The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Instructor: Dr. Marilyn Lanier, PhD  
Course # and Name: EDUC 361-Family, School and Communities  
Semester Credit Hours: 3  
Day, Time, Place: On Line Course  
Total Contact Hours: On-Line only  
Email: mlanier1@uncfsu.edu  
Office Location: 341B Butler Building.  
Office Hours: Wednesdays, 1:00 p.m. - 4:00 p.m.  
Thursday, 1:00 p.m. - 4:00 p.m.  
Office Phone: 910-672-1631
I. Course Description and Introduction

This on-line undergraduate course is designed to provide the B-K professionals and future teacher candidates with a comprehensive guide to establishing collaboration with parents and the larger community. The course objectives focus on assisting the future teacher with developing an understanding and the necessary tools to work with the B-K child. Considering family members as the first teachers, emphasis is placed on respecting differences in family structures and values. Strategies for engaging children with learning disabilities, their specific home language, at-risk factors, socioeconomic status, health care services and ethnicity will be discussed. B-K professionals will also develop strategies designed to increase parental awareness and involvement in the learning and development of the school-aged child.

II. Textbook


III. Course Objectives

At the end of this course, B-K Professionals will be able to:

1. Use the knowledge of children and their families to plan meaningful learning experiences for birth through kindergarten children.
2. Create strategies for relating effectively to families from diverse backgrounds and different family structures and needs.
3. Communicate effectively with parents, especially as it relates to their children’s learning and achievement.
4. Develop effective programs that encourage parent participation.

IV. B-K Course Standards, Student Learning Outcomes (LO) and Competencies:

BK Standard 3: (Course Focus)

Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families.
School of Education’s Conceptual Framework

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the School of Education. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

<table>
<thead>
<tr>
<th>NCDPI Standards</th>
<th>FSU Conceptual Framework</th>
<th>Alignment with the course objectives</th>
<th>Alignment with Course Learning Outcomes</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 2</strong></td>
<td>Teachers establish a respectful environment for diverse population of students</td>
<td>Communication</td>
<td>Obj. 3</td>
<td>LO. 2, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledgeable and reflective educators</td>
<td>Obj. 1, 4</td>
<td>LO. 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and Leadership</td>
<td>Obj. 1, 4</td>
<td>LO. 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and Leadership</td>
<td>Obj. 1, 2, 3, 4</td>
<td>LO. 3, 4</td>
</tr>
<tr>
<td></td>
<td>Respect for diversity and individual worth</td>
<td>Obj. 2, 4</td>
<td>LO. 3, 4</td>
<td>Presentation of Military Families PowerPoint</td>
</tr>
<tr>
<td><strong>Standard 3</strong></td>
<td>Teachers know the content they teach</td>
<td>Communication</td>
<td>Obj. 3</td>
<td>LO. 2, 4</td>
</tr>
<tr>
<td></td>
<td>Knowledgeable and reflective educators</td>
<td>Obj. 1, 4</td>
<td>LO. 1, 2, 3, 4, 5</td>
<td>Chapter Assignments</td>
</tr>
<tr>
<td></td>
<td>Research and Leadership</td>
<td>Obj. 1, 2, 3, 4</td>
<td>LO. 3, 4</td>
<td>Writings</td>
</tr>
<tr>
<td><strong>Standard 4</strong></td>
<td>Teachers facilitate learning for their students</td>
<td>Respect for diversity and individual worth</td>
<td>Obj. 2, 4</td>
<td>LO. 3, 5</td>
</tr>
</tbody>
</table>
Student Learning Outcomes:

1. Using collected data, BK candidates will write a defense of a list of best practices based upon their knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention (Chps. 2, 8)

2. After a careful review of a case study, BK candidates will create a written essay to demonstrate awareness of resources, range of services, programs and transition options available to children and families. (Chp. 5)

3. BK candidates will engage in activities that will foster knowledge of how to assist families to solve and implement procedures for decision making on specific issues. (Chp. 4, 7, 10, Children’s Book Assignment)

4. BK candidate will apply skills to support diverse families in becoming advocates for their children. (Chp 6, 9, Military Family Assignment)

5. Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.) to present diverse families of BK students information to assist them with development and learning. (Chp 3, 11, Military Family Assignment)

V. The Syllabus as a Contract

“The first purpose of a syllabus—either explicitly or implicitly—is to serve as a contract between the instructor and the student (Matejka & Kurke, 1994; Smith & Razzouk, 1993). Like any contract, the syllabus serves to set forth what is expected during the term of the contract—typically a semester—and to guide the behaviors of both parties. More specifically, the syllabus should delineate the responsibilities of students and of the instructor for various tasks, including attendance, assignments, examinations, and other requirements (Matejka & Kurke, 1994). It should also describe appropriate procedures and course policies so that both students and the instructor know in advance, how certain potential occurrences—such as missing an exam, a mid-lecture, cell phone call—will be handled” (as cited in Parkes & Harris, 2002; http://jan.ucc.nau.edu/~coesyl-p/syllabus_cline_article_2.pdf).

VI. Course requirements:

a. Read all textbook assignments and complete homework. (4 modules)

b. Participate in discussion forums. (4 forums)

c. Complete 2 course projects

d. Read, sign, and return the course syllabus contract.
Organize for success: You may find these suggestions helpful:

- Have access to a computer and the internet. **This is an ON-LINE COURSE.**
- Be familiar with how to navigate Blackboard, post assignments, operate the discussion board and check course information and updates.
- Be sure you can access your Bronco email and Blackboard accounts. **Check it daily.**
- Create a folder in your email inbox for this course.
- Refer to the syllabus and Blackboard often for course assignments and updates.
- Program cell and office telephone number of the instructor and two classmates in your cell phone. You may refer to them for assistance in case of an emergency.
- Alert the instructor at the first sign of difficulty with the course. Early intervention works best. *(DISPOSITIONS: Responsible)*

VII. EMERGENCY STATEMENT
In the event of a University-wide emergency, course requirements, classes, deadlines and grading policies and procedures are subject to change. Potential changes that could occur include alternative delivery methods, alternative methods of interaction with the instructor, accessing class materials and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading schedule. In the case of a University-wide emergency, please refer to the following about changes in this course:

- Course web page or Blackboard
- Instructor’s email
- Instructor’s chosen emergency telephone number(s)

For more specific information about an emergency situation, please refer to Web Site: [www.uncfsu.edu](http://www.uncfsu.edu)

VIII. FSU Policy on Electronic Mail
Fayetteville State University provides to each student free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be used by found at: [http://www.uncfsu.edu/PDFS/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFS/EmailPolicyFinal.pdf)

IX. Services for Students with Disabilities
The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university. In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203 or 1222, [http://www.uncfsu.edu/studentaffairs/CFPD/cfpdServices.htm](http://www.uncfsu.edu/studentaffairs/CFPD/cfpdServices.htm).
X. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incidents of Sexual Misconduct- The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director, Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent such will not impede the University's investigation of the complaint as required by federal regulations."

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

XI. DISPOSITIONS: You are expected to practice professional characteristics and dispositions.

Display of Professionalism: Descriptions and examples are below. Licensure and non-licensure carries with it many indicators of an educator’s future behavior as an educator. Thus, students are appraised based on professionalism displayed during class. Students display professionalism and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

RESPECT
Adheres to professional standards of behavior

- Uses professional language to discuss with Instructors and peers
- Respects others

RESPONSIBLE

Manages time, resources, materials, and assignments, efficiently and effectively

- Turns in assignments when due
- Follows directions
- Returns materials in a timely fashion and in the same condition

Takes responsibilities for/his/her behavior/learning and seeks help when needed

- Enthusiastically seeks opportunities for intellectual and professional growth
- Does not blame others for situation or shortcomings
- Takes initiative for learning, seeks help and consultation when needed.

Strives for quality and completeness of work

- Produces work that is accurate, complete, thorough, and thoughtful
- Produces work that indicates engagement in course content and process
- Uses correct spelling, grammar, and syntax

REFLECTIVE

Considers and utilizes feedback

- Shows improvement when given feedback
- Responds positively to constructive criticism

Reflects on teaching and learning

- Wonders, speculates, questions
- Reflects about teaching before, during, and after lesson implementation
- Focuses primarily on student growth and achievement

PARTICIPATION: Students are expected to read all assigned materials and be prepared to present assignments on blackboard on or before the due date. (DISPOSITIONS: Respect, Responsible, Reflective)

XII. GRADING

The grade you receive for each assignment, and for the course, is the grade you earn. I do not give grades; you are in control of your grade in this class and therefore earn your grade. In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. All assignments are due at the beginning of class. Pages that exceed the page limit will not be graded. Electronic documents and documents that have been slid under my office door will not be accepted.

XIII. Assignments

1. Electronic Introduction Page: (20 points) Due Jan 14
To help facilitate an introduction of you for this course, please design an electronic introduction page. Include, if possible, three photos of yourself in electronic form using the attached
PowerPoint templates below (one photo per slide). When you have completed the template, upload to Blackboard drop box, and be sure to clearly identify your name and title of the assignment. Ideally, I would like two of the photos to show something about your interests or reflect something about you (photo of you doing your favorite sport or hobby, photo at the beach or in the mountains, other fun photos) and I would like one that is more of a headshot or professional type of photo.

2. Syllabus Contract Signature: (10 points) Due Jan 14
Carefully read the course EDUC 361 syllabus. Sign the contract to acknowledge having read, not agree to, the information printed in the syllabus. Scan and upload the signed document into blackboard drop box.

3. Discussion Forum-Reflections: (40 points) Due Jan 23; Mar 6; Apr 2, 30
Give a written response to the question below for each module, you are asked to select one idea/concept from the readings or assignments that you found interesting and would like to share in the class discussions. Provide a well-written, 200 word count, summary of each idea/concept and an explanation of why they were significant to you. Follow the directions for written work explained on the syllabus. For your convenience a copy is attached below. Your discussions may include strategies that you found beneficial or have questions about, or even ideas that you would like to expand upon to enhance our practical applications. Submit a completed reflection on Blackboard.

4. Chapter Assignments: (330 points) Due Jan 14, 16, 23, 30; Feb 6, 13, 27; Mar 20, 27; Apr 10, 24, 30
Read and complete each chapter assignment as listed on the syllabus. Each assignment is explained in detailed in the chapter modules. Assignments may include writing, drawing, and activities. Individual points per assignment are listed on the syllabus and in the module. Total points are listed above.

5. Quizzes: (110 points) Due Jan 23, 30; Feb 6, 13; Mar 6, 20, 27; Apr 10, 24, 30
Quizzes will include chapters 1-11, worth 10 pts each. Quizzes may include multiple choice, true/false, matching, and short essay questions. See tentative course schedule for dates. NO make-ups.

6. Military Family PowerPoint (100 points) Due Feb 20 and Feb 27
Interview a military family in regards to their specific situation (deployment, medical issues. Ask what type of support they would need for their children from teachers, the community). Design a PowerPoint to explain the findings.

7. Children’s Book Assignment (100 points) Due Apr 2 and Apr 14
Choose a book to read. (Be sure to look over all sections. You may want to choose a book from a section that you want to learn more about). Write a review of the story. Develop an extended activity for preschool age children. Include the objective for the activity. Describe the activity. What will children learn from this activity based on the book’s code? Be very specific.

8. Exams: (200 points) Mid test (Mar 6); Final (May 6)
Two exams are scheduled, Mid and Final. Exams will include materials covered in the text, classroom, activities and assignments. Exams are worth 100 pts each. Exam may include multiple choice, true/false, matching, and short essay questions. See tentative course schedule for dates. NO make-ups.

IVX. Submitting Assignments

All assignments will be submitted on Blackboard for scoring. Assignments will be submitted on the due date by 11:59 pm to receive full credit. Any assignment submitted after the due date and time is a late assignment and will only receive half of the points earned. No Assignment will be accepted after a week past due date. Conflicts with the due date must be discussed with the professor before the due date. No assignments are accepted via email.

2. Late Assignments
An assignment completed after due date or time is a “Late Assignment”. All late assignments will be penalized half credit points earned. Assignments will not be accepted after one week or seven (7) days and will average as a “zero.” Students can view assignment due dates in the syllabus itinerary. You may manage your grades on Blackboard.

3. **Make up Test or Exam**

A make-up is only given for exceptional circumstances. A written verifiable document must be presented to the instructor for excused consideration. Since test and exam dates are already specified in the syllabus, it is expected that students will adjust any scheduling issues they have to accommodate taking the test or exam. It is your responsibility to contact me by phone or in person prior to or no later than the day of the test or exam. Also, the instructor reserves the right to alter the format of make-up test or exams (i.e., to include short answer or essay questions on a multiple-choice exam).

4. **Grade Appeal**

Follow the grade appeal process as stated in FSU catalog. The digital link is provided for you, [http://www.cfsu.edu/undergraduate/academic-regulations/grade-appeals.htm](http://www.cfsu.edu/undergraduate/academic-regulations/grade-appeals.htm)

5. **Written Work**

All written work must be typed and follow APA format. Every document you submit should include your name, the course, section, and date submitted. Your papers should be typed double-spaced on one side of a page. Use 12 pt font and black ink. NO handwritten assignments will be accepted.

Assignments that do not follow this established criterion will not be graded and will show as a zero in the Blackboard grade list.

The writing style used should be formal, without the use of contractions, slang, or abbreviations. The guide for style is the *Publication Manual of the American Psychological Association, (6th ed.)* [http://www.apastyle.org/](http://www.apastyle.org/). Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.
Course Grading Scale

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Introduction Page</td>
<td>30</td>
<td>A = 736-800 points (100% - 92%) “given for excellent work”</td>
</tr>
<tr>
<td>Signed Syllabus Contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modules Assignments</td>
<td>330</td>
<td>B = 664-735 points (91% - 83%) “meets expectations”</td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>40</td>
<td>C = 584-663 points (82% - 73%) “work is below expectations”</td>
</tr>
<tr>
<td>Military Family PowerPoint</td>
<td>100</td>
<td>D = 512-583 points (72% - 64%) “work significantly below average quality and indicates that the course must be retaken”</td>
</tr>
<tr>
<td>Children’s Book Assignment</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>100</td>
<td>F= 511 and below (63% and below) “indicates failure and means the class must be taken again with a passing grade before credit is allowed</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>800</td>
<td>I = Incomplete “Assignment(s) not completed”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EA = Excessive Absences “10% of classes missed”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X = No Show “ never showed for class”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FN = Hours Attempted No Earned “attendance and or excessive absences”</td>
</tr>
</tbody>
</table>

All Graded material will be returned and posted on Blackboard one week after submission.

XV. School of Education’s Conceptual Framework

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the School of
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**FSU Policy on Disruptive Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair).
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**VI Academic and Course Support Resources**

**Blackboard**
https://blackboard.uncfsu.edu

**Fayetteville State University Writing Center**
http://www.uncfsu.edu/learning-center/writing-center

**Fayetteville State University Chestnut Library**
http://libguides.uncfsu.edu/content.php?pid=501491

**National Association for the Education of Young Children**
VII. Teaching strategies

This course will involve lectures/demonstrations, student discussions, simulated teaching experiences, cooperative learning groups, and computer experiences. (e.g., large and small group activities, individual and group projects, discussions, role play, and Internet research) May also include:

- Written student presentations
- Interactive video lectures
- Reflective writing
- Formative and Summative assessments
- CLA writing skill activities
- Creative PowerPoint/Prezi
<table>
<thead>
<tr>
<th>Modules</th>
<th>Due Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>January 14</td>
<td>Electronic Introduction Page Due (20 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signed Contract Due (10 points)</td>
</tr>
<tr>
<td>Module 1</td>
<td>January 15 -</td>
<td>Chapter 1: Home, School, and Community: Influences on Children's Lives</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>16</td>
<td>Read Chapter 1</td>
</tr>
<tr>
<td>Chapter 2</td>
<td></td>
<td>Assignment 1a = Using the key terms design a concept map making connections to each term. <a href="https://bubbl.us/mindmap">https://bubbl.us/mindmap</a> (30 points)</td>
</tr>
<tr>
<td>Module 2</td>
<td>January 19-23</td>
<td>Chapter 2: Historical and Philosophical Perspectives</td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
<td>Read the Chapter 2</td>
</tr>
<tr>
<td>Chapter 4</td>
<td></td>
<td>Assignment 1b = Critical Learning Assessment: Performance Task. Use rubric to guide your response. (30 points)</td>
</tr>
<tr>
<td>Chapter 5</td>
<td></td>
<td>Using Chapter 2 PPT, slides 2.2-2.5 and Table 2-1, select the historic philosophical perspectives approach you would use today in your kindergarten classroom and justify your choice of the 2 perspectives as best practices for your students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 1 &amp; 2 Quiz (20 pts)</td>
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<tr>
<td></td>
<td></td>
<td>Discussion Forum (10 points)</td>
</tr>
<tr>
<td>Module 2</td>
<td>January 26-30</td>
<td>Chapter 3: Valuing Family Diversity</td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
<td>Assignment 2a: School visit on Diversity, (30pts)</td>
</tr>
<tr>
<td>Chapter 4</td>
<td></td>
<td>Realizing that diversity extends culture, schedule a visit to an elementary school to identify representations of multiculturalism and diverse families. Make a list to identify classroom materials, books, and exhibits; Make a second list with descriptions of the bulletin boards, displays in the halls and media center. Give examples of their content in relations to diversity; and third interview a teacher on their use of materials. Utilizing the data from the three sources, write a defense of how a minority parent, a single parent, and a homeless parent might react to the findings. (30 pts)</td>
</tr>
<tr>
<td>Chapter 5</td>
<td></td>
<td>Use the rubric as guidance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3 Quiz (10 pts)</td>
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<tr>
<td></td>
<td>February 2-6</td>
<td>Chapter 4: Understanding Roles and Experiences of Parents</td>
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<tr>
<td></td>
<td></td>
<td>Read chapter 4.</td>
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<td></td>
<td></td>
<td>Assignment 2b: Parenting Styles &amp; Scenario: Divide chart paper into six columns. Make these headings of the following family roles: economic support, emotional support, socialization, values and beliefs, ethnic and cultural identity, educational underpinnings. List specific examples of how families fulfill the role they have been assigned. Compare and contrast your own family to this model. (15 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scenario: You must plan how to build support for two children whose families recently arrived in the United States. You know that the families are struggling economically, and they are also trying to learn a new</td>
</tr>
</tbody>
</table>
language and culture. Even though all three social settings bear responsibility, how can you best enhance the educational opportunity for these youngsters and their family? Research the kinds of assistance available locally and describe how do you get that information to the parents. (15pts)

**Chapter 4 Quiz (10 pts)**

| February 9-13 | Chapter 5 Meeting Child Care Needs from Infancy through School Age Assignment 2c: Read chapter 5. “McGee vignette” Give a written response to the Reflection question on page 129. Respond to question #4, page 145 which is in reference to the “McGee vignette” found on page 129. (30 points) |

**Chapter 5 Quiz (10pts)**

| Project | February 16-20 | Military Family Assignment- 1st Draft Due (50 points) |

| Module 3 | February 23-27 | Military Family Assignment- Final Draft Due (50 points) |

**Module 3**

*Chapter 6*

*Chapter 7*

*Chapter 8*

| Assignment 2c: Read chapter 5. “McGee vignette” Give a written response to the Reflection question on page 129. Respond to question #4, page 145 which is in reference to the “McGee vignette” found on page 129. (30 points) |

**Chapter 5 Quiz (10pts)**

| March 2 - 6 | Discussion Forum (10 points) Chapter 6 Quiz (10 pts) |

| Mid-Term | March 6 | Mid-term Exam (Chapters 1-6) (100 points) |

| Mid Term Break | March 9-13 No Classes | Rest, Relax and Recoup |

| March 16-20 | Chapter 7: Protecting Children While Fostering Learning Assignment 3b: Read chapter 7. Protecting Children: Focus on issues of physical safety by reviewing the content in Fig 7-1 and Fig 7-2. After reading the material and the issues design a small learning center that shows primary age children how to avoid injury from common household danger spots.(15pts) Review the state of NC statues regarding child maltreatment. Itemize the steps you are to take in reporting suspected abuse. Describe your responsibility and its implications (15 points) |

**Chapter 7 Quiz (10 pts)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Project</th>
<th>Chapter 8: Curriculum of the Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 23-27</td>
<td>Module 4</td>
<td>Assignment 3c: Use Slide 8.6 to present an overview of the history of home schooling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a graphic organizer on the value of home schooling. Split the graphic into two groups, one supporting homeschooling, the other opposed to homeschooling. Each side should illustrate the case by listing key points in support of each position. Write a description of the main points in a summative narrative. (200 words each) (30 points)</td>
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</table>

**Chapter 8 Quiz (10 pts)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Project</th>
<th>Children’s Book Assignment 1st draft Due (50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 30- April 2</td>
<td></td>
<td>Discussion Forum (10 points)</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Project</th>
<th>Chapters 9: Curriculum of the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6-10</td>
<td></td>
<td>Assignment 4a: Read chapter 9. Compare and Contrast a Market</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit a large supermarket in their neighborhood and a small market (preferably an ethnic market.) Note the types of foods available in each market and the ethnic makeup of the customers. Are there differences in purchases, in dress, manner of shopping, interactions among the customers, etc. Describe the similarities and differences you observed, and how this would lend itself to classroom discussions or units of study. Use PPT slide 9.9, to guide your response. Create a graphic and a summary to present your information. (30 points)</td>
</tr>
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</table>

**Chapter 9 Quiz (10 pts)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Project</th>
<th>Children’s Book Assignment Final Draft (50 points)</th>
</tr>
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<tbody>
<tr>
<td>April 14</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Project</th>
<th>Chapters 10: Establishing and Maintaining Collaborative Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20-24</td>
<td></td>
<td>Assignment 4b: Read chapter 10. Introductory Letter</td>
</tr>
<tr>
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<td>Compose a brief welcome letter to the children who will be entering your class. Review the characteristics of an effective letter of this type. Include three internet websites you would recommend to children under age six with explanation why? (30 points)</td>
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</table>

**Chapter 10 Quiz (10 pts)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Project</th>
<th>Chapters 11: Building School Partnerships with Family and Community Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 27-30</td>
<td></td>
<td>Assignment 4c: Parental Interview. Read chapter 11 Interview three parents to learn how they have participated in their children’s school programs within the past year. What level of involvement do you find? Use Slides 11.9-</td>
</tr>
</tbody>
</table>


11.15 to discuss Epstein’s keys to successful school, family, and community partnerships. Choose one item to design an activity of engagement. (30 points)

<table>
<thead>
<tr>
<th>Chapter 11 Quiz (10 pts)</th>
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<tbody>
<tr>
<td>Discussion Forum (10 points)</td>
</tr>
</tbody>
</table>

| May 6 | Final Exam (Chapters 7-11) (100 points) |
References


Syllabus Contract

I, ________________, have thoroughly read the entire syllabus for EDUC 361 and agree to abide by the information provided in it.

I have paid special attention to the following key provisions:

- I understand that all assignments are due on the due date. Assignments will be considered LATE if submitted after 11:59 pm on the due date. I understand that I will only receive half of the points I earned on LATE assignments. I can view assignment due dates in the syllabus itinerary. I also understand that any assignment submitted after one week from the due date will not be scored. I understand that there is no make-up test.

- I understand that a written, verifiable documentation that a missed assignment could not be avoided – e.g. due to death in family, illness requiring hospitalization, car accident verified by police report or doctor’s visit, or death certificate must be presented on return to class. An academic activity note is required for an absence to excuse a missed assignment. All excused work will be at the discretion of the instructor.

- I further understand that I will be evaluated at the end of the semester by my instructor on professional characteristics and dispositions. A description of the components is provided for my review in the course syllabus. I understand that this is an official school of Education document and it will be used within my program of study.

NOTE: (The instructor will return a signed copy for your records.)

________________________________________________________________________  _______________________________________________________________________
Student Signature                                    Date

________________________________________________________________________  _______________________________________________________________________
Instructor Signature                               Date