College of Charleston
EDEE 620-01: Home and School Relationships
(tentative – subject to change)

Term: Fall 2017
Instructor: Ryan Stone
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Phone: 953-4968, 860-575-3766
Office Hours: By appointment

Location: N.E. Miles Early Childhood Development Center
Office Location: ECDC

Note: The best way to contact me is via email. My work hours are 9:15 – 5:15 M-F, with the exception of Mondays when our class meets. I usually check email a few times a day and will respond within 24 hours.

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:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs
- Understanding ourselves as professionals

SOEHHP DISPOSITIONS

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

Assignments

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.

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.

Midterm: TBD

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.**

**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.

**Cultural Literacy Project (100 points):** The “Cultural Literacy” project is designed to help you understand your professional role in the lives of young children and their families and to prepare you for working with diverse populations. In a 8-10 page paper, you will research a school, community, and curriculum in depth in order to prepare you for teaching and accommodating a variety of learners. You will begin by identifying a school of your choice and providing information and statistics of the population of students it serves. Using this information, you will then create a sample of students that you may teach and ways you will meet the needs of the learners and families within your classroom. Choose 2-3 different students to focus on, with research-based strategies for working with each. Research and learning experiences should be integrated within your project including a final reflection and conclusion. You should use 8-10 sources from peer-reviewed, academic journals. You may also reference text and articles used throughout the course. Further assignment details and a rubric will be available on OAKS.

**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**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B</td>
<td>85-88</td>
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<tr>
<td>C+</td>
<td>81-84</td>
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<tr>
<td>C</td>
<td>77-80</td>
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<tr>
<td>F</td>
<td>76 or lower</td>
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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](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/](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/](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 Schedule**

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<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Monday, August 28th</td>
<td>Course Overview, Introductions, Culturally Responsive Family Engagement</td>
<td>Grant &amp; Ray Chapter 1</td>
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<tr>
<td>Monday, September 4th</td>
<td>Creating a Supportive Environment: An Ecological Approach</td>
<td>Grant &amp; Ray Chapter 2</td>
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<tr>
<td>Monday, September 11th</td>
<td>Appreciating Diverse Families</td>
<td>Grant &amp; Ray Chapter 4 &amp; 5</td>
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<tr>
<td>Monday, September 18th</td>
<td>Building Trusting Relationships: Conferences, Meetings, &amp; Home Visits</td>
<td>Grant &amp; Ray Chapter 10 &amp; 13</td>
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<tr>
<td>Monday, September 25th</td>
<td>Advocating with Families for Equity</td>
<td>Grant &amp; Ray Chapter 12</td>
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<tr>
<td>Monday, October 2nd</td>
<td>Working with Families Around Specific Issues: Poverty, Abuse, Stress</td>
<td>Grant &amp; Ray Chapter 7 &amp; 8</td>
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<tr>
<td>Monday, October 9th</td>
<td><strong>MIDTERM</strong></td>
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<td><strong>FALL BREAK</strong></td>
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<tr>
<td>Monday, October 23rd</td>
<td>Family Cultural Interviews</td>
<td>Grant &amp; Ray Chapter 9 &amp; 11</td>
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<tr>
<td>Monday, October 30th</td>
<td>Family Visit</td>
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<td>Monday, November 6th</td>
<td>Family Visit</td>
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<tr>
<td>Monday, November 13th</td>
<td>What Parents and Teachers Can Learn from Each Other</td>
<td>Lawrence-Lightfoot Intro &amp; Ch. 1</td>
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<tr>
<td>Monday, November 20th</td>
<td>What Parents and Teachers Can Learn from Each Other</td>
<td>Lawrence-Lightfoot Chapter 2 &amp; 3</td>
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<tr>
<td>Monday, November 27th</td>
<td>What Parents and Teachers Can Learn from Each Other</td>
<td>Lawrence-Lightfoot Chapter 4 &amp; 5</td>
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<tr>
<td>Monday, December 4th</td>
<td>What Parents and Teachers Can Learn from Each Other</td>
<td>Lawrence-Lightfoot Chapter 6 &amp; Conclusion</td>
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