ECE 5- The Child in the Family and in the Community

Course Information

Semester & Year: Spring 2025
Course ID and Section number: ECE-5-K8587 (058587)
Instructor's name: Misty Knight
Location: Klamath Trinity Instructional Site
Course units: 3

Instructor Contact Information

Office location or Online (Canvas URL or link?):
Office hours: 8:00am to 6:00pm
Phone number: 530 905 0073
Email address: misty-knight@redwoods.edu
Messenger on Facebook
Communication notes: Call, email, or message me anytime.

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

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

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility & 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: Student Services building, first floor SS113
Del Norte campus
- Phone: 707-465-2353
- Location: main building, near the Library
Klamath-Trinity campus
- Phone: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

CR Online Learning Support
Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

Library Articles & Databases
Find the best library databases for your research.

Online Tutoring Resources
Participate in tutoring over Zoom.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.
Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline
If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline

1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline
741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Log in or set up an account with Timely Care.

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Counseling

Counseling and Advising can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus

- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

Del Norte campus

- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

Klamath-Trinity campus

- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: Summer hours may vary

Basic Needs Center

Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Submit a request for services and information.

Basic Needs Center contact info

- Phone: 707-476-4153
- Email: the-grove@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

[Introduction - Library Services for Students - LibGuides at College of the Redwoods](#) promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MCE)

The [Multicultural and Equity Center](#) is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

Student Tech Help

Technical [Support](#) provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

[EOPS/CARE](#) (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the [Eureka TRiO office](#) or the [Del Norte TRiO office](#).

Veterans Resource Center

The [Veterans Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

California Work Opportunity & Responsibility to Kids ([CalWorks](#)) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy- All Assignments can be found in Canvas

Rubrics will be found in Canvas attached to each assignment. Please be sure to read them carefully and include any of the required criteria for the assignments. The comments will include feedback for the grades you receive.

Spring 2025 Dates

Date	To Remember
January 17	Last day to register for classes (day before the first class meeting)
January 18	Classes begin
January 20	Martin Luther King's Birthday (All Campuses Closed)
January 24	Last Day to add a class
January 31	Last Day to Drop & Receive a Refund
February 2	Last Day to Drop w/out a "W"
February 3	Census Date (20% of class)
February 14	Lincoln's Birthday (All Campuses Closed)
February 17	President's Day (All Campuses Closed)
March 6	Last Day to Petition to Graduate & Petition for Certificate
March 17 - 22	Spring Break (No Classes)
March 28	Last Day for Student/Faculty Withdrawal
March 31	Cesar Chavez Day (All Campuses Closed)
May 10 - 16	Final Examinations
May 16	Last Day to File P/NP Option
May 16	Semester Ends
May 23	Grades Due
May 26	Memorial Day (All Campuses Closed)
May 30	Grades Available for Transcript Release

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, 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 academic dishonesty, 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 2024-2025 College Catalog and CR Board and Administrative Policies.

AI Use Class Policy

Generative AI tools, such as ChatGPT and Google's Bard, are likely to be widely used in the workplace moving forward. It's important for you to understand how to use them ethically and effectively. For that reason, in this class, you will sometimes be invited to use such a tool in the completion of an assignment. In this class, using generative AI tools is not cheating if the outputs are screened by you for accuracy, bias, appropriateness, and fidelity to your perspective.

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 2024-2025 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.

Canvas Information

- Log into Canvas at My CR Portal
- For help logging in to Canvas and general tech help, visit Canvas Support Home
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: Canvas Student Orientation Course

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students

may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact [Admissions and Records](). Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the [Student Information Update form-2022.pdf]().

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor]() and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [campus-safety@redwoods.edu]() if you have any questions. For more information visit [Campus Safety](). Please review the [EurekaEmergencyMap_S24.pdf]() for campus evacuation sites, including the closet site to this classroom (posted by the exit of each room).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map]() for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, visit [Campus Safety]().

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.
In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
• Do not leave site, unless it has been deemed safe by the person in command.

Each week we will be focusing upon a different topic. To be better prepared here is a list of the weekly topics that we will be covering in the class.

Module 1

Week 1 Introductions

- **Concepts:** Introductions, Syllabus, Essays, One Search, AI, Practice presentations, Annotated Bibliography, APA 7.

- **Objectives:** Expectations for the class, grading, rubrics, how to access academic sources and tools to help with the class.

- **Activities:** Introductions, reading syllabus, group discussions, practice presentation.

Week 2: Introduction to Major Historical and Current Theoretical Frameworks of Socialization-Bowlby, Mary Ainsworth, Bandura, Erikson, Jerome Bruner

- **Concept:** Major current and historical theoretical frameworks of socialization.
- **Objectives:** Understand key theories of socialization and their relevance.
- **Activities:** Group work, research Theorists and share with the class.
- **Introduce Research paper Assignment: Socialization Theory Paper**

Week 3: Continuation of Major Historic and Current Theoretical Frameworks of Socialization Lev Vygotsky, Bronfenbrenner, Piaget, Gardner

- **Concept:** Continued exploration of historical and Current theoretical frameworks.
- **Objectives:** Explore significant historical figures and their contributions to the understanding of socialization (e.g., Freud, Erikson, Vygotsky).

- **Activities:** Part 2 of Group presentations on different theorists and their impact on socialization.

Week 4: Understanding the Agents of Socialization & Interrelatedness of family, school and community as agents of socialization

- **Concept:** Interrelatedness of family, school, and community as agents of socialization.
- **Objectives:** Identify and analyze the roles of family, school, and community in socialization.
- **Activities:** Class discussion on how these agents influence children's development, using case studies. Introduction to literature Review

Module 2

Week 5: Systems of Development & how the child as develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community. Bronfenbrenner

- **Concept:** How a child develops within a system influenced by family, childcare, schooling, and community.
- **Objectives:** Explore ecological systems theory and its applications in real-life scenarios.
- **Activities:** In class lecture and introduction to Reflection Essay on How Different Systems Affect a Child's Development

Week 6: The Role of Education in Socialization & the influence of the teacher and caregivers on children and families.

- **Concept:** Teachers' and caregivers' influences on children and families.
- **Objectives:** Analyze the impact of teachers and caregivers on socialization.
- **Activities:** Guest speaker session with a teacher or childcare provider discussing their role.
- **Assessment:** In class Lecture and Introduce Reflection Essay on Caregivers' Influence on Socialization

Week 7: Socio-Cultural Influences on Children and Families How to help families experiencing stress

- **Theme:** Impact of age, gender, diverse abilities, language, culture, poverty, racial identity, and socio-economic status on children and families.
- **Objectives:** Analyze how these factors influence a child's development and family dynamics.
- **Activities:** Develop appropriate strategies to assist families experiencing stress.

In class Assignment Stress Management Resource Development

Week 8: Early Childhood Practices Challenges and benefits-Effective communication strategies.

- **Theme:** Challenges and benefits of early childhood practices that support children and families.
- **Objectives:** Identify effective early childhood practices and their impacts. Analyze diverse practices, patterns and styles of communication, and demonstrate positive effective communication strategies that are appropriate and support all families.
- **Activities:** Lecture and discussion on various early childhood education practices, including play-based learning and individualized instruction.
- **Assignment-.** - In class assignment -Communication Style Analysis

Week 9: Spring Break

Module 3

Week 10: Contemporary Social Issues

- **Theme:** Describe contemporary social issues and their effects on families and children.
- **Objectives:** Purpose of recognizing key contemporary issues (e.g., homelessness, mental health, immigration).
- **Activities:** Research and analyze a contemporary social issue affecting children and families; include interviews with community members if possible-Case Study Analysis- In class assignment-In class Introduce Social Issues Report Reflection essay with Presentation.

Week 11: Stereotypes and Assumptions Legal and Ethical Responsibilities

- **Theme:** Stereotypes and assumptions and their effects upon the family, culture, and the professional community.
- **Objectives:** Explore how stereotypes influence perceptions of families and children.
- **Activities:** Legal and Ethical Responsibilities In class & Stereotypes and Assumptions

Week 12: Community Support Systems for Families

- **Theme:** Community agencies, referral systems, procedures, and availability of specialized services for families and children, including at-risk populations.
- **Objectives:** Understand local resources available to support families and children.

- **Activities:** In Class Community Resource Directory and Evaluations-Students will identify and evaluate community support services and agencies available to families and children. Identify appropriate community resources that support children and families and including at-risk populations.

Module 4

Week 13: Family Involvement

- **Theme:** Effective strategies that empower families and encourage family involvement in children's development & Compare and contrast diverse family structures, parenting styles, culture, tradition, and values and their impact on children and youth.
- **Objectives:** Identify strategies to empower families and encourage family engagement.
- **Activities:** Students will analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families. Family Empowerment Plan In class. Introduce Advocacy Research topics and assignment Week 14- Research Topics

Week 14 Exploring our own family history and examining how it affects our relationships

Values and Relationships Assignment-Week 14 In class

- **Theme:** Own personal family history and how it affects our relationships. Reflect on your own family history and examine how it influences your relationships with children, families, and the wider community. Consider how your experiences shape your professional practices.
- Objective:
  The purpose of this assignment is to encourage students to engage in self-reflection regarding their family history and experiences. By examining how these influences shape relationships with children, families, and the broader community, students will develop a deeper understanding of their professional practices and the importance of personal history in shaping their approach to their work.
- Activities: Complete a reflective assignment that analyzes your values, goals, and sense of self in relation to your family history. Discuss how these perceptions impact your relationships with children and families. Introduce the Personal Reflections Essay & Advocacy Project.

Week 15: Advocacy Strategies for Children and Families

- **Theme:** Examine advocacy strategies to influence public policy on behalf of children and families.
- **Objectives:** Understand the importance of advocacy and identify effective strategies.
- **Activities: Final Presentation** Personal Reflection Essay and Presentation

Week 16: : Advocacy Strategies for Children and Families Continued

- **Theme:** Examine advocacy strategies to influence public policy on behalf of children and families.
- **Objectives:** Understand the importance of advocacy and identify effective strategies.
- **Activities:** Lecture on advocacy definitions, methods, and key organizations involved in advocacy for children and families.
- **Assessment:** Written reflection on a current advocacy issue affecting children and families.

Week 16: Personal Reflections and Presentations.

- Objectives: Students will start presenting their final projects

Week 17 Finals Week

- Objectives: Students will finish presenting their final projects