



**El Camino College**  
**COURSE OUTLINE OF RECORD - Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Child Development 104  
**Descriptive Title:** The Home, The School, The Community  
**Course Disciplines:** Child Development/Early Childhood Education  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course examines the interconnection among the home, the family, the school, and the community in relation to the development of the child from birth to adolescence. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. Influences of social agents such as family support services, educational systems, media, and peers, and on how these social agents contribute in preparing the child for living independently in a diverse society will also be explored. Additional topics include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy.

*Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.*

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment.

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**  
**2C – Social and Behavioral Sciences – General**  
 Term: Fall 2009 Other:

**CSU GE:**

**IGETC:**

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Family Support Services: Critically assess community support services and agencies that are available to community and families.
2. Analyzing Values: 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.
3. Impact of Communities on Families: Assess the impact of educational, political, and socioeconomic factors on children and families by identifying effective strategies that empower families in children's development.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.
  - Term or other papers
2. Examine and explain the impact of systems and socialization on child development.
  - Term or other papers
3. Assess the complex interrelationship of the home, the school, and the community and analyze how it affects a child's development.
  - Presentation
4. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
  - Presentation
5. Investigate and evaluate the effects of age, gender, diverse abilities, language, culture, racial identity, ethnicity, socio-economic status, educational systems, mass media, and public policy on children and families.
  - Term or other papers
6. Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.
  - Presentation
7. Identify and evaluate the services provided by a variety of community agencies for families, including physical health, social services, mental health, developmental, and family support services, including agencies designed for specific population such as homeless families, abused children, and after-school recreation and care.
  - Presentation
8. Develop advocacy strategies to affect public attitudes and policy.
  - Term or other papers
9. Identify and discuss stereotypes and assumptions that affect attitudes and actions within the family, the culture, and the professional community.
  - Other (specify)
  - Role Play

10. Demonstrate ability to implement a variety of appropriate and effective communication strategies for working or developing relationships with diverse populations which includes an understanding of respectful, reciprocal relationships.
  - Presentation
11. Explore one's own family history and examine how it affects relationships with children and families.
  - Journal (kept regularly throughout the course)

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Overview of Child Development A. Domains of Development B. Overview of Ages and Stages C. Key Developmental Needs
Lecture	7	II	Family and Home A. Definition (Diverse Family Structures) B. Parenting Styles C. Structure and Function D. Morals and Values E. Contemporary Issues F. Family Engagement G. Empowering Families Through Respectful and Reciprocal Communication H. Families in Transition I. Family Obstacles
Lecture	5	III	Community A. Definition B. Characteristics of a Healthy Community C. Community Resources D. Social Network
Lecture	3	IV	Theories A. Maslow B. Erikson C. Bronfenbrenner
Lecture	6	V	Products of Socialization A. Values and Morals B. Cultural Attitudes C. Group Identity D. Contemporary Issues
Lecture	3	VI	Implications of Social Policy A. Special Needs B. Social Services C. Child Care

Lecture	6	VII	Education A. Schools as Socializing Agents B. Types of Programs C. Cultural Diversity and Sensitivity D. Inequity in Schools E. Importance of Play F. Multiple Intelligences and Learning Styles
Lecture	6	VIII	Role of Teacher A. Advocacy B. Communication C. Cultural Sensitivity D. Special Needs E. Guiding and Directing Young Children
Lecture	5	IX	Mass Media A. Media as a Socializing Agent B. Influence on Development and Behavior C. Media Literacy
Lecture	6	X	Risk Factors for Children A. Child Abuse and Neglect B. Poverty C. Homelessness D. Childhood Trauma
Lecture	2	XI	Legal and Ethical Issues A. Children's Rights B. Legal Requirements C. Availability of Community Resources D. Working with Children and Families
Lecture	2	XII	Community Resources A. Social Networks B. Availability of Community Resources C. Types of Community Resources
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

#### **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

##### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

After reading a journal article relating to social policies which impact children's health, educational needs or accessibility to quality child care, write a two-page essay which summarizes the article and identifies the main issues. Include an explanation describing how the main issues influence children's development and socialization.

##### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. After viewing two different television programs which are targeted for children, write a two- to three-page essay that includes an analysis of how program content and characters might influence behavior, values, morals and/or beliefs of children. Explain how the programs have a negative or positive influence on children and why you would or would not recommend to parents that their children view these programs.
2. Interview parents from two different cultures. Based on your readings in the textbook and the interviews, write a three- to four-page essay, comparing and contrasting the parenting styles of these parents. Identify differences and similarities in cultural expectations for gender roles and behavior, methods of discipline, and methods of teaching values and morals to children.

##### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Quizzes  
Written homework  
Term or other papers  
Multiple Choice  
Completion  
Matching Items  
True/False  
Presentation  
Journal (kept regularly throughout the course)

#### **V. INSTRUCTIONAL METHODS**

Demonstration  
Discussion  
Group Activities  
Guest Speakers  
Internet Presentation/Resources  
Lecture  
Multimedia presentations  
Role Play  
Simulation

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

- Study
- Required reading
- Written work
- Journal

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Grant, K.B., Ray, J.A.. Home, Schools and Community Collaboration: Culturally Responsive Family Involvement. 4<sup>th</sup> Edition Sage Publication, 2019.

Berns, R.M.. Child, Family, School, Community: Socialization and Support. 10th ed. Cengage Learning, 2016.

Couchenour, D. & Chrisman, K. Families, Schools, and Communities: Together for Young Children. 5th ed. Wadsworth, 2013.

Gonzales-Mena, J. Child, Family, and Community: Family-Centered Early Care and Education, 7<sup>th</sup> Edition, Pearson, 2016.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

Erin Gruwell and Freedom Writers,  
Freedom Writers Diary, 1st ed, Broadway Books, 1999. Discipline Standard

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
------------	----------------------------

**B. Requisite Skills**

Requisite Skills
------------------

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
English 1	<p><b>Category:</b> Course</p> <p><b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.</p>

Eligibility for English 1A or qualification by appropriate assessment	<b>Category:</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
---	--

**D. Recommended Skills**

<b>Recommended Skills</b>
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
--	--------------------------------------

Course created by Ann Hussmann on 12/05/1987.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by Michelle Moen  
20066

Date: 3/27/19