

**EAST TENNESSEE STATE  
UNIVERSITY****Early Childhood Education****ECED 4517/5517: Family-School-Community**

Term: Spring 2020

Campus Location: JC Main Campus

Day & Time: Section 001, TR 8:15-9:35 AM

Room Location: Warf-Pickel, Room 515

Online Login: Desire 2 Learn

<https://elearn.etsu.edu>

Professor: Dr. Amy Malkus

Office: 516 Warf-Pickel Hall

Office Hours: Wednesday – 9-11 AM;

Tuesday/Thursday – 7:15-8:15 AM & 11:05 AM –  
12:05 PM

\*Available also as needed by appt.

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**OFFICIAL DEPARTMENTAL SYLLABUS**

**Catalog Description:** Theoretical models of home-school relations will be examined as they have evolved through the 20<sup>th</sup>/21<sup>st</sup> century. Strategies for initiating and maintaining effective home-school-community collaboration will be identified with special emphasis on benefits to parents, children, community, and school personnel. 3.000 Credit hours.

**Required Text:**

Berns, R. M. (2016). *Child, family, school, community: Socialization and support* (10<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

**Supplemental Readings: (Available on D2L under Course Content)**

Coleman, M., & Wallinga, C. (2000). Connecting families and classrooms using family involvement webs. *Childhood Education*, 76(4), 209-214.

**Other:** This course has a **key assessment**. *LiveText Registration is required* - LiveText is a web-based comprehensive assessment system required for the teacher preparation program in the Clemmer College of Education. All undergraduate and graduate students in the early childhood program (PreK-3, ECAE, INLI, MTEA, and RSEA) are required to purchase a one-time LiveText key code. If you have not yet purchased your LiveText key code, you may do so at any ETSU bookstore or you may purchase your key code on line at [www.livetext.com](http://www.livetext.com). This is a one-time registration fee and is good for 5 years. If you used LiveText in the past, please contact them to reactivate your account.

**About the Course:**

A study of family-child relationships as they evolve from the prenatal period through adolescence. Theoretical approaches describing the family-child socialization process are examined. The interface between home and school as this relationship serves to meet the educational needs of children from birth through 3<sup>rd</sup> grade will also be explored. Techniques and strategies for involving families in children's education will be examined and discussed.

The course embraces the ecosystems framework of human growth and development through emphasizing the importance of the interface between the home/family and the child/school environments. Early childhood educators must be ready to respond as children, families, and schools face a rapidly changing society. At the conclusion of the course, candidates will be well positioned to analyze the familial influence and the impact of education on the developing child and be prepared to facilitate a positive interaction between the two microsystems. This foundation will foster professional leadership attributes which include critical thinking skills, the ability to synthesize trends, and a consideration for ethical concerns.

**Course Goals:**

- Explore the historical evolution of the roles of the child, the family, and the school.
- Understand and appreciate the unique needs of families from different socioeconomic levels and cultural backgrounds in a rapidly changing society.
- Describe the role of parents in the microenvironment as primary caregivers and informal teachers of young children.
- Describe the role of educators in the microenvironment as facilitators of developmentally appropriate learning experiences, guidance strategies, assessment techniques, and positive home/school relations.
- Describe the educational programs and services available to parents to strengthen their parenting skills.
- Identify the characteristics of the family as a whole unit, as well as the individual characteristics of the child and the parent(s) that help to contribute to a healthy individual/family environment.
- Identify the cultural and societal changes in the United States that have resulted in economic, social, and psychological stress experienced by contemporary families.
- Identify the recognizable signs of normative and catastrophic stress among children and recommend coping strategies which reflect ethical concerns.
- Identify and describe the current trends in home-school relationships for the purpose of identifying how parents and teachers contribute to the development of the child.
- Define concepts of continuity and discontinuity as they relate to the interface of home, school, and community.
- Identify the specific needs of parents who want to support children's educational efforts.
- Differentiate among the diverse needs of families and children from diverse ethnic backgrounds.
- Examine the assumptions of theories and models of home-school collaboration: Epstein, Coleman, Lightfoot, Dewey, Wallace, Comer, Bronfenbrenner, Swap, and Zigler.

**Major Course Topics:** Bronfenbrenner's ecological systems theory, ecology and child development, socialization processes (affective, operant, observational, cognitive, apprenticeship, sociocultural), temperament, aims of socialization, agents of socialization, ecology of the family, divorce, ecology of parenting, parenting styles, prosocial behavior, antisocial behavior, ecology of nonparental childcare, ecology of school, ecology of teaching, multicultural proficiency, 7-step process of cross-cultural communication, ecology of the peer group, ecology of the mass media, ecology of community, values, attitudes, self-efficacy, self-esteem, motives and attributions, achievement motivation, morals and morality, gender roles.

**Learning Outcomes:**

Upon completion of this course, each candidate will have demonstrated the ability to effectively complete the following educational accomplishments:

CCOE Conceptual Framework	<ul style="list-style-type: none"> <li>• Dimension 2</li> <li>• Dimension 3</li> <li>• Dimension 4</li> <li>• Dimension 5</li> <li>• Dimension 6</li> <li>• Dimension 7</li> <li>• Dimension 8</li> <li>• Dimension 9</li> <li>• Dimension 10</li> </ul>
NAEYC Standards	<ul style="list-style-type: none"> <li>• Standard 1</li> <li>• Standard 2</li> <li>• Standard 4</li> <li>• Standard 5</li> <li>• Standard 6</li> </ul>
NETS-T (ISTE) Standards	<ul style="list-style-type: none"> <li>• Standard III</li> <li>• Standard IV</li> </ul>
TN Teacher Licensure Standards (ECE)	<ul style="list-style-type: none"> <li>• Standard 1</li> <li>• Standard 2</li> <li>• Standard 4</li> <li>• Standard 5</li> </ul>
NCATE Standard 4: Diversity	<ul style="list-style-type: none"> <li>• Design, Implementation, &amp; Evaluation of Curriculum &amp; Experiences</li> <li>• Experiences Working with diverse Students in P-12 Schools</li> </ul>

**Major Assignments:**

**In Class Activities/Attendance (75 points)**

Candidates will participate in (12) in-class (or take-home) activities worth (5) points each for a total of (60) points. Points will be assigned based on participation in the activity, and completion of all required components of the assigned activity. In addition, candidates will receive (15) points based on class attendance and participation, for a combined total of (75) points.

**Genogram Assignment (50 points)**

Candidates will complete a genogram of their family and an accompanying paper. The genogram will be worth (30) points, and the paper describing genogram trends and patterns will be worth (15) points, with an additional (5) points for timeliness of both. **See Course Schedule and Assignments for Due Date.** Guidelines are available on the class website.

**Parent Interview and Paper (50 points)**

Candidates will interview a parent or parents of a child who is still in school (preschool through college). The topic of this interview will be determined by the candidate's interest, but should involve some aspect of parents and education. Interview questions and topic must be approved by the instructor

BEFORE the interview is conducted (**See Course Schedule and Assignments for Due Date**). Candidates will receive (10) points for turning in the interview questions and topic for approval. After approval of the interview questions and topic, the candidate should conduct the interview with the parent(s) either by phone, e-mail, or in person. Answers to the interview questions should be **integrated with material covered in the text and lecture** to write a 5-7-page paper on the candidate's chosen topic. Interview questions and answers should be attached to the paper. The paper will be worth (35) points, with another (5) points given for inclusion of the interview questions and answers. **See Course Schedule and Assignments for Due Date**. Guidelines are available on the class website.

**\*KEY ASSESSMENT: Family Involvement Web (100 points)**

Candidates will read and review the Coleman and Wallinga article on Family Involvement Webs. A brief (2-3 page) summary and review of the article worth (25) points will be due in class. **See Course Schedule and Assignments for Due Date**. Guidelines for the article review and the article itself are available on the website. Upon completion of the article review, candidates will work individually, in pairs, or small groups to create a Family Involvement Web and write a 3-5 page paper describing their web. The Family Involvement Web and Paper will be worth (50) points and will be due in class. Finally, candidates will present their Family Involvement Webs to the class in a brief (5 minute) oral presentation worth (25) points. **See Course Schedule and Assignments for Due Dates**.

*\*This course has a key assessment. LiveText subscription is required for all early childhood majors (PreK-3, ECAE, INLI, MTEA, or RSEA). Candidates are REQUIRED to upload a digital file of the full key assessment assignment in LiveText by the assignment's due date in the syllabus. Failure to upload the assignment by the last day of the course will result in a grade of Incomplete. The Incomplete will change to a grade of F if the Key Assessment assignment is not uploaded within 30 CALENDAR days of the official last day of classes for that semester (or summer/winter session if applicable) as listed in the ETSU calendar.*

**School/Community/Parent Meeting Attendance (25 points)**

Candidates are required to attend one meeting related to school/community/parent relations concerning education. You may choose from a variety of meetings, including PTA/PTO meetings, school board meetings, etc. If your meeting choice is NOT a PTA/PTO or school board meeting, it must be cleared with the instructor PRIOR TO attending the meeting. All PTA/PTO and school board meetings are **automatically** approved. You will receive (10) points for a brief (1 page) description of the meeting, and (15) points for a brief (1 page) reflection about the meeting, including **integration of what you observed with text/lecture discussions**, for a total of (25) points. Forms for handwriting or typing up the meeting documentation can be found on D2L. **See Course Schedule and Assignments for Due Date**, but the meeting documentation can be turned in at any time following completion of the meeting (up to the due date).

**Exams (100 points)**

There will be (2) exams worth (50) points each for a total of (100) points. The midterm exam will cover Chapters 1-6 in the text. The midterm will involve a combination of multiple choice and short essay questions. The final exam will be a take-home exam that covers Chapters 7-12 in the text and is available on the class website. The take-home final exam will be due **the Monday of Finals Week by midnight** in the D2L Dropbox or via e-mail. Exams can be turned in early. **See Course Schedule and Assignments for Exam Dates**.

**Personal Project (50 points) – THIS ASSIGNMENT IS ONLY FOR GRADUATE CANDIDATES**

Graduate candidates will choose a project of interest to them that deals with some aspect of children's education at the parent, community, and/or school level. Working individually, in pairs, or in small groups, graduate candidates will create a project (e.g., brochure/booklet, PowerPoint, movie, paper, etc.) on their chosen topic. Regardless of project topic, the class text and lecture material should be incorporated, in addition to outside materials relevant to the project. The project will be worth (50) points. **See Course Schedule and Assignments for Due Date.** Guidelines are available on the class website.

**Grading Scale:**

The final grade will be a percentage calculated by dividing the total number of points earned during the semester by the total number of points possible. The undergraduate grading scale is:

**Grading Scale (UNDERGRADUATE CANDIDATES):**

To earn a grade of:	Points Earned	Percentage Grade
A	374-400 points	94% - 100%
A-	358-373 points	90% - 93%
B+	346-357 points	87% - 89%
B	330-345 points	83% - 86%
B-	318-329 points	80% - 82%
C+	306-317 points	77% - 79%
C	290-305 points	73% - 76%
C-	278-289 points	70% - 72%
D+	266-277 points	66% - 69%
D	240-265 points	60% - 65%
F	< 240 points	Below 60%

**Grading Scale (GRADUATE CANDIDATES):**

To earn a grade of:	Points Earned	Percentage Grade
A	430-450 points	96% - 100%
A-	412-429 points	92% - 95%
B+	394-411 points	88% - 91%
B	376-393 points	84% - 87%
B-	358-375 points	80% - 83%
C+	340-357 points	76% - 79%
C	322-339 points	72% - 75%
F	Below 322 points	Below 72%

**Standards:** The class aligns with the following standards: Claudius G. Clemmer College of Education Dimensions, INTASC, CAEP, and the National Association for the Education of Young Children (NAEYC).

**Academic Misconduct Policy:** As teacher candidates, students should be above reproach in matters of academic honesty. Plagiarism, cheating, or falsification or copying of assignments are never tolerated in

teacher candidates. The penalties are severe. In cases of plagiarism, cheating on quizzes or the final exam, or other forms of academic dishonesty, the student receives an “F” in the course and referred to the Chair and the Dean of Students for further disciplinary action. Following are ETSU’s policies on plagiarism and similar offenses: *“Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.”*

**Academic Integrity:** As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe. All students are expected to uphold the ETSU policy on academic misconduct, fulfill their student responsibilities, and have their student rights honored. Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the appropriate ETSU administrative body for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. For more information on this issue, including a useful definition of plagiarism, read ETSU’s policy on Academic Misconduct at:

- <https://www.etsu.edu/academicintegrity/>

**Departmental Attendance Policy:** Attendance is a vital part of all ECED courses. It is expected that candidates will make every effort to attend classes. In the event that a candidate is **1 point** away from the next highest letter grade and they have maintained **perfect** attendance their grade will increase to that next highest letter grade. If you have to miss class, please let the instructor know, in advance if possible, when you will be absent. This is common courtesy but does not necessarily mean the absence will be excused. In addition, please note that the following penalties will apply to absences:

CLASS SCHEDULE	-1 Letter Grade	-2 Letter Grades	FAILS CLASS
<b>50-Minute Classes</b> (e.g., MWF classes)	4 <sup>th</sup> Absence	8 <sup>th</sup> Absence	12 <sup>th</sup> Absence
<b>80-Minute Classes</b> (e.g., TTR classes)	3 <sup>rd</sup> Absence	6 <sup>th</sup> Absence	9 <sup>th</sup> Absence
<b>120 to 180-Minute Classes</b> (e.g., once a week, Maymester, or summer session classes)	2 <sup>nd</sup> Absence	4 <sup>th</sup> Absence	6 <sup>th</sup> Absence

**Absence:** Any missed class, regardless of circumstances\*

- **Missed Class:** Candidate attends for less than half the class session or misses completely

**Letter Grade:** One increment on the grading scale, e.g., from an A to A- or B+ to B

\* *Instructors reserve the right to excuse an absence, under emergency situations (e.g., hospitalization), at their discretion.*

### Tardiness

Students should make every attempt possible to arrive at class at the scheduled time and should leave enough time to allow for weather, traffic, and parking issues. Students are also expected to stay in class for the entire class time (unless otherwise excused). Students arriving more than 5 minutes late to class or leaving more than 5 minutes before the end of class, without a valid excuse, will be considered tardy and may experience the following consequences with regards to attendance:

- If a class meets three times a week, then **4 tardies = 1 absence**
- If a class meets twice a week, then **3 tardies = 1 absence**
- If a class meets once a week, then **2 tardies = 1 absence**

**Dispositions & Notice of Concern:** Students making unsatisfactory progress in a course, exhibiting unsuitable dispositions, or having unacceptable attendance and participation may be subject to meeting with the professor and/or program coordinator and/or department chair whereby the student is informed of unsatisfactory progression (instructors are not required to file this notification but may use this procedure to document the unsatisfactory course performance). The instructor may then formally file a “Notice of Concern” with the Department of Early Childhood Education, the Field Placement Office and the student.

**University Academic Accommodations:** Students wishing to discuss accommodations due to a disability are invited to make an appointment with the instructor to go over their Faculty Accommodation Form provided by Disability Services.

**University Syllabus Attachment:** <http://www.etsu.edu/reg/academics/syllabus.php>

**Mental Health:** Students often have questions about mental health resources, whether for themselves or a friend or family member. There are many resources available on the ETSU Campus, including: ETSU Counseling Center: (423) 439-4841; ETSU Behavioral Health & Wellness Clinic: (423) 439-7777; ETSU Community Counseling Clinic: (423) 439-4187.

- If you or a friend is in immediate crisis, call 911.
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

### Bibliography, Recommended Readings, and/or Supplemental Materials:

Berns, R. M. (2016). *Child, family, school, community: Socialization and support* (10<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

Coleman, M., & Wallinga, C. (2000). Connecting families and classrooms using family involvement webs. *Childhood Education*, 76(4), 209-214.

**Required Technology:** D2L, Word Processing (e.g., MS Word), Email, Internet

**Recommended Technology:** PowerPoint, Publisher, Document Camera, SMART Board

**LiveText:** LiveText is a technology system allowing candidates to post assignments online for assessment purposes, store work electronically, and create online portfolios that instructors and future employers can view. Candidates registered for this course who are undergraduate Early Childhood Majors (PreK-3

AND ECAE) or Graduate Early Childhood Majors (INLI, MTEA, RSEA) are **required** to have a LiveText subscription for this course. Other students (e.g., ECE minors, non-majors, non-degree students) are not required to have a subscription. A LiveText subscription only needs to be purchased one time and can be used in all courses in which it is required (for up to 5 years). Purchase LiveText at the bookstore or [Link to LiveText Web Site](#).

## DETAILED SECTION INFORMATION FOR SPRING 2020

**Professor:** Dr. Amy Malkus  
**Contact Info:** [malkus@etsu.edu](mailto:malkus@etsu.edu) (see p.1 for more contact info)

**Format for Written Assignments:** Connections between your thinking and ideas from our readings and reflections from our discussions should be clear. Your work should show evidence of attention to our course readings and discussions. With the exception of online postings, all written work should be typed, double-spaced, using 10 or 12-point traditional fonts with 1" margins on all sides. Bibliographies and formal papers should be formatted using the American Psychological Association style manual, 6<sup>th</sup> edition.

**Assignment Expectations:** A variety of learning activities and assessment opportunities will be included in this course. You will receive detailed handouts of these major assignments in class and/or on the course D2L site. Due dates have been created to keep us on target. Late work is strongly discouraged and will have consequences in this course. This is in preparation for your role in society as a professional. Therefore, work is due on the **due date or before the due date**.

**Assignment Assessment and Due Dates:**

**Points Possible & Assignment Due Date (detailed assignment guides will be provided in class and/or posted on D2L):**

### Assignment Due Dates - UNDERGRADUATE CANDIDATES

Assignment	Date Assigned/Due Date	Possible Points	Points Received
Parent Interview Questions	Tuesday, 2/18	10 points	
Genogram	Thursday, 2/27	50 points	
Midterm Exam (Chapters 1-6)	Thursday, 3/26	50 points	
Parent Interview Paper	Thursday, 4/2	40 points	
Article Review	Thursday, 4/9	25 points	
Meeting Documentation	Thursday, 4/23	25 points	
In-Class Activities/Attendance	Throughout the semester	75 points	
Family Involvement Web	Thursday, 4/30	75 points	
Final Exam (Chapters 7-12)	Available online. Due Monday, 5/4 by Midnight ( <b>Electronically</b> )	50 points	
<b>TOTAL</b>		<b>400</b>	



**Assignment Due Dates - GRADUATE CANDIDATES**

<b>Assignment</b>	<b>Date Assigned/Due Date</b>	<b>Possible Points</b>	<b>Points Received</b>
Parent Interview Questions	Tuesday, 2/18	10 points	
Genogram	Thursday, 2/27	50 points	
Midterm Exam (Chapters 1-6)	Thursday, 3/26	50 points	
Parent Interview Paper	Thursday, 4/2	40 points	
Article Review	Thursday, 4/9	25 points	
Personal Project	Thursday, 4/16	50 points	
Meeting Documentation	Thursday, 4/23	25 points	
In-Class Activities/Attendance	Throughout the semester	75 points	
Family Involvement Web	Thursday, 4/30	75 points	
Final Exam (Chapters 7-12)	Available online. Due Monday, 5/4 by Midnight (Electronically)	50 points	
<b>TOTAL</b>		<b>450</b>	

Semester Plan for Instruction:

WEEK	DATE	TOPIC	ASSIGNMENT/READING
WEEK ONE	T 1/21	Introduction to the Course	
	TH 1/23	Bronfenbrenner's Theory	Chapter 1
WEEK TWO	T 1/28	Ecology of the Child	Chapter 1
	TH 1/30		
WEEK THREE	T 2/4	Ecology of Socialization	Chapter 2
	TH 2/6		
WEEK FOUR	T 2/11	Ecology of the Family	Chapter 3
	TH 2/13		
WEEK FIVE	T 2/18		<b>PARENT INTERVIEW QUESTIONS DUE</b>
	TH 2/20	Ecology of Parenting	Chapter 4
WEEK SIX	T 2/25		
	TH 2/27		<b>GENOGRAM DUE</b>
WEEK SEVEN	T 3/3		
	TH 3/5	Ecology of Child Care	Chapter 5
WEEK EIGHT	T 3/10		
	TH 3/12	Ecology of School	Chapter 6
WEEK NINE	T 3/17	<i>SPRING BREAK</i>	<i>NO CLASS</i>
	TH 3/19	<i>SPRING BREAK</i>	<i>SPRING BREAK</i>
WEEK TEN	T 3/24	Cultural Proficiency	Supplemental Material
	TH 3/26	<b>MIDTERM EXAM (Ch. 1-6)</b>	<b>MIDTERM EXAM (Chapters 1-6)</b>
WEEK ELEVEN	T 3/31	7-Step Process of Cross-Cultural Understanding	Supplemental Material
	TH 4/2	Ecology of Teaching	Chapter 7 <b>PARENT INTERVIEW PAPER DUE</b>
WEEK TWELVE	T 4/7	Ecology of the Peer Group	Chapter 8
	TH 4/9	Ecology of the Mass Media	Chapter 9 <b>Coleman &amp; Wallinga ARTICLE REVIEW DUE</b>
WEEK THIRTEEN	T 4/14		
	TH 4/16	<b>GRADUATE STUDENT PRESENTATIONS</b>	<b>GRADUATE STUDENT PRESENTATIONS DUE</b>
WEEK FOURTEEN	T 4/21	Ecology of the Community	Chapter 10
	TH 4/23	Affective/Cognitive Socialization Outcomes	Chapter 11 <b>MEETING DOCUMENTATION SHEET</b>
WEEK FIFTEEN	T 4/28	Social/Behavioral Socialization Outcomes	Chapter 12
	TH 4/30	<b>FAMILY INVOLVEMENT WEB PRESENTATIONS</b>	<b>FAMILY INVOLVEMENT WEB, PAPER, &amp; PRESENTATIONS DUE</b>
FINALS WEEK	M 5/4	<b>TAKE-HOME FINAL DUE</b>	<b>Take Home Final Due via Dropbox or e-mail by midnight</b>