ECE 363, Working with Families in Diverse Communities  
Spring, 2008  
College of Education  
Department of Language, Literacy and Special Populations  
ECE 363 is a required course for EC – 4 Certification

Instructor: Dr. Diana Nabors  
Teacher Education Center 138  
936-294-3950  
Email: dnabors@shsu.edu

Office Hours: Monday at the University Center 2:00 – 5:00  
Wednesday and Friday 11:00 – 2:00  
Thursday 9:00 – 11:00  
Other days and times by appointment

Text/Readings:  
Required  

Course Description:  
This course is an in-depth study of the relationship between families and schools in diverse communities. Topics addressed in this course include discussions of the major theories that support partnerships with parents; models for parent, school and community partnerships; home, school and community influences on children’s lives; parenting styles; family dynamics; parent education strategies, communicating with parents; and the rights and responsibilities of parents, children and teachers. Experiences with community services for families will be required.

Standards Matrix:

<table>
<thead>
<tr>
<th>Objectives/Learning outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Pedagogy and Professional Responsibilities Standards (EC-4) Generalist Standards</th>
<th>NAEYC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define parenting styles, family dynamics, and philosophies of two families</td>
<td>Interview two sets of parents to determine their parenting style and view of education</td>
<td>Written paper with reflection</td>
<td>4.2k SS 9.2ks, 9.3ks, 9.9k, 9.4s</td>
<td>1, 2, 3, 4a, 4d, 5</td>
</tr>
<tr>
<td>Demonstrate communication techniques to use with families</td>
<td>Role-play parent/teacher conference with partner</td>
<td>Critique by partner and observation evaluation by instructor</td>
<td>4.2s, 1.5k, 2.4k, 2.23k, 4.1k, 4.2k Eng/LA and reading 1.8s, 2.4s, 3.4s, 4.10s, 5.8s 6.4s 7.13s, 8.8s, 9.7s, 10.4s</td>
<td>1, 2, 3, 4a, 4b, 4c, 4d, 5</td>
</tr>
<tr>
<td>Demonstrate parent education strategies</td>
<td>Develop and present a parent education seminar</td>
<td>PowerPoint presentation, lesson plan, and written paper</td>
<td>1.5k, 4.2k, 4.1s, 4.13s health 2.1s, 3.13s 2.4k</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Develop communication tool to use with parents</td>
<td>Create a parent newsletter</td>
<td>Published newsletter</td>
<td>4.2k, 4.3s health 3.13s Eng/LA 1.8s, 2.4s, 9.7s</td>
<td>2, 3, 4b, 4c 5</td>
</tr>
<tr>
<td>Describe families, Family situations, Family characteristics</td>
<td>Class discussions and exams</td>
<td>Observation and feedback from instructor</td>
<td>1.5k, 2.4k, 4.1-3s, health 1.7k, 1.6s</td>
<td>1, 2, 3, 4a, 4b, 4c, 4d, 5</td>
</tr>
<tr>
<td>Describe family Characteristics</td>
<td>Family representation</td>
<td>Representation and descriptors</td>
<td>SS 9.2ks, 9.3ks, 9.9k, 9.4s</td>
<td>2</td>
</tr>
<tr>
<td>Develop a list of service agencies for families</td>
<td>Create a bank of family resources</td>
<td>Collection list</td>
<td>4.2k health 1.7k, 1.6s, 1.11k 1.13k</td>
<td>2, 5</td>
</tr>
</tbody>
</table>
Course Format:
The format will include lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries and individual presentations. Evaluation consists of professor assessments of class discussions, products, presentations, and exams.

Course Content:
Students will be able to:
1. Define the major theories that support partnerships with parents;
2. Identify models for parent, school and community partnerships;
3. Describe major influences on children’s and families lives;
4. Describe parenting styles;
5. Describe factors relating to family dynamics;
6. Demonstrate parent education strategies;
7. Develop communication techniques to use with families;
8. Present a parent education seminar; and
9. Explain the rights and responsibilities of parents, teachers and children.

Attendance Policy:
Students may not miss more than three hours of absence during the semester. 10 points will be deducted for each hour of absence beyond the 3 hours. Class sessions are important to your understanding of the material. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Two tardies to class is the equivalent of one hour of absence. It is your responsibility to sign the roll sheet during each class period. Failure to sign roll sheet will count as an absence.

Assignments:
Assignments are expected to be turned in at the beginning of the class session. Each assignment should have the posted grading rubric attached to the back of the assignment. Late assignments will result in point deductions. All written work is expected to be neat, professional and typed. All grading criteria will be given when the assignment is introduced.

Program/Course Evaluation:
This class is one of the classes used for EC-4 program evaluation. At the end of the course each student will be expected to complete a form relating to their abilities and understanding related to communicating with families. Each student must keep the graded rubrics for class assignments which will be used to complete the electronic form within TK-20. Grade penalty may result if program/course evaluation forms are not completed.
Blackboard.com Information:
All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class Blackboard site frequently. Email and group postings can be accessed through the Blackboard site.

Field Experience/Community Service:
Each student will be required to spend 5 hours learning about the connection between the teacher, parent and the community. This will be completed through service to families through community organizations, parent meetings, trainings, and community associations with the schools. During the field experience all students are to be professional in their behavior, attire, and communication. (Read the Classroom Expectations Document on the Language, Literacy, and Special Populations homepage.) A time log, documentation of participation, and a paper will be completed as documentation of the community field experience.

Class Assignments:
- Design a representation of your family (25 points)
- Interview two families to discuss their views/beliefs about rearing and educating their child/children. Write a page paper discussing their beliefs. Attach the questionnaire. (25 points)
- Gather a list of 20 organizations/agencies that assist families (25 points)
- Develop, write, and conduct (role-play) a parent/teacher conference. (25 points)
- Develop, write, and present a parent education training seminar. (80 points)
- Create a one-page Parent Newsletter. (25 points)
- There will be 2 assessments worth (50 points each).
- There will be reflections and quizzes to the discussion topics and reading material (20 points)
- Classroom participation and dispositions (25 points)
- Community Service required 5 hours - Parent meetings, and/or working with community service agencies. A summary and reflection paper with documentation will be submitted. (25 points)
- Professional Development required 5 hours- Attendance/participation at meetings or workshops to develop your skills in becoming a teacher. (SHAEYC, SCEC, TSTA-SP, CoE, Region 6, Public School workshops, etc.) A summary and reflection paper with documentation will be submitted (25 points)

Evaluation/Grading:
There will be a possible total of 400 points accumulated in the completion of this course.

A=93% and above       B=80-92%       C=70-80%       D=60-70%       F= below 60%
372 - 400 = A       280 - 319 = C       Below 240 = F
320 - 371 = B       240 - 279 = D
TOTAL POINTS - 400 points

Extra Points:
Extra points may be earned by submitting articles (summary and reaction paper) pertaining to class discussions (maximum two articles/paper – 2 points each), working or assisting in a community support program, beyond the required community service hours (1 point per hour, maximum of 10, documentation and write-up required), and hours in attending professional development workshops or meetings beyond the required hours. (1 point per hour, maximum of 5, documentation required). Other extra credit assignments may be placed on blackboard periodically. Maximum of 20 extra credit points may be earned during this semester.

Student Information on: Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the Classroom. (http://www.shsu.edu/syllabus/) Students are expected to read, understand and adhere to the above information.