

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Michelle Harper	Date:	12/17/2020
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Department	Subject	Course Number	Title
Child Development & Education	Child Development & Education CDE	125	Child, Family and Community

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES

General Education Justification:

GELO1: This course requires students to analyze major theoretical frameworks of the socialization process and consider the interrelationship of the child, the family, and the community. GELO3: This course requires students to investigate scientific research on children with special socialization needs and to evaluate what society is doing to meet those needs. GELO4: This course requires students to identify and evaluate one's own values, goals, and sense of self as related to family history and life experience and assess how these may impact relationships with children and families of diverse backgrounds. GELO5: This course requires students to use field approved ethical standards when dealing with children and families.
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Maximum Enrollment:	35
Maximum Enrollment Justification:	Course requires significant response to written materials - check all that apply: Course requires significant individualized instruction or

assessment – check all that apply:

- * Course requires graded class discussion and graded class participation.
- * Course relies on small group dynamics as a means of instruction or assessment.

Justification: Course required students have a chance to discuss their thinking and receive feedback on their ability to apply abstract theories to a practical issues related to development.

Grading Method:

Letter Grade or P/NP

TOP code:

1305.00*

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course examines the developing child in a societal context which focuses on the interrelationships of family, school, peers, community and media, including culture, religion, economics, politics and change. The processes of socialization and identity development will be highlighted as well as an emphasis on historical and sociocultural factors that may affect typical and atypical development. Students will be required to observe children or licensed care settings and may need TB or Criminal Record Clearances.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course examines the developing child in a societal context while focusing on historical and sociocultural factors that may effect typical and atypical development.

Need for the course:

This course prepares students to use analytical thinking skills which will be needed as they progress at MSJC on to employment and/or university level educational environments. The course teaches core concepts required for Title 22 licensing regulations, the Child Development Permit, the Early Intervention and Inclusion Certificate and/or A.S. Degree, the Child and Adolescent Development A.A.T Degree, the Early Childhood Education A.S.T. Degree, the Infant Toddler Teacher Certificate, the Associate Teacher Certificate, and the Teacher Certificate. It is also an elective in the Social/Behavioral Science AA Degree.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ENGL 101

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Compare historical and theoretical frameworks of socialization.
2. Identify how the child develops when impacted and influenced by multiple factors of socialization (e.g, education, politics, socioeconomic factors on children and families, responses to gender, ethnicity, culture, religion, and disability.
3. Describe contemporary social issues, changes,and transitions that affect children,families, schools, and communities.
4. Compare and contrast diverse family characteristics and parenting styles.
5. Compare and contrast strategies that empower families to establish and maintain collaborative relationships to support the growth and development of children.
6. Identify and evaluate one's own values, goals, and sense of self as related to family history and life experience and assess how these may impact relationships with children and families.
7. Examine the impact of quality early intervention and child care on development and assess the influence of early childhood and early intervention professionals on the child, family and community.
8. Analyze the influence of peer groups and the media on children.
9. Investigate research on children with special socialization needs and evaluate what society is doing to meet those needs.
10. Analyze community support services and agencies that serve families in order to meet a variety of socialization needs.
11. Describe the legal requirements and ethical responsibilities of professionals working with children and families.

Course Content:

(please number the outline of main topics and subtopics)

1. Researching Child and Family Socialization
 1. Theoretical Frameworks
 1. Ecological Model
 2. Cultural Ecological Model
 3. Behaviorism
 4. Social Learning Theory
 5. Functionalism
 6. Conflict Theory
 7. Cognitive Theory
 8. Sociocultural Theory
 9. Critical Pedagogy
 2. Research Methodologies
 1. Experimental
 2. Correlational
 3. Observational
 4. Longitudinal
 5. Cross-sectional
 6. Cross-sequential

- 3. Understanding Socialization
 - 1. Aims of Socialization
 - 1. cultural aims
 - 2. ethical aims
 - 3. lawful aims
 - 2. Agents of Socialization
 - 3. Methods of Socialization
 - 1. family
 - 2. school
 - 3. mass media
 - 4. community
 - 5. peers
- 2. Agents of Socialization
 - 1. The Child
 - 1. Typical and Atypical Development
 - 2. Fostering Resiliency
 - 1. Role Infusion versus Identity
 - 2. Self-Concept, Self-Worth, Self-Esteem
 - 3. Negative Effects of Stressors
 - 2. The Family
 - 1. Family Systems
 - 2. Changes in the Family
 - 3. Consequences of Change on the Family and Children
 - 4. Cultural Influences on Families and Socialization
 - 1. Gender
 - 2. SES
 - 3. Sexual Orientation
 - 4. Religious
 - 5. Ethnic / Racial
 - 5. Unique Needs of Families of Children with Special Needs
 - 6. Parenting Styles
 - 1. Cultural Influences
 - 2. Traditions and Values
 - 3. Appropriate and Inappropriate Parenting Practices
 - 7. Contemporary Social Issues that affect Families and Children
 - 1. Stressors
 - 3. Inclusive Child Care
 - 1. Child Care and Socialization
 - 2. Collaborative Caregiving
 - 3. Cultural Diversity
 - 1. Anti-Bias Curriculum
 - 2. Acknowledge, Ask, Adapt
 - 3. Cultural Context of Child Care
 - 4. Provider's Role as a Socializing Agent
 - 1. Legal and Ethical Requirements and Responsibilities
 - 4. Educational System
 - 1. Schools and Socialization
 - 2. Schools and Change
 - 3. Schools and Other Socializing Forces
 - 4. Teacher's Role as a Socializing Agent
 - 1. Legal and Ethical Requirements and Responsibilities
 - 5. Cultural Diversity
 - 1. Anti-Bias Curriculum
 - 2. Acknowledge, Ask, Adapt

- 6. Critical Educational Outcomes - Disportionate
- 5. The Peer Group
 - 1. Peer Group and Socialization
 - 2. Functions of the Peer Group
 - 3. Peers and Play
 - 4. Peers and Friendships
 - 5. Positive Peer Interactions
 - 1. Peer Collaborations
 - 2. Tutoring
 - 3. Counseling
 - 6. Adult/Peer Group Interactions
- 6. The Mass Media
 - 1. Role of the Mass Media
 - 1. Social Media Influences
 - 2. Bullying
 - 3. Mass Biases
 - 4. Advocacy
 - 1. Respect versus Affirm versus Promote
 - 5. Marketing Messages
 - 1. Positive Versus Negative Empowerment
 - 2. Television and Movies
 - 3. Books and Magazines
 - 4. Music
 - 5. Interactive Media
- 7. The Community
 - 1. Structure and Function
 - 2. Child-Community Interactions
 - 1. Children from Culturally Diverse Families
 - 2. Children with Disabilities
 - 3. Children At-Risk for Negative Developmental Outcomes
 - 3. Community Services
 - 1. Referral Processes and Procedures
 - 2. Availability of Specialized Services and Support for Families and Children
 - 1. Culturally Diverse
 - 2. Special Needs
 - 3. At-risk Populations
 - 4. Strategies for Empowering Families
 - 1. Communication
 - 2. Partnerships
 - 3. Understanding Public Policy

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture and audio-visual presentations relating to current research and knowledge pertaining to socialization and its effects on the child, family, school, and community
- **Method:** Discussion
Integration: Large and small group discussions, diagramming while reflecting, interviews and observations used to define appropriate socialization techniques, and to locate appropriate community resources for families as well as to practice strategies for building collaborative relationships
- **Method:** Review of quizzes
Integration: Review of quizzes and individual learning activities used to demonstrate student comprehension of the socialization process and evaluate its effects on the child, family, school, and community

- **Method:** Role Playing/Simulation
Integration: Role playing will be used to demonstrate student's understanding of the different types of parenting styles
- **Method:** In-class Exercises
Integration: In class exercises will be used for students to reflect on content (e.g, self-concept, peer pressure, and sibling influence).
- **Method:** Group Projects
Integration: Groups will be formed to complete community resource projects. Students will work together to develop a resource plan that provides support to a mock family.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
Integration: Exams that determine student's understanding of the socialization process and its impact on child and family development.
- **Method:** Papers
Integration: Writing assignments that are comprehensive and establish student's understanding of the socialization process, impact of special needs on the child, family and community, and how to advocate for children and their families.
- **Method:** Oral Presentation
Integration: Oral presentation of research findings to highlight student's understanding of the processes of socialization and advocacy.
- **Method:** Class Work
Integration: Class work (e.g., role playing, group reflections, class activities) will be used as learning opportunities and assessment tools.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Using Bronfenbrenner's Bioecological Model, describe the agents of socialization and how each has impacted your life over the following time periods: Early Childhood (0-5 years); School Years (6-12 years); Adolescence (13-18 years) and Adulthood (18+ years). Include at least two methods of socialization used by each socialization agent and how each agent has impacted your life for each age range. Conclude the assignment by analyzing the overall impact of the socialization agents on your life and how this has impacted your development. Assignment may be presented in essay format, Powerpoint presentation, other visual media as allowed by instructor and summarized during an oral presentation.
2. Using MSJC databases and community resources, identify and research a special need experienced by children and/or families and develop an advocacy plan OR locate a local advocacy group and learn how to become involved as a volunteer. Present findings through small group or individual presentations utilizing an approved instructor method such as: Powerpoint presentation, posterboard, visual display, video presentation and so on.
3. Watching two children's cartoons, evaluate the type of media provided in each one. Tally the types of behaviors visible to children - racism, sexism, etc. Then evaluate the different commercials visible to children during these cartoons. Summarize your findings in a research paper, providing references to the ecological model and other textbook theories and research.

Textbooks:

- Scully, Stites, Roberts-King & Barbour (2019). *Families, Schools, and Communities: Building Partnerships for Educating Children* Pearson. ISBN: 9780134747750

Berns, R. M. (2019). *Child, Family, School, Community: Socialization and Support, 11th ed.* Wadsworth: Cengage Learning . ISBN: 0: 1305088972

Other Resources:

Minimum Qualification

- Child Development/Early Childhood Education (Masters Required)