

AEDE 410
Family Life in Early Childhood

Instructor:	Sally McClellan	Meeting Time:	TTh 8:00 – 9:15
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- **Descriptive Information**

A. Course: AEDE 410 Family Life in Early Childhood

B. Catalog Description:

AEDE 410 Family Life in Early Childhood (3)

Principles, practices, and content of family life and family-school relations as related to young children's learning and development in various settings during the early childhood years, birth through eight. This course will provide a foundation for using family life knowledge in relating to young children and families in effective ways.

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *communicating*.

II. **Course Goals and Objectives**

A. Course Goals

To develop an understanding of the dynamics of family functioning within today's society using self-reflection, observation and study of families, text readings and class presentation.

B. Instructional Objectives

Each Candidate will:

1. Develop an understanding of parenting within the contexts of family, school, community and work.
2. Develop and enrich understanding of family differences – inclusive of strengths and needs and strategies to promote family empowerment.
3. Develop an understanding of how to use parent education and family support strategies such as home visiting, group meetings, parent networking, mentoring programs, and community services.
4. Develop strategies for crafting strong family-school relations.
5. Develop an understanding of family-school and parent-teacher communication skills and processes.
6. Develop and enrich understanding of assessment strategies for use in supporting family and school efforts to nurture children's learning and development.
7. Develop and enrich understanding of relating to and supporting families of different cultures.

8. Develop an understanding of ways to use technology to strengthen parent-teacher relationships.

III. **Course Readings**

A. Required Text

Weiss, H., Kreider, H. Lopez, M. Chatman, C. Eds. (2005). *Preparing educators to involve families*. Thousand Oaks: Sage Publications.

B. Supplemental Texts

C. Readings from internet sites.

IV. **Instructional Procedures**

The following methods will be used, but not be limited to, in instruction: lecture, BlackBoard, discussion, small and large group activities, students presentation, guest speakers, videos, demonstrations, case studies, role plays and field study.

V. **Course Requirements**

A. Administrative Requirements

1. Candidates will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.
2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
3. Assignments are due on dates and times specified. Should student be unable to turn in assignment on time, the instructor must be notified at least 24 hours in advance in order to agree on alternate arrangements. Full points will not be awarded to any assignment turned in late. Good grammar and correct spelling are expected on all written assignments. Up to 5 points will be deducted from final grade for repeated grammatical errors. All assignments should be typed.
4. If possible, please submit assignments electronically using Microsoft Word XP. Name the file attachment LastNameAssignment.doc. Please insert page numbers.
5. Cell phones and other electronic devices should be turned off or on vibrate. Personal phone conversations should not take place in the class room. No electronic devices should be used during exams or quizzes.

B. Required Activities

- [Family Study](#) (30)
- Parent Conference (8)
- Parent Interview (10)

- Case Studies (12)
- Diversity Readings/Writing (15)
- Midterm (18)
- Final Examination (7)

VI. Evaluation and Grading Scale

A 95 -100 B+ 90-94
 B 85-89 C+80-84
 C 75-79 D 70-74 F Below 70

VII. Course Schedule

- 8/21 Introduction
 Syllabus
 Assignments
 Community Programs working with parents
 Blackboard
- 8/26 What do parents need to know? How can they get that information? Who should provide this information?
 Theoretical Perspectives
 Diversity reading: What if all the children are white
 Access via naeyc.org
 Beyond the journal
 November, 2005
- 8/28 Family Structure
 Influence of Culture
 Diversity reading: The Question of Class
<http://www.tolerance.org/teach/magazine/features.jsp?p=0&is=40&ar=777>
- 9/2 Chapter 1 Theoretical perspectives on the Microsystem
 Parenting Infants/Toddlers
 Diversity reading: [Challenging Biased Language](http://www.adl.org/education/bias_language/)
http://www.adl.org/education/bias_language/
- 9/4 Case 1
- 9/9 Case 2
 Preschool
 Child Care
 Diversity reading: <http://www.edchange.org/handouts/20things.doc>
- 9/11 Case 3
 Chapter 3 Theoretical perspectives on the Mesosystem

- 9/16 Cases 4
Parent Interview Due
- 9/18 Case 5
School-Age
Parent Conference
Families at Work
- 9/23 Case 6
- 9/25 Case 7
Chapter 5 Theoretical Perspectives on the Exosystem
Diversity reading: McClellan/Fields
Choose a book from the list of African American Children's Literature to share
- 9/30 Case 8
- 10/2 Case 9
- 10/7 Quiz
Fall Break
- 10/14 Chapter 7 Theoretical Perspectives on the Macrosystem
Case 10
Families of Children with Special Needs
IEP Meetings
Diversity reading: examine information related to autism at cdc.gov
- 10/16** Quiz
- 10/21** **Case 11**
Family Involvement Plans Discussed
Diversity reading: Dialogue across cultures: Teachers' perceptions about communications with diverse families
Joshi, A., Eberly, J., & Konzal, J. (2005). *Multicultural Education*, 13(2), 11-15.
- 10/23** **Case 12**
- 10/28 Blackboard
- 10/30 Assessment Information
Preparation for Parent Conference
Diversity reading: C.A.R.E.
Family Involvement Plans
- 11/6 Blackboard - NAEYC
- 11/11** Adults

Diversity reading:

http://www.alliance.brown.edu/pubs/diversity_kit/index.shtml

11/13

**Blackboard
Parent Education**

Diversity reading: [Why Does the Gap Persist?](#) By: Barton, Paul E.

Educational Leadership, Nov2004, Vol. 62 Issue 3, p8-13

11/18

Diversity reading: White Privilege

11/20

Diversity reading: http://www.nccrest.org/Briefs/Diversity_Brief.pdf

11/25

Diversity reading:

<http://www.urbanschools.org/pdf/cultural.identity.LETTER.pdf>

12/2

Parent Conference

Diversity reading: : [A Game Without Winners](#). By: Popham, W. James.

Educational Leadership, Nov2004, Vol. 62 Issue 3, p46-50

12/4

Parent Conference

Diversity reading: Diversity reading: [With Boys and Girls in Mind](#). By: Gurian,

Michael; Stevens, Kathy. ***Educational Leadership***, Nov2004, Vol. 62 Issue 3, p21-26

Final Exam: Thursday, December 11, 2008 8:00 a.m.