

UNIVERSITY OF NEW MEXICO - TAOS  
Early Childhood Multicultural Education  
Spring 2009

**COURSE TITLE:** ECME 111 Family and Community Collaboration I (3 cr hrs)

**INSTRUCTOR:** Gary Atias 737-6235 770-7669 [atias@unm.edu](mailto:atias@unm.edu) or [atiastao@msn.com](mailto:atiastao@msn.com)

**OFFICE HOURS:** Tuesday, Wednesday & Thursday 1:00 - 3:00 and by appointment

**REQUIRED TEXTS:**

*Gestwicki, C. (2007). Home, school, and community relations (6<sup>th</sup> ed.). Albany, NY: Delmar.*

*Common Core Content & Areas of Specialization. New Mexico Higher Education Task Force. (ECME majors)*

**COURSE DESCRIPTION:**

This course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed. Strategies for communicating with parents and guardians about their children and incorporating the families' goals and desires for their children into the early childhood program will be included. In addition, you will be introduced to representatives from several relevant community agencies as guest speakers who will share their thoughts on collaboration.

**COURSE OBJECTIVES:**

This course is part of the required program of study for an Associate of Arts degree in early childhood education. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for Early Childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child. (III.A)
2. Create and maintain a safe and welcoming environment for families and community members. (III.B)
3. Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning. (III.C)
4. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices. (III.D)
5. Demonstrate understanding of the complexity and dynamics of family systems. (III.E)

6. Demonstrate understanding of the effects of family stress on the behavior of children and other family members. (III.F)
7. Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and/or intervention strategies. (III.G)
8. Develop partnerships with family members to promote early literacy in the home. (III.H)
9. Involve families and community members in contributing to the learning environment. (III.I)
10. Establish partnerships with community members in promoting literacy. (III.J)
11. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. (III.K)

#### EXPECTATIONS:

Attendance and participation are a large part of your grade in this course. Students are expected to arrive on time and stay for the entire class time and participate in class activities. Classes will be structured to be active and interactive. Guest speakers will be a regular class feature. It is also expected that students will have prepared for the class by reading assigned materials and bringing their books to class. *Students may be dropped from the course by the Instructor after a third absence. Third and fourth absences will only be allowed for good cause and must be followed by a two page report on the topic of the missed class, using the textbook chapter and the notes of at least two class-mates. This must be done within two weeks of the absence. **Any student with five absences, for whatever reason, will be dropped from the Course and given a "W" or "WP".***

A pattern of late arrival or leaving class early can be considered as an absence and will result in loss of at least some points for attendance.

#### COURSE REQUIREMENTS:

##### I. Student Reflective Journal

A journal is an ongoing account of your learning experiences relative to topics and activities of this class. The purpose of this opportunity is for you to synthesize your class experiences, to reflect on personal development and to expand your own learning experiences. It should also provide me with insight into your knowledge, feelings, experiences, interests, and curiosities. Through writing in your journal you will have an opportunity to think about class discussions and textbook readings and compare these to your own beliefs. Your text also has journal suggestions if you cannot think of a journal response from class or you were absent (see tentative schedule). Eleven journals are required (not more than one per week) during the semester. Five journals must be handed in by class # 8 or you will receive a "student alert". I will give a written response to your journals or plan additional class activities when appropriate. Remember, I'm looking for your reaction to class, not a summary of what happened.

##### II. Assignment Choices

**Four choices due on specified dates.**

Each of the following activities is a possible choice. 4 assignments are required for this class. You may complete the assignments in any order. To obtain full credit for these assignments you must turn them in on time and prepared in accordance with the specific guidelines.

1. Prepare a personal philosophy paper (3-4 pages) that reflects "Race, culture, gender, diversity, and equity" in early childhood programs and develop a plan for enhancing your own effectiveness as a teacher in a diverse setting. Reflect on how you would celebrate diversity in your classroom.
2. Prepare a thorough local resource brochure that would help families address the issues they could face in raising their children. Include at least 7 agencies/listings that you think would be helpful to Taos families today. This brochure should also list at least 3 articles, videos, web sites or books that have useful information for typical family issues. The brochure should be prepared carefully and contain enough information about any one source so that an individual could locate the information or service without any trouble. You should divide the brochure into specific areas of support (for example, "Places that Provide Support to Parents with Sick Children", or "Where to go to Get Help with Financial Concerns") and then detail the specific information. Include a short paragraph after each entry that explains why you think it is useful for families.
3. Some parents have difficulty understanding the emotional needs of young children. Prepare a poster suitable for classroom display that identifies one concept of emotional development that you think parents need to better understand and deal with (for example, attachment or separation anxiety, fear of new experiences, grief) as an aid to parent education. The poster should be attractive, eye-catching and useful. At a minimum you should:
  - define the concept using research-based information. Provide references.
  - give real examples of how it affects children's behavior and development,
  - provide 3 suggestions for how parents can help their children.
  - give 3 resources (books, magazines, web sites e.g.) where parents can get more information.
4. Research a cultural or ethnic group or a different style of family with which you are unfamiliar. Write a 3-5 page paper about this group and include what you have learned that you will incorporate into your work with children and families. Contrast cultural values and parenting styles if possible.
5. Research children's literature to identify at least 10 books that explore issues of similarities and differences among people of various ethnic, racial, economic, social backgrounds, and of different abilities. This book list should be appropriate to use with children age 8 and younger. You should include the author, title, publisher, copyright date, and a short synopsis of each book in a 4 x 6 card-file. The synopsis should be written in appropriate paragraph style with full sentences, correct spelling and grammar.
6. Research a particular syndrome, disability or family issue that might affect a child in your community. Write a paper of at least 3 pages describing what you learned, how it affects the child's development and how you would include a child with this condition or family issue into a group of peers. List at least 3 references.
7. Write a letter to an imaginary group of parents or plan a presentation for a parent meeting explaining why you are encouraging young boys to play in the housekeeping area and dress up in all kinds of clothes and girls to play in the block area. The letter or presentation should be at least one page long and include references to social and emotional development and address the issue of formation of gender identity. You should include at least two references from which you base your letter - not just your opinion.
8. Do you have an assignment idea of your own? Run it by me!

### III. Final Exam

There will be a 20 question final exam which may consist of multiple choice, true or false or "fill in the blank" questions. You may use your books and notes during the exam.

IV. Completed Class-reaction Form (I'll provide form).

**EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

**GRADING POLICY**

Grades will be based upon attendance, participation in class activities, reflection journals, and assignments.

Attendance & participation 20 points x 15 classes -- 300 points

INCLUDING class activities stipulated in syllabus

Reflection Journal 10 points x 11 classes = 110 points

Assignments 4 @ 120 points each -- 480 points

Final Exam = 100 points

Class Reaction Form = 10 points

Letter Grades:

970-1000 = A+ , 930 - 969 = A, 900 - 929 = A-, 870 - 899 = B+, 830 - 869 = B, 800 - 829 = B-

770- 799 = C+ , 730 - 769 = C , 700 - 729 = C-, 650 - 699 = D+, 600 - 649 = D, Below 600 = F

**\* Assignments not turned in on time lose 5 points per day until the next class. Assignments not turned in on the next class receive 0 points. Feel free to turn assignments in early to avoid penalties.**

**ADA (Americans with Disabilities Act):**

In accordance with university policy 231 and the Americans with disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation and who registers with Amie Chavez-Aguilar at Student Services (737-6200, aca@unm.edu). **It is imperative that you take the initiative to bring such needs to our attention, as the Instructor is not legally permitted to inquire.** Students who may require assistance in emergency evacuations should contact the Instructor as to the most appropriate procedures to follow.

**Academic Integrity**

The policy of the University of New Mexico -Taos is that academic honesty is one of the basic steps toward personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of evaluations, submitting work of another person or work previously used without informing the Instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog or online at <http://taos.unm.edu>.

**Dropping the course:**

It is the student's responsibility to drop a course. The instructor is not required, nor should be expected, to drop a student from the official roster. Do not assume that failing to come to class will result in your being dropped from the course.

**Due Process:**

If you have any problems in the class that cannot be directly handled by talking with the instructor, the appropriate person to contact is the Academy Head.

**ECME 111 Spring 2009  
TENTATIVE SCHEDULE**

<b>Week</b>	<b>During class</b>	<b>Before class</b>	<b>Assignments Due</b>
1) Jan 21	Introductions Get acquainted Go over syllabi Discuss families today	Purchase text book	
2) Jan 28	Family systems and changing roles of family members  Small group discussion	Read Chapter 1	Journal entry p. 13 ( To turn in on 2/4)
3) Feb 4	Parenting Styles & Family Images Divorce # Blended Families Adoptive & Alternative Families <b>Guest Speaker: Kathy Namba:            First Steps Program</b>	Read chapter 2 & 3 plus Middle of 523 to 531	Journal: p. 31, 60, 80, 105 or 115
4) Feb 11	Involving family and community members in the learning environment <b>Guest Speaker: Grace Coca:            Los Angelitos</b>	Read Chapter 4 & 5	Journal: p. 159 or 185
5) Feb 18	Potential barriers to teacher/family partnerships Infant/Pre-school Special Needs Early Intervention Programs <b>Guest Speaker:</b>	Read Chapter 6 plus Middle of 539 to top of 548	Journal: p. 208 or 215
6) Feb 25	Foundations for successful partnership. Questionnaires. Emotional Intelligence Incorporating family desires/goals into curriculum and intervention strategies <b>Guest Speaker:</b>	Read Chapter 7 & 17	Journal: 238 or 602  First Assignment Due.

7) Mar 4	Collaborative Relationships & Informal Communication  Child Abuse and/or Neglect <b>Guest Speaker:</b>	Read chapter 8, plus Bottom of 562 to top of 574	Journal: p. 266, 278 Or 564
8) March 11	Resolving troublesome attitudes <b>Guest Speaker:</b>	Read chapter 9	Journal: p. 288

9) March 18	Parent/Teacher conferences Role play of conferences <b>Guest Speaker: Team Builders, Teresa Bertonsin</b>	Read chapter 10	Journal: p. 334 or 341  Second Assignment Due
10) March 25	Home visits <b>Guest Speaker:</b>	Read Chapter 11	Classroom journal only
11) April 8	Families in the classroom Family meetings Creating & Maintaining Welcoming Classroom Environments. <b>Guest Speaker:</b>	Read Chapters 12 & 13 Plus Articles	Journal: p.388, 398 or 424
12) April 15	Family and community roles in promoting children's literacy Policies, procedures, and procedural safeguards for families <b>Guest Speaker:</b>	Read Chapter 14	Journal: p. 458
13) April 22	Families in diverse cultural contexts-role of language and culture Communication in various languages, formats, and contexts. <b>Video: Anti-Bias Curriculum</b>	Read chapter 15	Journal: p. 491 or 498 Third Assignment Due
14) April 29	Understanding and addressing family stress <b>Guest Speaker: CPS Team</b>	Read remainder of chapter 16	Journal: p. 564 (unless used already) Fourth Assignment Due

15) May 6	Programs that work Final Exam Bringing it all together	Read chapter 18	Turn in final journal
May 13	Make-up Day if necessary		

Note: Additional Guest Speakers will be announced after the dates are confirmed.

Casa De Corazo,, Youth Heartline, CAV, Men Against Violence, CPS, Child Safety Program, Dream Tree, Taos Safe Room.