



**Dixie State University**  
**Department of Family Studies and Human Development**  
**Syllabus**

**Course Title: Partnering With Parents**

**Meeting Days/Time: Online**

**CRN: 22341**

**Semester/Year: Spring 2018**

**Instructor's Email: buckner@dixie.edu**

**Course Number: FSHD 2180-40**

**Credit Hours: 2**

**Instructor: Dr. Cari Buckner**

**Instructor's Phone Number:**

**Instructor's Office Location and Office Hours:**  
WEDU 112, T/W/Th 10:00 – 12:00 or email to make an appointment.

**Course Description:** Required of students pursuing the associate's degree in Early Childhood Education, but valuable to all educators. Prepares educators to competently structure the vital collaboration between educational agencies and the home by highlighting the fact that school and the home are intertwined in the support of healthy childhood development. Focuses on the development of attitudes, knowledge and skills that educators bring to strengthen school and home relationships. SP

**Course pre-requisites and/or co-requisites:** FCS 1500 (can be concurrently enrolled); or FCS 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled); AND FCS 2610 (can be concurrently enrolled)

**Lab or course fees:** None

**Required Textbook(s) and Materials:** No Textbook is required for this course. Required articles for reading are provided on Canvas.

- Article 1: *Parent's Perspectives.*
- Article 2: *Family School Collaboration*
- Article 3: *Exploring Cultural Heritage in a Kindergarten Classroom*
- Article 4: *Diversity in Early Childhood Classrooms*

FCS 1500 (can be concurrently enrolled); or FCS 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled); AND FCS 2610 (can be concurrently enrolled)

**Institutional Learning Outcomes:**

1. ILO 1: Skills- Develop discipline-specific skills and foundational skills in information literacy, quantitative reasoning, critical and creative thinking, inquiry and analysis, teamwork, leadership, and varied modes of communication.
2. ILO 2: Knowledge - Achieve comprehensive knowledge of discipline-specific area(s) of study and of human cultures and the physical and natural world, through engagement with contemporary and enduring questions.
3. ILO 3: Innovation - Synthesize and collaborate across general and discipline-specific studies for creative resolution of complex and unscripted problems within and beyond the university campus.
4. ILO 4: Responsibility - Acquire civic, community, and intercultural knowledge and develop social competence while engaging as a responsible, global citizen.
5. ILO 5: Grit - Develop passion and perseverance towards long-term goals despite significant obstacles

**Family Studies and Human Development Course Objectives:**

1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
  - a. Gathering information
  - b. Comparing and contrasting sources and quality of information
  - c. Evaluating information for reliability and validity
  - d. Creating resolutions/proposals to solve questions or problems within the discipline.

**Course Learning Outcomes**

<b>Course Objectives</b>	<b>ILO FSHD</b>	<b>Corresponding Course Assessment</b>
Student will identify and discuss the importance of creating strong, working partnerships between schools and families.	ILO 2  FSHD 3	Perspective of Parents
Student will analyze the role of teachers, parents, and institutions in developing productive partnerships	ILO 2  FSHD 3	
Student will demonstrate strategies that should be used when working with families of different cultures.	ILO 1  FSHD 4	What's My History Cultural Activity
Student will demonstrate knowledge of the stages of child development and be able to communicate those stages with parents.	ILO 2  FSHD 1, 2, 3, 4	Quiz Parent-Teacher/Home Visit Conference
Student will be familiar with disabilities and their impact on family members.		Research paper on a disability Book Review
Student will demonstrate methods to effectively communicate with parents and families.	ILO 3  FSHD 3	Newsletter
Student will explain effective and meaningful ways to involve parents in their child's education.	ILO 3  FSHD 3	Online Discussions
Student will be knowledgeable about community resources that are available to support parents and families.	ILO 3  FSHD 3, 4	A Pamphlet listing valuable resources that are available in your community.

**Course Assignments and Assessments:**

- **Discover your heritage** by researching your family's past. If you were adopted and your heritage was not revealed to you, make up a heritage that you would like to have.
- **Book Review:** Select a book, (children's book, fiction, non-fiction, novel that addresses one of the following issues:

Child abuse	Diversity	Children with Special Needs
Homeless	Families	ELL Children

Some suggested books are:

The Family Book by Todd Parr

Families by Ann Morris

The Family Under the Bridge by Natalie Savage Carlson and Garth Williams

A

Family Apart (Orphan Train Adventures) by Joan Lowery Nixon

Fly Away Home by Eve Bunting

Out of My Mind by Sharon M. Draper

The Snitches by Dr. Seuss

The Sandwich Swap by Queen Rania of Jordan Al Abdullah, Kelly DiPucchio and Tricia \_\_\_\_\_ mkTusa

• **Take-home Activity:** Develop a resource file of games, articles, books, and recycled materials that could be used with children and their families.

• **Parent Newsletter:**

<sup>a</sup> **Online Discussions**

• **Quizzes**

• **Pamphlet:** Compile a directory of organizations in your community that provide services for children with special needs.

**Grading:** (and explanation of grade determination – e.g. percentage of grade or total points allocated to tests, projects, practicum, etc.)

A = 95-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-94	B- = 80-83	C- = 70-73	D- = 60-63
B+ = 87-89	C+ = 77-79	D+ = 65-69	F = Below 59

It is the responsibility of the student to verify that all grades have been correctly placed into CANVAS by the instructor. Monitor CANVAS weekly and notify the instructor immediately, if you are missing a grade or have received an incorrect grade.

Save tests, quizzes, and other assignments to verify your claims. Grades will not be changed without proof of instructor oversight or error, and no grade can be changed once final grades have been entered.

**Important dates to remember for Fall 2018:**

Semester calendars available at <https://academics.dixie.edu/syllabus/#semester>.

**Date & Time of Final Exam for this course:** Proctored Exam in Testing Center May 1 – May 2<sup>nd</sup>.

**Final Exam Schedule for Fall 2017:** <https://academics.dixie.edu/syllabus/#finals>

**DSU Student Academic Conduct and Academic Integrity Policies:**

Please visit <https://academics.dixie.edu/syllabus/#semester> (click on Policies & Statements link) for information on DSU policies related to Academic Dishonesty/Academic Integrity, Disruptive Behavior, Absences related to college functions, Disability/Accessibility Resources, DMail, and Title IX.

### **Important links:**

Disability Resource Center – <https://dixie.edu/drcenter>  
Health and Counseling Center – <https://wellness.dixie.edu>  
IT Help Desk – <https://dixie.edu/helpdesk>  
Library – <http://library.dixie.edu>  
Testing Center – <http://dixie.edu/testing>  
Tutoring Center – <http://dixie.edu/tutoring>  
Writing Center – <https://writingcenter.dixie.edu>

**Instructure Canvas:** If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the help desk website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located on the second floor of the Holland building, across from the east elevators. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

**Non-student in the classroom and other designated study areas:** (<https://dixie.edu/policylibrary/cat500/> : Attendance) In support of existing policy of the Dixie State University Handbook, it is expected that only bona fide students as defined and classified by the Dixie State University catalog, will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at Dixie State University except in certain areas and under certain circumstances. University facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final.

### **Course Policies:**

1. **All papers are to be typewritten, using size 12 font.**
2. Writing in class will be graded for content, punctuation, grammar, spelling and word usage unless stated otherwise. Do college level work. That means that you use correct punctuation, avoid run-on sentences, divide paper into paragraphs **and** make sure your sentences make sense. Do not plagiarize the work of others.
3. Keep a copy of all assignments and graded work.
4. Assignments should be submitted on Canvas by 11:59 p.m. on the date due.
5. There are several videos provided for you on Canvas to make the class more interesting. If you have problems with a video link: 1. Try accessing video on a computer in a DSU Computer Lab; 2. Contact IT in the Library for help; or 3. Contact Dr. Buckner
6. **You will have a one week grace period to turn in assignments (Except for online discussions and quizzes) After the one week grace period, the assignment will not be accepted and you will receive a 0.**
7. **Please participate in online discussions. Do not wait until the last minute to post initial responses and then respond to the posts of other responses. A part of your online discussion will be based on your meaningful interaction with other members of the class.**
8. **Please log onto Canvas at least once or twice a week to keep up with instruction, expectations, and assignments.**
9. **Do not hesitate to ask questions.**
10. **Always do quality work.**

## **COURSE OUTLINE:**

<b>Date/Module</b>	<b>Focus of Study</b>	<b>Assignments</b>
8 Jan. -16 Jan.	<b>Module 1: Welcoming to Partnering with Parents</b> Self-Introduction Discussion	Self-introduction Discussion <b>Due Jan. 16th</b>
16 Jan – 23 Jan.	<b>Module 2: Building Effective Partnerships with Families</b> Read article: <i>Parent's Perspectives</i> Watch Video	Perspective of Parents' Role in the Classroom. <b>Due Jan. 22, 2018</b>
23 Jan. – 30 Jan.	<b>Module 3: Family School Collaboration</b>	School-Family Collaboration Discussion <b>Due Jan, 29, 2018</b>
30 Jan. – 20 Feb.	<b>Module 4: Exploring Culture</b> Week 1: Exploring Cultural Heritage Week 2: Working with Families of Different Cultures Week 3: Impact of Culture and Literacy in Classroom	Discover Your Heritage <b>Due Feb. 6, 2018</b> Online Discussion <b>Due Feb. 13, 2018</b> Online Discussion <b>Due Feb. 20, 2018</b>
20 Feb. – 6 Mar.	<b>Module 5: Child Development</b> Week 1: Developmental Milestones and Stages Week 2: Strategies for parents	Online Discussion <b>Due 27 Feb. 2018</b> Handout you would provide parents with that includes strategies for a specific area of development. <b>Due Mar. 6, 2018</b>
6 Mar – 12 Mar	<b>Module 6: Communicating with Parents and Families</b>	Newsletter, brochure <b>Due Mar 12, 2018</b>
12 Mar – 16 Mar	<b>Spring Break</b>	
20 Mar – 3 Apr.	<b>Module 7: Children With Special Needs</b> Week 1: Identifying Special Needs Week 2: Providing Support for Parents	Research Paper <b>Due Apr. 24, 2018</b> Book Review <b>Due Mar, 20, 2018</b>
3 Apr – 10 Apr.	<b>Module 8: Involving Parents</b>	Take-Home Activity <b>Due 10 Apr. 2018</b>
10 Apr – 17 Apr.	<b>Module 9: Community Resources</b>	Pamphlet on Community Resources <b>Due Apr 17, 2018</b>
17 Apr. – 26 Apr.	<b>Module 10: Finish up Semester</b> Prepare for Final Exam	
1 May – 2 May	Proctored Final Exam in Testing Center	Must be completed by May 2, 2018