



## SOCIAL ISSUES AND FAMILY INVOLVEMENT /ECCE 2202 HYBRID COURSE SYLLABUS Summer Semester 2016

Semester: 201616  
Course Title: Social Issues and Family Involvement  
Course Number: ECCE 2202  
Credit Hours/ Minutes: 3 / 2250  
Class Location: Building 1, Room 1109  
Class Meets: Monday, 5:00-6:30 p.m. (60% in class, 40% online)  
Preferred Method of Contact: Email at [kwilson@southeasterntech.edu](mailto:kwilson@southeasterntech.edu)  
CRN: 60065

Instructor: Kay Wilson—M.Ed.  
Office Hours: Monday – Thursday 1:00-4:00  
Office Location: Building 1, Room 1109  
Email Address: [kwilson@southeasterntech.edu](mailto:kwilson@southeasterntech.edu)  
Phone: 478-289-2213  
Fax Number: 478-248-6353  
Tutoring Hours: N/A

**REQUIRED TEXTS:** [Link](#): Parent Involvement in Education (PIE), The Crisis manual for early childhood teachers By K. Miller  
Publisher – Beltsville ISBN 0876591764

**REQUIRED SUPPLIES & SOFTWARE:** MS Word or Notepad, (MS Publisher could assist with some assignments) Notebook, Paper, and Pen/Pencil, Resource File Box or Folder

**COURSE DESCRIPTION:** Enables the student to value the complex characteristics of children’s families and communities, and develop culturally responsive practices which will support family partnerships. Students use their understanding to build reciprocal relationships which promote children’s development and learning. Students are introduced to local programs and agencies that offer services to children and families within the community. Topics include: professional responsibilities; family/social issues; community resources; family education and support; teacher-family communication; community partnerships; social diversity and anti-bias concerns; successful transitions; and school-family activities.

**PREREQUISITES:** Provisional admission

**COREQUISITES:** None

**MAJOR COURSE COMPETENCIES:** Topics include: Professional Responsibilities, Family/Social Issues, Community Resources, Family Education and Support, Teacher-Family Communication, Community Partnership, Social Diversity and Anti-Bias Concerns, Successful Transition, and School-Family Activities

### COMPETENCY COURSE OUTLINE:

#### 1. Professional Responsibilities

A. Role of the ECCE professional in helping children cope with family/social issues.

#### 2. Family/Social Issues

- A. Social issues and their effects that impact families today
- B. Determine the possible effects of identified social issues on the child and family.
- C. Behaviors and skills that support children and families facing identified social issues.

#### 3. Community Resources

- A. Resource files of community agencies/support groups for referral
- B. Develop a resource file

#### 4. Family Education and Support

- A. Family education and support programs.

#### 5. Teacher-Family Communication

- A. Samples of methods of family communication
- B. Describe methods of appropriately communicating with families.
- C. Legal requirements of communicating with families

#### 6. Community Partnership

- A. Models of existing partnerships between home, school, and community

#### 7. Social Diversity and Anti-Bias Concerns

- A. Methods of responding to social diversity and anti-bias issues.

#### 8. Successful Transition

A. Transitioning children to a new environment and/or situation

## 9. School-Family Activities

A. Activities for involving families in schools.

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## HYBRID PROCEDURE

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

**STUDENT REQUIREMENTS (Hybrid):** Students are expected to complete all work required by the instructor. Unannounced quizzes/assignments may be given. Students that miss an unannounced quiz or assignment will receive a grade of 0. Any quizzes given during the semester will be averaged together to arrive at one grade for the semester. Students are expected to complete all tests and assignments by the due dates. The cut-off is midnight of each assigned week. **ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR THIS CLASS. THIS INCLUDES BOOK WORK AND/OR TESTS. IF WORK IS NOT COMPLETED BY THE DUE DATES A GRADE OF ZERO WILL BE GIVEN.**

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

**Specific Absences:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**Withdrawal Procedure:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following

official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Failure to take tests/quizzes will result in a grade of zero. If Internet or browser failure occurs while taking an exam, contact instructor immediately. A decision will be made at that time if the exam will be reset. The instructor reserves the right to deduct points from exam scores for exceeding the scheduled time limit on the exams and/or requiring student to come to campus to take the exam. **Makeups are not allowed for unannounced quizzes/assignments.**

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

**Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

**--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

**--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

**--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

30% Tests  
20% Assignments  
25% Resource File  
20% PowerPoint  
05% Participation

**GRADING SCALE**

A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: 0-59

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that*

*student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**ECCE 2202 Social Issues and Family Involvement  
LESSON PLAN**

<b>Date</b>	<b>Chapter / Lesson</b>	<b>Content</b>	<b>Assignments Tests Due Dates</b>	<b>*Competency Area **General Education Competency</b>
Week 1 5/18-23  Due	Parent Involvement in Education (PIE) Ch 1	Orientation, Information for Portfolio, Resource File, Basic of Parent and Family Involvement, Breaking Down Barriers, Article on Parenting Styles	Hybrid Read Chapter 1 Hybrid--Answer Discussion Board Question	*1, 3, 4, 5 **a,c,d

5/23			Introduction Yourself by creating a PowerPoint Round Table Discussion	
Week 2 5/23-5/31  Due 5/31	Ch 2 – 3 PIE	Parents Point of View, Communicating With Limited English Speaking Parents, Tips (Self Esteem and Communication, Two Way Communication-Home and School, Techniques of Communication, Handling Difficult Situations	Hybrid--Read Chapter 2 and 3 Hybrid--Answer Discussion Board Question Create a Parent Newsletter Create a Parent Welcome Letter Parenting Book Approval Due Round Table Discussion	*4, 5, 7, 9 **a,c,d
Week 3 5/31-6/6  Due 6/6	Ch 4 – 5 PIE	Involving Parents in the Classroom, Parents as Volunteers, Family Support Model	Hybrid--Read Chapter 4 and 5 Hybrid--Answer Discussion Board Question Conduct Parent Interview Sign Up for Social Issue Assignment Round Table Discussion	*4, 5, 9 **a,b,c,d
Week 4 6/6-13  Due 6/13	Ch 6 - 7 PIE Crisis Manuel Ch 1-2	Joint Home-School Learning Activities, Family Routines, Parent Education Workshops Caregivers Role	Hybrid--Read Chapter 6, 7 and Read Chapter 1-2 Hybrid--Answer Discussion Board Question 1 pg paper on How to Avoid Burnout Book Review Due Round Table Discussion	*1, 5, 6, 8 **a,c,d
Week 5 6/13-20  Due 6/20	Crisis Manuel Ch 12-17	Domestic Violence, Community Violence, Values and Morals, Juvenile Delinquency	Hybrid--Read Chapter 12 -17 Hybrid--Answer Discussion Board Question Round Table Discussion 1 page Paper or Presentation Due on Domestic Violence, Community Violence, Values and Morals, Juvenile Delinquency	*2 **a,c,d
Week 6 6/20-27  Due 6/27	Crisis Manuel Ch 7-8	Divorce, Single Parenting, Blended Families, Teen Pregnancy	Hybrid--Read Chapter 7,-8 Hybrid--Answer Discussion Board Question Round Table Discussion 1 page Paper or Presentation Due on Divorce, Single Parenting, Blended Families, or Teen Pregnancy	*2, 3 **a,c,d
Week 7		NO CLASS		
Week 8/9 7/11-18  Due 7/18	Crisis Manuel Ch 3-6	Illness, Disease, and Death Child Abuse and Neglect	Hybrid--Read Chapter 3-6 and 10-11 Hybrid--Answer Discussion Board Question Round Table Discussion 1 pg Paper or Presentation Due on The Death of a Child in a Child Care Facility...How are the Other Children Effected? 1 page Paper or Presentation Due on Child Abuse and Neglect Resource File Due	*2, 3 **a,c,d

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**2. Family/Social Issues**

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 B. Behaviors and skills that support children and families facing identified social issues.

**3. Community Resources**

A. Resource file of community agencies/support groups for referral

**4. Family Education and Support**

A. Family education and support programs.

**5. Teacher-Family Communication**

A. Samples of methods of family communication  
 B. Legal requirements of communicating with families

**6. Community Partnership**

A. Models of existing partnerships between home, school, and community

**7. Social Diversity and Anti-Bias Concerns**

A. Methods of responding to social diversity and anti-bias issues.

**8. Successful Transition**

A. Transitioning children to a new environment and/or situation

**9. School-Family Activities**

A. Activities for involving families in schools

**\*\*GENERAL EDUCATION CORE**

**COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
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**Rubric for Power Point Presentation**

PowerPoint Presentation RUBRIC:

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC: \_\_\_\_\_

	4	3	2	1
<b>Length</b>	Presentation was at least 10 minutes in length	Presentation was between 8-9 minutes	Presentation was between 6-7 minutes	Presentation was less than 6 minutes
<b>Original</b>	The PowerPoint was totally original	The power point was original	The power point was somewhat original	The power point was lacking in originality

<b>Informative</b>	The power point was very informative on subject	The power point was informative on subject	The power point was somewhat informative on the subject	The power point was lacking in this area
<b>Helpful to ECCE</b>	The information contained in the power point was very useful/helpful to ECCE	The information was informative to ECCE	The information was somewhat useful/helpful to ECCE	The power point was lacking in this area
<b>Creativity</b>	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
<b>Voice –Eye Contact</b>	The speaker’s voice could be heard and eye contact was maintained throughout the entire presentation	The speaker’s voice could be heard and eye contact was maintained throughout most of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least some of the presentation
<b>Handout</b>	A handout was given at time of presentation	-----	-----	A handout was not given out at time of presentation
<b>Slides</b>	Presentation included at least 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides

Points \_\_\_\_\_ X 3.5 = \_\_\_\_\_ (final grade on POWER POINT)

Comments:

**WRITING RUBRIC:**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Neatly written/typed according to directions</b>	The paper was very neatly written or typed—	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness

	according to directions			
<b>Length</b>	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
<b>On topic</b>	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>Main Idea(s) /Supporting Details/Cohesion</b>	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments

## Parent Brochure/Newsletter

Teacher Name: **Mrs. Wilson**

Student Name: \_\_\_\_\_

CATEGORY	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure\'s formatting and organization of material are confusing to the reader.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.

X 4.2

Final Grade

## Parent Letter Rubric

Teacher Name: **Mrs. Wilson**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the letter has a clear beginning, middle, and end.	Almost all sections of the letter have a clear beginning, middle and end.	Most sections of the letter have a clear beginning, middle and end.	Less than half of the sections of the letter have a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the letter.	There are no grammatical mistakes in the letter after feedback from an adult.	There are 1-2 grammatical mistakes in the letter even after feedback from an adult.	There are several grammatical mistakes in the letter even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the letter.	No more than 1 spelling error remains after one person other than the typist reads and corrects the letter.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the letter.	Several spelling errors in the letter.
<b>Content - Accuracy</b>	All facts in the letter are accurate.	99-90% of the facts in the letter are accurate.	89-80% of the facts in the letter are accurate.	Fewer than 80% of the facts in the letter are accurate.
<b>Attractiveness &amp; Organization</b>	The letter has exceptionally attractive formatting and well-organized information.	The letter has attractive formatting and well-organized information.	The letter has well-organized information.	The letter's formatting and organization of material are confusing to the reader.
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the letter seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.