**HDFS 261: Working With Individuals and Families**

**TR 1:00 - 2:20; IA 231**

**Fall 2016**

**Instructor:** Elizabeth Pearce

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**Office Hours:**Check [Instructor Website](http://cf.linnbenton.edu/wed/ed/pearcel/web.cfm?pgID=3751) or [Calendar](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI) to make an appointment.  I am glad to speak with you by phone or F2F during office hours.

**Division Support:** Sonya James; [jamess@linnbenton.edu](mailto:cornfoj@linnbenton.edu); 541 917 4577; NSH 101

**Course Description:**

This course considers skills and strategies to use when working with individuals and families in a variety of settings. Communication, collaboration and partnerships to foster children's success are emphasized.

**Course Learning Outcomes:**

Upon successful completion of HDFS 261 the student will:

1. Describe communication methods and strategies that foster healthful and collaborative interactions with individuals and families.
2. Describe strategies to be used in specific settings such as home visits, parent-teacher conferences, or client assistance sessions.
3. Describe the role of the professional in the fields of Human Services or Early Childhood Education.
4. Identify community resources for individuals, children, and families.

**Class Structure**

HDFS 261 is taught with technology enhancement and in a semi- [“flipped” format](http://www.knewton.com/flipped-classroom/). This class features technology use and teamwork as methods in the pursuit of all students meeting the course objectives. I encourage folks to work in their "stretch" zones throughout the term, both with content and with these methodologies.

In flipped classes, the base-line content is delivered primarily away from F2F time. In this class that is the textbooks and instructor content delivered via Moodle. You’ll read and participate in those on your own, sometimes submitting work based on your understanding of the reading via Moodle *prior to attending class.*

At other times, the “homework” --or higher -level thinking and assignments-- will be the focus in F2F class, with support from the Instructor and your peers. Sometimes in-class work will be graded qualitatively (e.g. A-B-C-D-F) and at other times participation points (e.g. everyone participating earns the same number of points). You will be informed at the time how points/grades will be awarded that day.

You are expected to attend class two times per week and use Moodle at least once a week, with the exception of days that are scheduled “off” by the Instructor. It is fundamental to your success in this course to **come to every class section having prepared for class.**

In this class students will have access to **electronic tablets** for use during class time. It is expected that you bring a personal electronic device every day or have a school laptop assigned to you.

As students in this class you have access to the Education/Child and Family Studies **Facebook** page. It is recommended that students use their FB accounts to enroll in our group. Locate the ED/CFS FB page ([LBCC Education/Child and Family Studies)](https://www.facebook.com/groups/735615693117986/) and ask to become a member of the group. I will add you.

You will spend some of your class time with your “book club”. This team of peers will have work assignments during most class sessions (most ungraded, but some graded) related to your book choice and other class assignments.. It is imperative that you devote energy to getting to know your book club members. The best teams will be *willing to work hard both with content and through style differences.* Teams typically [move through a cycle](http://sites.psu.edu/alt16/2013/10/31/storming-and-norming/) of both challenging and rewarding periods.

**Required Text and Materials:**

A. Keyser, Janis (2006).  *From Parents to Partners*. St. Paul, MN; Redleaf Press.

B. Choice of one book: *the Essential conversation: what parents and teachers can learn from each other* by Sara Lawrence-Lightfoot (2003) **or** *Other People’s Children: Cultural Conflict in the Classroom* by Lisa Delpit (2006).

C. Internet or printer to access OER content online: [Continuity and Change](http://www.saylor.org/site/textbooks/Social%20Problems%20-%20Continuity%20and%20Change.pdf) and [Twelve Characteristics of Effective Early Childhood Teachers.](https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf)

C. Your LBCC email account and password (to use LBCC google drive).

D. Access to [*The* *Washington Post*](http://www.washingtonpost.com/)***.***

For free access with a valid email address that ends in .edu, .gov, or .mil, while outside of your school or workplace network,[click here and follow the instructions.](http://help.washingtonpost.com/link/portal/15067/15080/Article/628/How-do-I-activate-my-gov-mil-edu-free-subscription)

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LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**Course Requirements:**

1. Concept Summary/Book Club/In-class writing: Every week you will submit a concept summary prior to your Book Club meeting. Grade will be based on Concept Summary, Book Club participation, and In-class writing. (25 X 9 -1) = 200 points. Lowest score dropped.
2. First Exam (Week 4) Based on first 3 weeks of reading, lectures, class discussions and activities.(50 points)
3. Parent Interview Analysis: Your transcripted interview and reflection with a parent who uses early childhood care. (50 points).
4. Book Club Jigsaws: You will lead a conversation about your chosen book (*Other People’s Children* or *The Essential Conversation*) with 2-3 other students. (50 points).
5. Home Visit Analysis (50 points).
6. Final comprehensive exam/reflection (100 points).

**Evaluation Totals**

CS/BC/Writing 200

First Exam (Week 4) 50

Parent Interview Analysis 50

Book Club Jigsaws 50

Home Visit Analysis 50

Final Exam/Reflection             100

**Total                                                   500 points**

A = 90 - 100 % (450 - 500 points)

B = 80-90% (400 - 449 points)

C = 80-89% (350 - 399 points)

D = 70-79% (300- 349 points)

F = 59% or below ( 299 or fewer points)

**Instructor’s Notes**

It is my purpose to help you understand the concepts in this class as deeply and broadly as possible.  I want you to retain these concepts in your long-term memory, as opposed to your short-term or working memory.  The assignments are intended to help you make personal and professional connections to the course content.  Making these kinds of connections is more challenging than merely reading, listening and memorizing content. **It requires deeper thinking, interaction with course materials and your peers; and will result in lasting changes in your thinking and behaviors.**

Class time is valuable and I will be focused on teaching and learning during the time we have each week.  If you find you have personal business to attend to (e.g. phones calls/texting, conversations, or other class work**), you must take care of it outside of the classroom**. Be focused on this class during this time; if you need to take a break, leave the room.  One student’s lack of focus can distract others.  It is fine to snack and to have beverages during class.  Be quiet about it and clean up afterwards. Education is a privilege; earn it with respectful focused behavior.

I work hard, and I expect you to as well. *You are the person who has the greatest impact on your learning and on your grade*. If you have questions or comments that need more attention than is provided in class, please contact me at any time.  If you email me, **put HDFS 261 in the subject line for the quickest response.**  I enjoy talking with students about course questions, future education, and career plans.  *Note:  I do not accept e-mailed assignments.  To submit electronically, you must use Moodle.*

In this class Moodle will supplement face-to-face instruction.  If you miss class, it is **your responsibility** to consult a classmate about what you missed and refer to Moodle to print out any hand-outs given that day (hard copies will only be available one time in class, but will be posted all term on Moodle).   I will use Moodle and your LBCC email address to communicate important course information to you.

To be successful in this class refer to the syllabus and Moodle for information, read diligently, and come to class each day prepared to think, listen, and participate.

Additional credit is at the discretion of the Instructor. Any additional credit available to one student must be available to all students.

**Campus Resources**

Many resources such as the Library, Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

You should meet with your instructor during the first week of class if:

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Center for Access Resources at 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**Tools for Success**

* Schedule time for your reading and work related to this class (about seven hours per week).
* Set aside a regular weekly time to participate on Moodle.
* Come to class every day prepared to question, think, and discuss the material.
* Be prepared to stand, move around, use the internet, and talk each day; do not become too attached to your seat. We will move in class.

**HDFS 261 Course Schedule Fall 2016**

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| **Week** | **Topics** | **Readings Due Tuesday** | **Written Work Due Uploaded to Moodle before class** |
| 1 9/27 | Social Problems | Chapter 1; [*Continuity and Change*](http://www.saylor.org/site/textbooks/Social%20Problems%20-%20Continuity%20and%20Change.pdf#page=4)*,* The Saylor Foundation | Concept Summary/Book Club/In-Class Writing (R) |
| 2 10/4 | The Changing Family | Chapter 10; [*Continuity and Change*](http://www.saylor.org/site/textbooks/Social%20Problems%20-%20Continuity%20and%20Change.pdf#page=491)*,*  The Saylor Foundation | Concept Summary/Book Club/In-Class Writing (R) |
| 3 10/11 | The Early Childhood Teacher’s Role (working with parents and other family members)  Family Centered Care | [*Twelve Characteristics of Effective Early Childhood Teachers*](https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf)by Laura A. Colker  Chapters 1 and 2, Keyser | Concept Summary/Book Club/In-Class Writing (R) |
| 4 10/18 | Diversity  Dominant Culture and Oppressed Groups  No class Thursday | Introduction, Lawrence-Lightfoot  **OR**  Introduction + Controversies Revisited, Delpit  Recommended: [*Engaging Diverse Families: Family Engagement,*](https://www.naeyc.org/familyengagement) NAEYC | Concept Summary/Book Club/In-Class Writing **due Tuesday**  Exam (First 3 weeks of content: readings and class sessions) **due Thursday** |
| 5 10/25 | Communication | Chapters 3 and 4, Keyser | Concept Summary/Book Club/In-Class Writing (R) |
| 6 11/1 | Listening to and Seeing Others | Ghosts in the Classroom, Lawrence-Lightfoot  **OR**  Skills and Other Dilemmas + The Silenced Dialogue, Delpit | Parent InterviewAnalysis **and Late Work Weeks 1-5 due Tuesday**  Concept Summary/Book Club/In-Class Writing (R) |
| 7 11/8 | Challenges to Communication | Chapters 5 and 6, Keyser  Recommended: [*Conducting Successful Home Visits in Multicultural Communities*](https://docs.google.com/a/linnbenton.edu/document/d/1VgdEQdeTlmDRI-REOmrjgV62wuwauCP574GTakySyPk/edit?usp=sharing) | Book Club Jigsaw One **due Tuesday**  Concept Summary/Book Club/In-Class Writing (R) |
| 8 11/15 | Interactions  Parent conferences, home visits | Chapters 7 and 8, Keyser | Home Visit Analysis **due Tuesday**  Concept Summary/Book Club/In-Class Writing (R) |
| 9 11/22 | The Advantages of Diversity  No class Thursday | Natural Enemies, Lawrence-Lightfoot  **OR**  Language Diversity and Learning, Delpit | Concept Summary/Book Club/In-Class Writing **due Tuesday** |
| 10 11/29 | Teaching for Change  Managing Stress | TBD | Book Club Jigsaw Two **due Thursday**  **All Late Work Weeks 6-10 due by Friday at midnight via Moodle upload** |
| Final | Tuesday, December 6th 2:30 p.m. |  | Final Comprehensive Exam |

***Note:  the Instructor reserves the right to make changes to this course schedule.  Changes will be announced in class and on Moodle. Check the live link for the updated syllabus via Moodle.***