

I. COURSE DESCRIPTION:

Department Information
Division: Science and Math
Department: Child Development
Course ID: CD 126
Course Title: Child, Family, and the Community
Units: 3
Lecture hrs: 3
Laboratory hrs: 0
Prerequisite: None
Co-requisite: None
Departmental Advisory: CD 105

Catalog Description: Essentials and principles of preschool programs as they relate to the child, parent, and teacher with emphasis on the interactions among the child, family, and the community. Includes types of preschool programs, licensing regulations, discipline, and the services available to families.

Schedule Description: Essentials and principles of preschool programs as they relate to the child, parent and teacher with emphasis on the interactions among the child, family and community.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: ONE

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, the student will be able to:

- A. Discuss and compare major sociological perspectives and methods used in sociological research.
- B. Identify and analyze factors that influence the socialization of the child.
- C. Identify and compare the various structural, functional and interactional patterns of family development and family living in a democratic society, including dysfunctional patterns.
- D. Describe factors that affect family life and influence the growth and development of children, including socioeconomic status, culture and religion.
- E. List and evaluate different methods of childcare.
- F. Identify quality childcare programs and evaluate their effects on the child, family and the community.
- G. List California State Licensing Regulations for childcare centers.
- H. Discuss the importance of effective communication techniques between parents and childcare providers for the socialization of the child.
- I. Discuss and evaluate the impact of the school on the development of children, including responses to gender, ethnicity and disability.
- J. Analyze the development of peer groups and evaluate the effect on children, including conformity, acceptance and religion.
- K. Evaluate effects of the media on children, including their role as shaper of culture.
- L. Analyze factors in the community that affect socialization, including resources for families.
- M. Discuss research on the outcomes of socialization (values, morals, attitudes, motives, pro/antisocial behaviors, gender roles, self-esteem.)
- N. Describe research on children with special socialization needs (maltreated, disabled and ethnically diverse) and evaluate what society is doing to meet those needs.

IV. CONTENT:

- A. The scientific study of children
 - 1. Methods of research
 - 2. Data collection
- B. The socialization of the child
 - 1. Socialization of the child development
 - 2. Effects of various socialization systems on the child
 - 3. Issues of attachment, autonomy, initiative and self esteem
- C. Families and socialization
 - 1. Ecology of the family
 - 2. Parenting styles
 - 3. Culture, change and stress
 - 4. Discipline practices
 - 5. Family/school/community interaction
- D. Child care and socialization
 - 1. Types of child care
 - 2. Child care theories and theorists
 - 3. Quality care and licensing regulations
- E. The school and socialization
 - 1. Schools methods of socialization
 - 2. Theories of education
- F. The peer group and socialization
 - 1. Theories of peer relations and group
 - 2. Functions and stages of play and friendship
- G. The media and socialization
 - 1. Influence of television violence on children
 - 2. Books, computers and other media
- H. The community and socialization
 - 1. Community prevention and support service
 - 2. Community functions
- I. Children with special needs
 - 1. Maltreated
 - 2. Disabled
 - 3. Multiethnic children
- J. Outcomes of socialization
 - 1. Values
 - 2. Morals
 - 3. Attitudes
 - 4. Motives
 - 5. Pro/antisocial behavior

6. Self esteem

V. METHODS OF INSTRUCTION:

A. Methods of instruction will include the following components:

1. Weekly lecture time with a percent of this time devoted to student participation and discussion
2. Assignments that require reading of course materials outside of regular class time
3. Completion of assignments that involve the use of writing skills

B. Methods of instruction may include any or all of the following components as well:

1. Presentations
2. Use of audio-visual aids
3. Demonstration experiments
4. Problem solving assignments

VI. TYPICAL ASSIGNMENTS:

- A. Observations: You will be required to visit at least 3 preschools, which are distinct from the program in which you work. Your objectives are to, a) learn observation techniques, acquaint yourself with programs and philosophies distinct from that which you are already familiar, c) be able to recognize developmentally appropriate teaching practices for young children and to d) evaluate the preschools according to standards given in class. Plan to spend at least 30-60 minutes in the a.m. You will receive supplemental information regarding this particular observation technique and the developmentally appropriate teaching practices to look for.
- B. Panel Report: You and a group of your classmates will choose to observe a preschool program. The group will research pertinent aspects of the program, for presentation to the rest of the class. You will receive an individual grade as well as a group grade. An outlined criteria handout will be provided by the professor.
- C. Research Paper: You will be required to research an area of interest to you, related to the field of Early Childhood Development. Choose the topic from the suggested report topic list. Examples include, Early Reading- Pros and Cons, Toilet Training, Appropriate Outdoor Play Environments
- D. In-class written or group assignments related to videos or lecture topics.

VII. EVALUATION:

A. Methods of evaluation will consist of components that demonstrate the student's proficiency in course objectives. These include:

1. Written tests
2. Quizzes
3. Evaluation of research
4. Term papers
5. Final examination

Other methods may include:

1. true-false tests
2. multiple choice tests
3. matching items tests
4. completion tests
5. special projects

B. Frequency of Evaluations

1. Weekly assignments
2. One research project

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3. One mid-term
4. One final-exam

VIII. TYPICAL TEXTS:

- A. Berns, Roberta, Child, Family, School, Community: Socialization and Support 4th edition, Harcourt Brace Publishers, 1997
- B. Gestwicki, Carol, Home, School, Community Relations, 3rd edition, Delmar Publishers, 1999
- C. Gonzalez-Mena, Janet The Child in the Family and the Community, 2nd edition, Prentice Hall, 2001

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: NONE