

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

## Course Information

Semester & Year: Spring 2026  
Course ID and Section number: ECE-5—E9958  
Instructor's name: Dr. Darius Kalvaitis  
Location: CSC 101, Tuesdays 6:05-9:20pm  
Course units: 3

## Instructor Contact Information

Office location: HU 108b  
Office hours: Virtual Appointment with Zoom or phone  
Phone number: 707-476-4338  
Email address: Darius-kalvaitis@redwoods.edu  
Communication notes: Please feel free to reach out to me as needed for support

## 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.

## Textbook & Other Materials

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

## Prerequisites/corequisites/ recommended preparation

None

**The instructor reserves the right to modify or edit the syllabus to adjust and improve the class**

## Schedule

Schedule for ECE 5					
Module & Date	Chapter	Topic	To Do	Assignments	Presenters (2 people)
1 Jan 20	Intro	Intro to Course Getting to know each other and planning for a successful semester.	Read the Syllabus Read the Intro Chapter	D1 Q1 Canvas	
2 Jan 27	1	Introduction to Socialization and Theories (Part 1)	Read Chapter 1 Complete the module	D2 Participate in our ecological systems theory play.	
3 Feb 3	1	Introduction to Socialization and Theories (Part 2)	Read Chapter 1	D3	
4 Feb 10	2	Why Culture is Important	Read Chapter 2	D4 Q2 Ch 1-2	
5 Feb 17	3	What is Family (Part 1)	Read Chapter 3	D5	
6 Feb 24	3	What is Family (Part 2)	Read Chapter 3	D6 A2: Final Paper due week 14	
7 Mar 3	4	Community (Part 1)	Read Chapter 4	D7 A1: Community Resources due Module 12	
8 Mar 10	4	Community (Part 2)	Read Chapter 4	D8	
9 Mar 24	5	School (Part 1)	Read Chapter 5	D9	
10	5	School (Part 2)	Read Chapter 5	D10 Q3: Ch 3 – 5	

11 Apr 7	6	Building Collaborative Relationships with Families (Part 1)	Read Chapter 6	D11	
12 Apr 14	6	Building Collaborative Relationships with Families (Part 2)	Read Chapter 6	D12 A1: Community Resources	
13 Apr 21	7	Welcoming and Supporting Families	Read Chapter 7	D13  Q4: Ch 6 - 7	
14 Apr 28	8	Contemporary Issues for Children and Families	Read Chapter 8	D 14 A2: Final Paper	
15 May 5	8	Contemporary Issues for Children and Families	No Assigned Reading	D15	
Finals Week		To be Determined			

## Grace Policy:

- Life happens! You are allowed to miss **one weekly discussion**, and **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!

## Evaluation & Grading Policy

Assignment	Points	Description	Details and Explanation	Student Learning Outcome
<b>Weekly Discussions &amp; Activities (15)</b>	40%	These will be completed in class with other people live.  If you miss class, you can also do this online to make up the points.	<b>Done is class live</b> , if you missed this (we're absent that day), then you can post it online.  <b>Online- Post to the prompt:</b> 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).	

		Post each (and every) week and reply to at least 2 students each week	Relate the content to your personal life or work experiences.  <b>Reply to at least 2 students:</b> Responses must be at least 100 words, thoughtfully engaging with the ideas in their posts.	
<b>Quizzes (4)</b>	25%	Quizzes on Canvas and course content	The 1 <sup>st</sup> 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.
<b>Community Resources</b>	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 class and canvas.	
<b>Final Paper or Presentation</b>	10%	Paper about Societies impacts on children.  Done in two drafts	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.
<b>Module Leadership Presentation</b>	10%	Work with a partner to lead the week's module with support from the instructor.	Students will take a leadership role once a semester by: <ul style="list-style-type: none"> <li>• Leading a module</li> <li>• Reading material in detail</li> <li>• Presenting on the chapter materials</li> <li>• Taking attendance</li> </ul>	

			<ul style="list-style-type: none"> <li>Overall getting practice becoming a confident teacher</li> </ul>	
<b>Lead Circle Time activity</b>	No grade	Everyone will get a chance to lead a circle time activity.	We have circle time every day in preschool, in elementary school. You need to practice that both as a teacher and as a participant/student.	
<b>Total</b>	<b>100%</b>			

## Grade Calculations

Discussions & Activities will make up 40% of your grade  
 Quizzes will make up 25% of your grade  
 Other Assignments will make up 35% of your grade

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 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.

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.

## 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

**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!

**Therefore, disclose any use of AI at the beginning of your writing for this class.** Like I did above \* (**Written with AI**)-

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.**

## 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](mailto: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](mailto: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](mailto: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](mailto: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!

## 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](mailto: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.
8. Do not leave site, unless it has been deemed safe by the person in command.