a local agency to develop a **Service Learning Project**. Students will present the highlights of their projects at the PNC Day of Learning and Service and the Annual Early Childhood Conference.
- **Serve as a Student Volunteer** at the Annual Early Childhood Conference.
- Prepare and present drafts of a **Professional Belief Statement and Cultural Memoir** at the beginning and end of the semester.



Policies and Procedures

Professionalism and Appropriate Classroom and Field Site Behavior

The Early Childhood Education program at PNC adheres to the NAEYC Code of Ethical Conduct and the Education Department Professional Behaviors and Dispositions. You are expected to conduct yourself as a professional in accordance with the PNC Education Department Professional Behaviors and Dispositions. Your demeanor, attendance, punctuality, attitude, preparedness, as well as your willingness to grow and learn reflect your professionalism and readiness to be an early childhood educator. It is my goal to develop a community of learners in pursuit of shared experience and knowledge. Therefore, I expect all students to respect their classmates and me throughout our time together.

ADA Statement

If you have a documented disability which will require accommodations, please see me during the first week of classes. Students are responsible for consulting with me if they are experiencing difficulties with the course work or material. Please contact PNC's Disability Services Coordinator at 785.5374.

Cheating and Plagiarism

Academic misconduct is a very serious ethical matter. From the student handbook:

Student Academic Misconduct Statement

Source: *Regulations Governing Student Conduct, Disciplinary Proceedings and Appeals, Section B, Paragraph 1.2a*

The following actions constitute misconduct for which students may be subject to administrative action or disciplinary penalties:

- a. Dishonesty in connection with any university activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty. The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghostwritten papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.

Attendance



Purdue’s attendance policy states that students are expected to be present for every meeting of the classes in which they are enrolled. You are expected to attend all class sessions, to arrive on time, and to actively participate in discussions and activities. Arriving late and/or leaving early is considered both unprofessional and as an absence. Students are responsible for any materials (announcements, notes, handouts, etc.) they miss due to any reason. Simply stated, if you are not in class or at your field site, you cannot participate. You will be allowed one absence for illness.

A = Absence

0-1 A	2 A	3 A	4 A
15 pts	8 pts	5 pts	0 pts

Attendance and participation at the Service Learning Project/Field Sites is mandatory. You will be required to keep a signed log. If you must be absent, it is imperative that you notify your service learning mentor. Failure to do so will result in lowering your grade by 15 points.

Course Assessment

Specific rubrics for each assignment will be given. Evaluation of written assignments will be based on content as well as the use of standard English, correct grammar and spelling. Academic papers should be typed (double-spaced, one inch margins, black ink). Use a style guide for consistency in grammar, bibliographic citations, and reference listings (APA preferred). Evaluation of materials and presentations will be based on content as well as professionalism, preparation, organization, and effort.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

Late assignments will not be accepted. Assessment in this course will be based on:

Attendance, Participation & Professionalism	15 pts
Cultural Memoir	15
Service Learning Project	50
Professional Belief Statement	<u>20</u>
	100 pts

There may be opportunities to earn Extra Credit (up to 10 points). Please watch Blackboard for announcements and information.

Suggested Bibliography:

- Chen, J. Horsch, P., DeMoss, K. & Wagner, S.L. (2003). *Effective partnering for school change: Improving early childhood education in urban classrooms*. New York: Teachers College Press.
- Copple, C. (Ed.). (2003). *A world of difference: Readings on teaching young children in a diverse society*. Washington, DC: NAEYC.
- Derman-Sparks, L. & Edwards, J.O. (2009). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC.
- Derman-Sparks, L. & Ramsey, P.G. (2006). *What if all the kids are white: Anti-bias multicultural education with young children and families*. New York: Teachers College Press.
- Diffily, D. & Morrison, K. (Eds.). (1996). *Family-friendly communication for early childhood programs*. Washington, DC: NAEYC.
- Fink, C, Marxer, M. & Moomaw, S. (2002). *Nobody else like me: Activities to celebrate diversity*. St. Paul, Minnesota: Redleaf Press.
- Gonzales-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed.). New York: McGraw-Hill.
- Hildebrand, V., Phenice, L.A., Gray, M.M., Hines, R.P. (2008). *Knowing and serving diverse families* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Jacobson, T. (2003). *Confronting our discomfort: Clearing the way for anti-bias in early childhood*. Portsmouth, NH: Heinemann.
- Keyser, J. (2006). *From parents to partners: Building a family-centered early childhood program*. Washington, DC: NAEYC.
- Ramsey, P.G. (2004). *Teaching and learning in a diverse world: Multicultural education for young children* (3rd ed.). New York: Teachers College Press.
- York, S. (2003) *Roots and wings: Affirming culture in early childhood programs*. St. Paul, Minnesota: Redleaf Press.



**INTASC Principles and NAEYC Standards
Addressed in this Course**

INTASC Principles

NAEYC Initial Licensure Standards	1. Making Content Meaningful	2. Human Development & Learning	3. Diverse Learners	4. Instructional Strategies	5. Motivation & Management	6. Communication	7. Instructional Planning	8. Assessment of Student Learning	9. Reflection & Professional Development	10. Collaboration
1. Promoting Child Development & Learning 1b. Knowing and understanding the multiple influences on development and learning		X *	X *							
2. Building Family & Community Relationships 2a. Knowing about and understanding family characteristics 2b. Supporting and empowering families and communities through respectful, reciprocal relationships 2c. Involving families and communities in their children's development and learning			X * * *				X			X * *
4. Teaching and Learning 4a. Connecting with children & families						X *				X *
5. Becoming a professional 5a. Identifying and involving oneself with the early childhood field 5b. Knowing about and upholding ethical standards and other professional guidelines								X * *	X * *	

X = aligned; * = aligned, with a primary emphasis



Class Schedule EDCI 27600 (Wednesdays, 8:00 – 9:50 am)

This is a tentative schedule and subject to changes. Revisions to this schedule, including additional readings, will be announced in class. See the Service Learning Guide for more specific information about the project timeline and assignments.

Week/ Date	Topic	Reading	Assignments
1 Jan 12	Course Introduction Our Community		
2 Jan 19	Self-Reflection Where do I fit in? <i>Guests: Laura Weaver, CSSL Amy Boren, Service Learning Mentor</i>	<i>“Clean Start” C,F & C: Ch. 1</i>	<i>Bring “Strategies” Book to each class.</i>
Jan 19 – Jan 26	Service-Learning Entrance Interview with Dr. Eisenhauer (sign up in class)	<i>Service Learning Guide</i>	Service Learning Site Selection
3 Jan 26 (LSF 02)	What impact can I make? “Pebbles in the Pond” <i>Guest: Jennifer Wright, Sby6 Born Learning Trail</i>	<i>C, F & : Ch. 15 Appendix: NAEYC</i>	
4 Feb 2	Understanding the Child	<i>C,F & C: Ch. 2 – 3</i>	Professional Belief Statement, Draft #1
5 Feb 9	How can I support children’s development?	<i>C,F & C: Ch. 4 – 5</i>	
6 Feb 16	Partnering with Families What issues are important to families?	<i>C,F & C: Ch. 6 “Family Partnerships”</i>	Cultural Memoir
7 Feb 23	How do I build relationships with families?	<i>C,F & C: Ch. 7 – 8</i>	
8 March 2	How can I work with families?	<i>C,F & C: Ch. 9 – 10</i>	
9 March 9	Spring Break – No Class Meeting		
10 Mar 16	Collaborating with the Community Early Care & Education as a Resource	<i>C,F & C: Ch. 11 – 12</i>	
11 Mar 23	Work Time: BLT Family Events		Pebble Mini-Grant – application due
12 Mar 30	What are the strengths of the community?		
13 April 6	What resources are available in the community?	<i>C,F & C: Ch. 13 – 14</i>	Family Events
14 April 13	Influences of Society In what ways does society influence children and families?		Family Events
15 April 20	Work Time: Service Learning Project		Family Events
16 April 27	Work Time: Conference Preparations		Poster Presentation: Service Learning Highlights
April 30	PNC’s 5th Annual Early Childhood Conference: I Spy Success! <i>8:00 am – 4:00 pm</i>		Poster Presentations Conference Volunteers
May 5 Finals Week	Culminating Celebration: Early Childhood Splash!		Professional Belief Statement Final Draft