

Syllabus for ECE 5: The Child in the Family and Community

Course Information

- Semester and Year: Fall 2025
- Course ID and Section number: ECE-5-E9159
- Instructor's name: Dr. Darius Kalvaitis
- Location: Online in Canvas
- Course units: 3

Instructor Contact Information

- Office location or Online: HU 108b
- Office hours: by Appointment on Zoom, by phone, or on campus
- Phone number: 707.476.4338
- Email address: Darius-kalvaitis@redwoods.edu
- Communication notes: Reach out to me as needed for academic support and advice

Required Materials:

- None

Catalog Description

- The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development.

Course Student Learning Outcomes

1. Describe socialization of the child, focusing on the interrelationship of family, school, and community.
2. Identify the educational, political, and socioeconomic impacts on children and families.
3. Describe strategies that empower families and encourage family involvement in children's development.

*The instructor reserves the right to modify and adjust the syllabus
to meet student and course needs*

Course Textbook & Other Materials

The textbook is provided as a PDF and embedded in Canvas.

Child Family Community: The Socialization of Diverse Children

By Rebecca Laff & Wendy Ruiz

Remixed in 2022, College of the Canyons, LibreTexts

[Textbook via Libretxts](#)

You can purchase a hard copy for \$15-\$25 at:

[Buy hardcopy of Text](#)

Course Calendar

All dates and descriptions are provided in Canvas

Evaluation and Grading Policy

Assignment	Points	Description	Details and Explanation	Student Learning Outcome
Weekly Discussions (15)	45%	Post each (and every) week and reply to at least 2 students each week	Online- Post to the prompt: DUE by Thursday night Weekly posts must be 250–350 words, reflecting an understanding of the materials (text, lecture, articles), critical thinking, and citations from the readings (with page numbers and author names). Relate the content to your personal life or work experiences. Reply to at least 2 students:DUE by Sunday night Responses must be at least 100 words, thoughtfully engaging with the ideas in their posts.	SLO #3 Describe strategies that empower families and encourage family involvement in children’s development.

Quizzes (4)	25%	Quizzes on Canvas and course content	The 1 st Quiz is about Canvas and the syllabus, and you can take it many times. The other 3 are about class content and the readings and other class activities.	SLO #1 Describe socialization of the child, focusing on the interrelationship of family, school, and community.
Community Resources	15%	Each student will choose a community support service or agency available to the community and families using early care and education services. You are to contact the identified agency or resource.	Getting to know local resources to support children and families. As a class we will research local resources and then each student will select a resource to focus on and represent. Then as a class we will work on developing Google Doc to store all the information students have gathered and share as a group. Then you will present a visual of the resources for the final assignment in Canvas.	
Final Paper or Presentation	15%	Paper about Societies impacts on children.	This Final paper or student presentation will be your opportunity to summarize your learning and share how society impacts children on an educational, political, and socioeconomic perspective. We will be covering these topics all term so you will have much content to draw from.	SLO #2 Identify the educational, political, and socioeconomic impacts on children and families.
Total	100%			

Your final grade will be based on the total points you have earned throughout the semester. After

each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site.

Points can only be earned by completing the above assignments by the deadline

A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent.

My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more than the basic assignment criteria.

An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment is what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling.

Assignments are due by 11:59 P.M. on the "due date" given in Canvas.

Late assignments are accepted for up to the "accept until" time as posted in Canvas.

Course Grade* 94 to 100 = A

90 to 93.99 = A-

86 to 89.99 = B+

83 to 85.99 = B

80 to 82.99 = B-

76 to 79.99 = C+

70 to 75.99 = C

60 to 69.99 = D*

0 to 59.99 = F

***Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better.** Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Students may be dropped from the course at the faculty's discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.

Grace Policy:

- Life happens! You are allowed to miss **one** of each assignment type **without penalty** — that means you can skip **one weekly discussion, one quiz**, and it **will not count against your final grade**. No need to email or explain—this flexibility is built into the course to support your well-being. Use it wisely!
- The semester moves fast, so no extensions or late submissions will be available. If you have a documented emergency or other life crisis, you can email me and let me know so that I can try to support you through it academically.

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Use Class Policy

Written with help from AI – *

Advancements in generative AI, like ChatGPT and Google's Bard, offer tools that can aid learning but may hinder critical and creative thinking if overused. AI outputs can be unreliable and biased.

In this ECE class, you can use AI to help you learn and write. However, you must be transparent with this right at the start!

Therefore, disclose any use of AI at the beginning of your writing for this class in every assignment!

You are responsible for the content you submit, so review AI-generated outputs for accuracy, bias, appropriateness, and alignment with your perspective.

We, as CR instructors have tools to detect AI use in your submitted assignments. Please disclose any AI assistance used to make your learning and our grading positive and honest.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and

physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility and Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280

- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280