Term: Fall 2016
Day and Time: Thursdays 7:30-2:45pm
Location: North Campus Room 242
Office Location: 86 Wentworth St., 317
Email: vaughnsab@cofc.edu
Phone: 953-5488 (o); 402-981-9344 ©
Office Hours: Mon. & Wed. 11:00-1:30pm

Note: The best way to contact me is via email or to come to office hours. I typically respond to email within 24 hours during the week. If you email me Friday afternoon-Sunday, I will get back to you on Monday.

SOEHHP Mission
We develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

SOEHHP Theoretical Framework
Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:
  o Understanding and valuing the learner;
  o Knowing what and how to teach and assess and how to create an environment in which learning occurs;
  o Understanding ourselves as professionals.

SOEHHP Dispositions
All teacher education candidates must:
  o believe that all children can learn.
  o value and respect individual differences.
  o value positive human interactions.
  o exhibit and encourage intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.
  o demonstrate dedication to inquiry, reflection, and self-assessment.
  o value collaborative and cooperative work.
  o demonstrate sensitivity toward community and cultural contexts.
  o engage in responsible, fair, and ethical practice.

Dispositions will be evaluated at the end of the semester by your cooperating teacher.

Course Information
This course is designed to help the participants understand the relationships that exist in the educational triad of home, school, and community. Strategies for increasing communication and collaboration between parents and schools will be addressed and the skills needed to be an advocate for young children will be explored. Topics include: effective home-school partnerships; family involvement strategies; family demographics; the abused child; the parent community; advocacy, and rights and responsibilities. Actual work with parents and the community is required.

Prerequisites: None
Course Objectives
All teacher preparation programs in the School of Education at the College of Charleston are guided by a commitment to “Making the Teaching and Learning Connection.” Teachers who make the teaching and learning connection understand and value the learner, know what and how to teach and assess and how to create an environment in which learning occurs, and understand themselves as professionals. Below are the specific outcomes related to the three elements of teacher competency. The standards listed in parentheses refer to standards of the National Association for the Education of Young Children (NAEYC).

Outcomes related to understanding and valuing the learner:
- To develop an awareness, understanding, and sensitivity to different family structures and cultural backgrounds (NAEYC 2a; EHHP VI, ISTE);
- Recognize and describe how culture, class, gender, communication patterns, and disability influence all areas of development (NAEYC 1, 4; EHHP I);
- To identify and discuss issues related to home, family, school, and community that affect children; their needs and interests, and their home experiences (NAEYC 2a; EHHP V, VII, EEDA 4, 6);
- To communicate in a meaningful way to parents and other adults the consequences of stress and trauma (child abuse and neglect), protective factors and resilience, the development of mental health, and the importance of caring and supportive relationships (NAEYC 1 a, b, c; EHHP V).

Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs:
- To develop an awareness of the significant effect families play in their child’s progress in school (NAEYC 2a,b, c; 3c; EHHP VI);
- To explore a variety of ways of involving families in assessing and planning for their child and their child’s total education (NAEYC 3 b, c, d; EHHP VI);
- To communicate in a meaningful way to parents and community what is happening to children in schools (NAEYC 2b,c; EHHP V);
- To consider realistic roles for parents, teachers and the community to play in education (NAEYC 2c; EHHP VII);

Outcomes related to understanding of self as professional:
- To establish and maintain positive collaborative relationships with families and to facilitate communication among teachers, parents and community (NAEYC 4a; EHHP 7);
- To develop in educators an awareness of community resources and their responsibility in effective utilization of such resources (NAEYC 5a, e; EHHP VII; EEDA 4);
- To acquaint educators with appropriate procedures for contacting resource personnel and arranging visits to community facilities (NAEYC 2b and 5b; EHHP IV);
- To plan and enact a method of child advocacy (NAEYC 6e; EHHP IV).
Course Requirements

Required Textbooks
- Additional readings will be available on OAKS.

Technology
Laptops and tablets are ONLY permitted for class activities and to review PowerPoint slides or readings.

Attendance Policy
Attendance will be taken at the beginning of each class. Absence is permitted only in cases of illness or another legitimate cause. Please email me, before class, if you are ill or have a family emergency. Any number of absences, whether excused or unexcused, may result in course grade reduction; for example, A to A-, B+ to B, etc. If you miss class, it is your responsibility to setup a meeting with me to discuss the conditions of your absence and makeup assignments. You must bring documentation (i.e. doctor’s note, obituary notice, etc.) and meet with me within one week of this absence. Once one week has passed, I will not meet with you and your final course grade will be affected. If you are late or leave early 2 or more times, these will be counted as one absence. If you miss more than 2 classes you will be dropped with a WA.

Method of Instruction
This class will consist of a combination of short lectures, learning activities, videos, guest speakers, community visits, and class discussions. The content found in your readings will be discussed in class and applications to the ideas presented in the readings will be made during class time. Therefore, it is imperative that readings be completed in order to successfully complete assignments.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Family &amp; Community Engagement Resource Binder</th>
<th>100 points</th>
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</thead>
<tbody>
<tr>
<td>Family Culture &amp; Systems Model</td>
<td>100 points</td>
</tr>
<tr>
<td>Family Literacy Bag</td>
<td>75 points</td>
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<tr>
<td>Teacher as Professional Project</td>
<td>100 points</td>
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<tr>
<td>Midterm &amp; Final Reading Reflections</td>
<td>100 points (50 points each)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>475 points</strong></td>
</tr>
</tbody>
</table>

Family & Community Engagement Resource Binder (100 points): You will create a binder of resources for your future classrooms that facilitate meaningful family and community engagement. These resources include but are not limited to newsletters, children’s literature related to diverse families, advocacy information sheets, and community resources. Further details and a rubric will be posted on OAKS. DUE October 3rd
**Family Literacy Bag (75 points):** For this assignment you will find and familiarize yourselves with a good children’s literature, selected with your assigned family in mind, and make three activities/games to correspond with it and one or two state standards. The purpose of this assignment is to 1) Gain experience designing home activities families can use to support children’s learning and development 2) Rethink traditional homework given to students and 3) Create “homework” that is meaningful, culturally relevant and engages the entire family. Each activity or game should be in a 1) ziplock or net bag; include 2) step-by-step, easy to follow directions for the activity/game; 3) list the related SC curriculum standards on directions, 4) include a list of materials needed for replacement purposes (preferably very inexpensive); 5) include a brief summary of the book (approximately 150 words); and 6) lists discussion and comprehension questions that can be used by parents to help children. **Further details and a rubric will be posted on OAKS. DUE October 31st.**

**Family Culture & Systems Model (100 points):** The purpose of this assignment is for you to gain increased understanding of the impact of family and community on the development of a child. First, you will interview the family assigned to you by the instructor in class. Next, you will interact with the family for 2-3 visits (i.e. home visit, family outing, family literacy bag activities). Then, you will develop an ecological model and document highlights about systemic influences and present it to class. **See detailed description and rubric on OAKS. DUE November 21st.**

**Teacher as Professional Project (100 points):** The “Teacher as Professional” project is designed to help you understand your professional role in the lives of young children and their families, including your role in advocating for the needs of the children and families you serve.

With the guidance of the instructor, you will first choose an issue of importance that children and families face in our community. Examples include access to high-quality child care, the opportunity gap, lack of health care for migrant families, etc. On your own, you will research this topic in depth in order to educate yourself about it (NAEYC 6c and d). You should use 8-10 sources from peer-reviewed, academic journals. You will also need to interview an early childhood professional to get their perspective on your topic. The interview will enable you to further identify with the field as you see connections across different disciplines and professions with whom you may collaborate (NAEYC 6a and 6c).

Finally, using what you’ve learned from the research and interview, you will advocate on behalf of the issue (NAEYC 6e) by using a variety of advocacy methods such as letters, media kits, etc. Research and learning experiences should be integrated within your project in order to meaningfully and effectively advocate on behalf of the issue. **Further assignment details and a rubric will be available on OAKS. DUE December 5th.**

**Midterm & Final Reading Reflections (50 points each):** The purpose of your reading reflections is to serve as a way to enable deep reflection as part of the internalization process. Use it to direct your learning and to ask questions. In it, reflect on the readings and our class discussions and use it to explore ideas and changes in your thinking. **Further details and a rubric will be posted on OAKS. DUE October 10th/December 8th.**
Grading Policy
Your grades are something that you earn based on the quality of your work and how well you follow the directions for the assignment. In addition, it is your responsibility to read the description for each assignment on the syllabus, review the details on OAKS, and view the guidelines to make sure you have met all criteria. All assignments are due by 4pm on their due dates. They must be submitted through OAKS, unless otherwise noted. An assignment that is submitted late will receive a grade reduction of 10% and feedback will not be given. I will only accept late assignments up to one week after the due date. After the one week mark has passed, I will not accept your work and it will be scored as a 0.

If there are more than five errors on a page (due to not following assignment instructions or grammar/spelling), I will stop grading your assignment and give it back to you to redo the assignment. At this point you will have only one week from the day I give it back to you to redo the assignment. You will receive a grade reduction of 10%.

If you have questions about a grade you have received, I welcome you to talk with me about it during my office hours or during a scheduled appointment. You have one week, from the date the assignment was returned to you, to meet with me. After a week has passed, I will not meet with you and you will keep the first grade you earned.

C of C Graduate Grading Scale
A  93-100      C+  81-84
B+ 89-92      C   77-80
B  85-88      F  76 or lower

Format for All Assignments
Papers must be double-spaced in 12-point Times New Roman format with 1-inch margins. Any reading referenced in your writing must be cited using APA format. Google Purdue OWL APA for help.

College of Charleston Academic Honor Code
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Support Services

Academic Support Services—The Center for Student Learning
The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/, or call 843.953.5635 for information.

Writing Lab
I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

Accommodations
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday August 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course Overview/ Culturally Responsive Family Engagement</td>
<td>Grant &amp; Ray Chapter 1</td>
</tr>
<tr>
<td>Monday September 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Building Trusting Relationships: Conferences, Meetings, &amp; Home Visits</td>
<td>Grant &amp; Ray Chapter 10 &amp; 13</td>
</tr>
<tr>
<td>Monday September 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Creating a Supportive Environment: An Ecological Approach</td>
<td>Grant &amp; Ray Chapter 2</td>
</tr>
<tr>
<td>Monday September 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Appreciating Diverse Families</td>
<td>Grant &amp; Ray Chapter 4 &amp; 5</td>
</tr>
<tr>
<td>Monday September 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Advocating with Families for Equity</td>
<td>Grant &amp; Ray Chapter 12</td>
</tr>
<tr>
<td>Monday October 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Working with Families Around Specific Issues: Poverty, Abuse, Stress</td>
<td>Grant &amp; Ray Chapter 7 &amp; 8</td>
</tr>
<tr>
<td>Monday October 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Midterm</td>
<td>Reading Reflection</td>
</tr>
<tr>
<td>Monday October 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Family Cultural Interviews</td>
<td>Grant &amp; Ray Chapter 9 &amp; 11</td>
</tr>
<tr>
<td>Monday October 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Family Visit</td>
<td>Gonzalez-Mena Section 5 &amp; 6</td>
</tr>
<tr>
<td>Monday October 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Family Visit</td>
<td>McWilliams et al. OAKS</td>
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<tr>
<td>Monday November 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>FALL BREAK!</td>
<td>Family Literacy Bag</td>
</tr>
<tr>
<td>Monday November 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>What Parent and Teachers Can Learn From Each Other</td>
<td>Lawrence-Lightfoot</td>
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<tr>
<td>Monday November 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>What Parent and Teachers Can Learn From Each Other</td>
<td>Weiss Mesosystem OAKS</td>
</tr>
<tr>
<td>Monday November 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>What Parent and Teachers Can Learn From Each Other</td>
<td>Weiss Exosystem OAKS</td>
</tr>
<tr>
<td>Monday December 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>What Parent and Teachers Can Learn From Each Other</td>
<td>Lawrence-Lightfoot</td>
</tr>
<tr>
<td>Thursday December 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final</td>
<td>Reading Reflection</td>
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