Course Description
This course will cover the relationship between schools, parents and community. This course includes both theoretical subject matter and practical applications for the teachers working with families. The subject matter will also include discussions about the contemporary American families and special issues related to families. Course readings, classroom activities, assignments, guest speakers and discussions are designed to meet the following learning objectives aligned with the Standards for the Preparation of Teachers of Early Childhood ZS (General and Special Education, Michigan State Board of Education, September 9, 2008):

Course Outcomes
Through class lectures with power points, guest speakers, assignments using power points with voiceovers, videos, textbooks, supplementary readings, and guided discussion boards, as an urban reflective educator the students will gain:

1. Knowledge and understanding of community assets and resources including collaborative community services (e.g., interviews with 2 community members, community resources in home school activities, community resource in newsletters, community support for diverse families) and the ability to actively assist families in seeking those resources (2.7). (Content in section 1, 2, 3, 4: Community Standard).
2. Knowledge and skills regarding a variety of communication strategies (e.g., written communication, face to face communication during parent teacher conferences) that support and empower families and communities through respectful, reciprocal relationships; and strategies for clarifying and communicating sensitive issues (e.g., poor academic performance, inappropriate behaviors through content of newsletters, strategies mentioned on power point on written communication) with appropriate parties (2.2, 2.6) (Content in section 3: Communication Standard).

3. Knowledge about diverse family characteristics (e.g., single parents, blended families, low-income families, homeless families, culturally and linguistically different families, families who abuse children, and families having children with special needs) and the critical role they play in children’s development; and apply strategies that involve families in children’s developmental learning (e.g., home school activity, child development newsletter, IEP, IFSP text readings and powerpoint) (2.1, 2.3, 2.4, 2.5, 2.9) (Content in section 3: Communication Standard. Content in section 4: Parenting Standard).

4. Knowledge of signs of emotional distress, child abuse and neglect (e.g., video, guest speaker, readings, text) in young children; and follows appropriate procedures to report suspected abuse and neglect to authorities (2.8). (Content in section 4: Parenting Standard).

NOTE: The above outcomes addresses: student competencies on families and communities that all teacher education students need to reach prior to graduation.

1. National Parent Teacher Association Standards (a source document recommended by Elementary Teacher education Standards. It is in your textbook as well.)
2. Elementary Teacher Education Standards on families (5c), communities (5d), and working with families to instruct diverse students (3b)
4. Ten competencies for putting the student’s final portfolio, which include competencies on families and competencies on communities.

Required Text

Additional References
See on Bb (a) the folders for each assignment in appropriate sections, (b) External Links, and (c) Handouts & Power Point Section for articles, handouts, Power points, websites and other scholarly references to assist you with all your oral, written and performance based assignments.

Course Assignments and Evaluation
How letter grade for each assignment will be finally averaged is explained in assignment section on Bb.

1. Written report on the interviews with experts, which is critically reflective and is supported by readings. (See Interview section on Bb for details.) 33.33%grade (session 6). It will be evaluated using rubric. (All 6 Standards.)

2. Group workshop on home school activity, which is critically reflective and is supported by readings. (See in Home School Activity section on Bb for details.) 33.33%grade (session 9). It will be evaluated using rubric. (Student Learning Standard.)

3. Homework done on discussion boards, Journal Entries, Blog and class attendance 33.33%grade, which is critically reflective and is supported by readings. Discussion boards are for peer sharing and learning. Journal Entry is for independent learning and critical reflections. Blog is for communication. Discussion boards and journal entries will facilitate successful completion of the above two assignments.
Blog will provide peer support for group presentation for second assignment. The additional activities done on discussion board and journal entries will include, *written communications* (Student Learning Standard) and *diverse families* (Parenting Standard). Marks will be typically assigned on discussion board, which are critically reflective and are supported by readings. Typically, There is a drop in a grade every time a student loses five points.

(a) Quality (i.e., completeness and correctness of response),
(b) Punctuality of response is critical, otherwise faculty member cannot come prepared for class discussion, (see details of dates on discussion board itself), and
(c) Frequency of response as and when appropriate (e.g., group activities continuously/frequently).

Additional variations or specifics as to how marks will be assigned for a particular discussion board are stated next to the board, as appropriate.

Attendance policy stated below will be the evaluation criteria for attendance. A grade will be computed which will combine homework done on discussion board with attendance using the grade points sheet criteria available on black board.

**Class Policies**
The following class policies are definitely also considerations for evaluation.

**Professional Disposition:**

1. **Attendance and punctuality**
   If the student is absent it is then the student's responsibility to get the information covered in the class (e.g., get the notes from the peers, handouts from presenter and faculty, take initiative to have a conference with faculty during office hours if necessary). If the student knows in advance that he/she will be absent for a valid reason, which is unavoidable (e.g., surgery of a family member) he/she then needs to inform the faculty member in advance in order to be excused. The student is also encouraged to make arrangements with his/her peer to audiotape the class session during his/her absence. Perfect class attendance, coming to class on time and not leaving after break are fully expected.

   • Students are required to attend classes after the last submission is turned in; if not the grade will be affected adversely. It is critical to continue attending the sessions after your group presentation is completed; otherwise it will affect your grade adversely.

   • More than two absences throughout the semester will also affect the grade adversely.

   • Frequent lateness, leaving during mid-break, or early before class ends will affect the grade adversely.

   • Kindly notify in absences in advance when possible, thank you.

2. **Class Participation**
   Group presentation plan has to be approved by the faculty before presenting to the group and therefore has to be upon Blackboard and updated when necessary. Chapters in the text, readings and power points on black board, focused preparation for class discussion and written comments on the discussion board are absolutely necessary to participate in your own learning. If all the class presentations, black board entries graded or un-graded are not completed, then students will receive an I grade. Therefore, come fully prepared prior to class lectures. Total lack of preparation and participation will influence the final grade. Use of Black board is a requirement. All students are required to regularly check the blackboard for all class notes, power point presentations, instructions on student assignments, evaluation rubrics, students’ samples, class discussions and announcements. The last five minutes of class session will be devoted to reviewing what needs to be downloaded. Positive disposition to challenges of technology will go along way.

3. **Assignments**
   All assignments are to be typed with college level grammar, spelling and sentence structure. They are to be turned in on time. If a late assignment is accepted then it will have a lower grade. Turning in all late assignments at the end of the course is unacceptable. Kindly notify exactly how late you are intending to submit your work. If not, it will be assumed you do not intend to do that assignment and you will
be receive an F grade for that assignment. Students must turn in their work at the beginning of class session to be considered on time.

4. **Professional Positive Attitude and Taking Responsibilities**
Appropriate professional behavior is expected which includes a positive and a willing attitude, appropriate positive communication in the classroom, taking responsibility for your own learning, effective time management with other responsibilities, handling challenges of new learning effectively. **It is totally inappropriate to be using computers to do tasks in class other than what is asked of the students (e.g., surfing websites, checking emails, playing games, shopping, doing homework in class, etc.)** Inappropriate affective behaviors and attitude will also affect the grade adversely. Seek individual conference without fail for emotional support and successful performance.

5. **Workload**
For every 1 credit of course requires 2 hrs per session out of class work. Therefore, for 3 credits for 15 sessions it is 3 X 2 X 15 = 90 hrs of work is expected. Please keep track of time, do not to exceed this time. **Every effort has been made to make the workload fair and reasonable.** For example: Suitable references for assignments are already selected and available in full text on Blackboard. Class time will be given to get ready for assignments and to discuss drafts. Power points, handout, rubrics, and notes are provided from first day of class for mobilizing self-instruction and to get ready in advance if need be.

6. **Flexible Scheduling**
I have provided some flexibility in scheduling when we have guest speakers and group presentations. It may result in some information not covered as planned. Kindly note below, then it is scheduled for the following week(s) again. For example, during the guest speaker’s visits (e.g., librarian, Social Worker) it is wise to provide optimum learning opportunity during such participatory experiences, which may result in less time spent in class on the topic. In such cases, the students will be expected to read the information not covered by accessing the information from Bb on their own time. Please, be sure to download it and read it at your own pace. I typically decide to adjust the pace if students need it and thus this approach is not to be viewed as being “behind schedule” or “poor pacing” or “disorganized” but to be viewed as “individualized instruction, based on genuine students’ needs.” We all will work as a team and we will readjust this schedule if need be in the best interest of all students and their learning.

7. **Student Disability**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

8. **Change Regarding Last Add Date**
Students will now be required to complete adding classes to their schedule by the end of the first week of classes. They will no longer be able to add classes in the second week of classes. This change is intended for students to start out on the right foot by removing the opportunity for them to sign up for classes in which they have missed up to two weeks of instruction.

9. **Change Regarding Withdrawal Deadline**
The second change is that the deadline to withdraw from a course has been moved forward. It has been changed from the end of the 14th (and last) week of classes to the end of the 10th week of the semester. This change is intended to ensure that students make decisions to remain enrolled in a class while there is still time for them to be successful in completing the requirements.
CLASS SCHEDULE
Section 1. Building Relationships (Using 6 Standards)

   Lecture-Discussion:
   (a) A brief overview of the assignments instructions as well as the rubric and the use of Black board
   (b) Divide the class into 6 groups based on 6 standards. Each student studies one standard and writes three questions on the discussion board for that one standard, one for parent, one for teacher, and one for administrator. Thus put up 3 versions of the same question. Demonstrate to students how to put questions on discussion board.
   (c) Review Epstein’s Model (see “Readings” folder in interview section), which has information compatible to the 6 Standards.
   (d) Divide the class into 5 groups to read chapters 3, 5, 6, 7 and 12 from Berger & Riojas- Cortez, (2012) for the third session class work (time permitting).
   Home Work, Discussion Board for Second Session:
   (a) Introduce yourself on discussion board
   (b) Discussion Board: Make a 3 ring binder with sections aligned to green bars on Bb. Bring it to class and report it as “Binder Done”. Faculty member will spot check binders during forthcoming class.
   (c) Journal Entry: Study one standard. Write on journal entry a teacher, and a parent, or administrator or social worker or a parent specialist version of a quality draft question for interviewing the 2 experts. Listen to the PowerPoint titled “Standards” to help you decide in how to select and draft suitable questions. Review “Instruction Handout” for interview assignment and the PowerPoint with voice over titled, “Interview Instructions Steps 1 and 2” that explains that handout on the interview.
   (b) Journal Entry: Write two new strategies they have learned from Epstein’s readings on discussion board, for next session.

2. Jan 14: Six National PTA Standards/ Epstein’s Model (2nd Session)
   Lecture-Discussion
   (a) Explain “Instruction For Interview” handout (1. Select Experts and 2. Gather Data Section)
   (b) Explain National PTA Standards 5 and 6 (First 4 standards are easy to understand on your own)
   (c) Students Small Group discussions on Epstein’s Model, creating a PowerPoint, (time permitting)
   (d) Faculty and Students discuss student’s draft of the questions on National PTA standards, if needed
   Home Work, Discussion Board for Third Session:
   (a) Journal Entry: Using the rubric a third of the class evaluates Benjamin’s interview, one third evaluates Rana’s interview, and one third evaluates Gerard’s interview.
   (b) Discussion Board: Comment on your assigned chapter readings from Berger & Riojas- Cortez (3, 5, 6, 7 & 12) as well applies it to Kenya’s Interview.
   (c) Review my comments on Tina’s interview as electronic sticky notes to effectively critique Jamie’s, Rabea’s Benjamin’s, and Gerard’s Interview.

3. Jan 21: Chapter 3, 5, 6, 7 and 12 Berger & Rojas- Cortez and Epstein’s Readings
   (3rd Session).
   Lecture-Discussion:
   (a) Complete explanations on Standards, if necessary. Use Epstein’s examples, if necessary.
   (b) Ask students to summarize chapters 3, 5, 6, 7 and 12, group presentations, time permitting. Use of index pages in Berger Rojas-Cortez communication 365, parenting, parent-involvement programs 373, students-homework 376, volunteering 377, leadership 370, community 366
   (c) Explain what the interview draft should include using the interview handout, time permitting.
(d) Blog: Discuss your tentative plans for group presentation, home school activity. Finalize some details on what each one of you will be doing to put it on the black board for next week, time permitting.

Home Work, Discussion Board for the Fourth Session (which you will not be attending):
(a) Journal Entry: Read and write on discussion board on the six articles on Community Involvement (B. Board, Interviews>Folder on readings)
(b) Blog: Each student briefly describes 1 or 2 possible activities of what he/she is planning as a home school activity before visiting the community resource and 1 or 2 possible activities of what he/she is planning as a home school activity after visiting the community resource, by 4th session. Next, all group members must have their communications (e.g., resources and references found, plans, questions, concerns inquiries, schedule for group meeting outside class time etc.) on Bb discussion on home school activity. Use all the information on Black Board on home school activity including students’ samples and readings, besides power points stated above to get familiar with what is expected in the lesson plans and then respond to the Black Board discussion. Refer to how to write a home school activities lesson plan, using rubric. Refer Berger & Riojas-Cortez, Chapter 9, 226, 228-230, 239-242.

4. **Jan 28**: No class (4th Session)
   Conduct the interview

Home Work, Discussion Board for the Fifth Session
(a) Discussion Board: Interviews with Experts and put up the draft on discussion board for peer discussion the Saturday for 5th session.
(b) Blog Update: To understand what is exactly expected before Saturday, 5th Session.
   Review the voice/movie versions on the power points on “Rubric: Home School Activity”
   Review “Vygotsky’s Glossary of Terms and Concepts Relevant to Lesson Plan”
   Review “Group presentations on Using Appropriate Materials”

5. **Feb 4**: Interview with Experts & Home School Activity (5th Session)
   Lecture-Discussion:
   (a) Explain in “Instruction For Interview” handout, regarding how to write a high quality critique, and remaining components of the rubric, time permitting.
   (b) Discuss in class in small group presentation the six readings on immigrants and 6 standards, time permitting

Home Work, Discussion Board for Sixth Session:
Complete interview assignment: Insert critique component of your interview and complete the rest of the interview assignment, all the loose ends but do not load it up on black board. (See discussion board for guidance and reminder only.)

Section 2. Building Relationships (Using Standard on Student Learning)

6. **Feb 11**: Home School Activity (6th Session)
   Lecture-Discussion
   (a) Power Point on “Rubric: Home School Activity”, objectives, procedure, formative evaluation and references only.
   (b) Marion Tate’s Presentation

Home Work, Discussion Board for Seventh Session:
(a) Blog Update: Put up your objectives, procedures formative evaluation for peer support and review but not for faculty’s official review of the draft corrections. It could reflect the ideas learned from the librarian’s discussion board.
(b) Journal Entry: Critique two student’s (e.g., Aaron, Kendra and Katrina) lesson plan, using rubric.
(c) Discussion Board: Do librarian’s homework on search strategies and library resources.

INTERVIEWS WITH EXPERTS IS DUE AT THE BEGINNING OF 6th SESSION CLASS

7. **Feb 18**: Home School Activity (7th Session).
Lecture-Discussion:
(a) Power Point on “Rubric: Home School Activity”, summative evaluation and follow up activities.
(b) Guest Speaker, Librarian for an hour to guide groups with resources as per need, time permitting
(c) Mary Waker’s Technology Presentation (Tentative)

Home Work, Discussion Board for Eight Session:
Discussion Board: Put draft of objectives, procedures, formative evaluation and references of lesson plan

8. **Feb 25:** Written Communications. Chapter 6 (8th Session).
Lecture-Discussion:
(a) Power point on Vygotsky’s Concepts and Terms Relevant to Lesson Plan (time permitting)
(b) Revisit concepts that are unclear about lesson plan & classroom critique of each others lesson plan

Home Work, Discussion Board for Ninth Session:
Discussion Board: Complete the lesson plan by adding summative evaluation and follow up activities to the previously stated incomplete draft or since then revised objectives, procedures, formative evaluation and references. Submit printed copy with appendices on 9th session.

Section 3. Building Relationships (Using Communication Standard)

9. **Mar 4:** Written Communications. Chapter 6 (9th Session).
Lecture-Discussion:
(a) Introduce child development concepts in Berger & Riojas- Cortez, (2012) and the handout listing various developments of the children and specific Skills within each development, which is in the folder on “Readings on Child Development The Topic for the Newsletter”, time permitting
(b) Critique commercial sample newsletters in class on discussion board, time permitting.
(c) Design the parent’s talents checklist and child’s information questionnaire, based on written instructions students put the draft in class on discussion board, time permitting.

Home Work, Discussion Board for Tenth Session:
Journal Entry: Complete the parent’s talents checklists and child’s information questionnaire.
Review: Listen to the PowerPoint on rubric for newsletter.

Submissions:
WRITTEN HOME–SCHOOL LESSON PLAN ON GROUP ACTIVITY DUE AT BEGINNING OF 9TH SESSION CLASS AND LOADED ON BB DISCUSSION BOARD, WITHOUT FAIL.

10. **Mar 18:** Face-to-Face Communications. Sections of Chapter 7, and 9 (10th Session).
(a) Critique commercial and students’ sample newsletters in class on discussion board, time permitting

Home Work, Discussion Board for Eleventh Session:
Discussion Board: Do partial draft of a newsletter

Section 4. Relationship with Diverse Families (Standard on Parenting)

11. **Mar 25:** Diverse Families. Chapter 3, 10 (11th Session).
Lecture-Discussion: Critique Student’s Drafts of Newsletter

Home Work, Discussion Board for Twelfth Session:
Discussion Board: Complete the newsletter

12. **Apr 1:** Diverse Families/Child with Special Needs in Families. Chapter 11 (12th Session).
Lecture-Discussion: Tammy Lynn Morris Clinical Program Manager, Center for Exceptional Families
18501 Rotunda Drive, Suite 200, Dearborn, MI 48124 (tentative)

**Home Work, Discussion Board for Thirteenth Session:**
Journal Entry: Read the Resource Guide and You are Mandated Reporter > child abuse folder>
Diverse Families and the *Berger & Riojas- Cortez*, Chapter 11 and answer.
**Submission:** Child Abuse Journal Entry

13. **Apr 8:** Diverse Families/Abuse in Families. Chapter 11 (13th Session).
   **Lecture-Discussion:**
   (a) Pp. on Power Point on Child Abuse and Diverse Families
   (b) Videotape on child abuse
   **Guest Speaker:**
   Mr. Paul Johnson, Social Worker
   Child Protected Services
   **Group Presentation**

   **Home Work, Discussion Board for Fourteenth Session:**
   Journal Entry: Face-to-Face Communications discussions on three articles on parent teacher conference
   **Group Presentation**
   Group 1 and 2: Home School Activity

14. **Apr 15:** Diverse Families/Course Evaluation (14th Session).
   **Lecture-Discussion:**
   (a) Pp. Course Review
   (b) Course Evaluation.
   (c) Material not covered on diverse families and face-to-face communication (time permitting)
   **Group Presentation**
   Group 3 and 4: Home School Activity
   **Apr 22 Study Day**

15. **Apr 29:** Diverse Families/Course Evaluation (15th Session).
   **Lecture-Discussion**
   (a) Material not covered on diverse families and face-to-face communication (time permitting)
   **Group Presentation**
   Group 5 and 6: Home School Activity