

**Nashville State Community College  
Social and Behavioral Sciences  
Early Childhood Education**

**Course Syllabus  
Full 15-Week Term**

**ECED 2340 Family Dynamics and Community Involvement**

The purpose of the syllabus is to inform you how this course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the course term, you will be notified.

**Course Description:**

*A study of the role of the family, community, and the physical, cognitive, social, and emotional growth of the child ages birth through eight. Topics include the benefits of, and strategies for, developing positive reciprocal relationships with families in an early childhood setting. Field experiences required.*

**Instructor Information:**

**Name:**

**Office Phone:**

**Office Location:**

**Office Hours:** Please see D2L for Office Hours

**Appointments:**

**Instructor Zoom Room link:**

**Course Delivery Method**

- **Online:** Course is fully online (**asynchronous**) and has no scheduled on-campus meeting requirements.

**Required Textbook(s) & Other Materials:**

**Textbook(s):** *Home, School and Community Relations*, 2016, 9<sup>th</sup> Edition (Carol Gestwicki), Cengage Publishers

**ISBN: 10:** 1305089014, **ISBN-13:** 9781305089013.

**Reference Materials:** National Center for Pyramid Model Innovations

<https://challengingbehavior.cbcs.usf.edu/>

The Tennessee Early Learning Developmental Standards

[http://www.tn.gov/education/standards/early\\_learning.shtml](http://www.tn.gov/education/standards/early_learning.shtml).

Once you have registered for your courses, you should make sure you have the correct textbook and materials for each course. Before courses begin, you can do this by looking up your courses on the [bookstore's website](https://www.bkstr.com/nscstore/shop/textbooks-and-course-materials) ( <https://www.bkstr.com/nscstore/shop/textbooks-and-course-materials> ) using your A# or by entering your course information. If you are registered with the Access Center and need an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3363 or [accesscenter@nsc.edu](mailto:accesscenter@nsc.edu).

**Digital Course Materials:** These ensure you pay less for your course materials and have easy access through D2L throughout the term. When you registered for this course, the charge for these materials appeared on your account. If you decide you do not want to purchase the course materials embedded in NS Online, you can opt out of the program **until the end of the second week of classes**. If you opt out, you will be responsible for purchasing the required course materials on your own. For more information, please visit [www.nsc.edu/dcm](http://www.nsc.edu/dcm).

**Honors Option:** Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

**Course Outcomes:** At the end of the term, this is what you should know and/or be able to do:

Upon successful completion of this course, students should be able to:

1. Demonstrate knowledge of diverse family and community characteristics. **(1b, 2a)**
2. Demonstrate knowledge of the benefits of reciprocal, positive relationships with families. **(2b, 4a)**
3. Develop, analyze, and evaluate a variety of appropriate strategies that promote communication, family involvement, and participation with diverse populations and communities. **(2c, SS3, SS5)**
4. Identify and access community resources to support families and children. **(6c, 6e, SS5)**
5. Analyze ethical dilemmas in relation to working with families based on the NAEYC Code of Ethical Conduct **(6b)**

### **NAEYC Initial Standards:**

#### **Standard 1:** Promoting Child Development and Learning

- 1b. Knowing and understanding the multiple influences on early development and learning

#### **Standard 2:** Building Family and Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in young children's development and learning

#### **Standard 4:** Using Developmentally Effective Approaches

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children

#### **Standard 6:** Becoming a Professional

- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6e. Engaging in informed advocacy for young children and the early childhood profession

**Supportive Skills:**

- # 1: Self-Assessment and self-advocacy
- # 2: Mastering and applying foundational concepts from general education
- # 3: Written and verbal communication skills
- # 5: Skills in identifying and using professional resources

**Course Competencies:**

- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **Objective 5:** Acquiring skills in working with others as a member of a team
- **Objective 10:** Developing a clearer understanding of and commitment to, personal values.
- **Objective 11:** Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.

**Topics to Be Covered:**

- Parenting/Family Development
- Family, Culture, and Diversity
- Parent Involvement: Benefits and Techniques
- Parent-Teacher Conflicts
- Working with Families of Diverse Backgrounds & Families of Children with Exceptional Needs
- Family and Community
- Professionalism: NAEYC Code of Ethical Conduct (Ethical Responsibilities to Families)

**Course Assessments:** We will use the following assessments to demonstrate your understanding, knowledge, and skills:

1. **Quizzes:** Students will complete quizzes with each module starting in module 2. The quizzes will be composed of true/false, multiple choice, short answer, and discussion. The questions will come from the material covered in the textbook and associated online content for each module.
2. **Module Activities:** Students will complete activities associated with module content. The activities are designed to help students build a better understanding of the module's learning outcomes, key words, and content. Activities will be graded based on a rubric that is available in the module activity assignment dropbox. Your module assignments will not be graded until you have fully participated in the module content, under Course Content.
3. **Sharing Circle:** Students will participate in a Sharing Circle (discussion) with classmates as part of each module. A grading rubric can be found in the Discussion area.
4. **Case Study Collaboration:** Students will participate in four Case Study Collaborations (discussion) with classmates. The Collaborations will be completed in modules 3, 5, 8, and 11. Student's participation and the content of their posts will be graded. A grading rubric is linked to the Case Study Collaboration Discussion Board.

5. **Exams:** There is a midterm and a final exam for this course. The exams will be based on case studies and will be short answer/discussion exams. The exams will be taken online through this course page. Exams cannot be submitted late. **Note: The Final Exam is mandatory. It must be taken in order to pass this course.**
6. **Projects:** There are two required projects for this course: Book Review Project and Families Project. Detailed instructions and grading rubrics are provided in the Content area under Projects

Criteria	Number of Items	Total Points	Approximate Percentage
Orientation Module	Activity, practice quiz (10 points each)	20 points	4%
Quizzes	(9 at 15 points each)	135 points	25%
Sharing Circle (discussion)	(12 at 5 points each)	60 points	11%
Activities	(8 at 10 points each)	80 points	14%
Case Study Collaboration	(4 at 10 points each)	40 points	7%
Children's Book Review	1 book review	30 points	5%
Families Project	1 project	60 points	11%
Mid-Term Exam	1 midterm exam	50 points	9%
Final Exam	1 final exam	75 points	14%
<b>Total Points</b>	*	<b>550</b>	<b>100 %</b>

### Grading Policy:

A grade of C or above must be earned in all early childhood courses prior to graduating with an AST PreK-3, AAS, or Technical Certificate in ECED. If you are majoring in the AAS and/or Technical Certificate programs must receive a C or above in this class in order to meet prerequisite requirements for subsequent classes.

### Grading Scale:

Letter Grade	Percentage Range	Point Spread
A	90%- 100%	495-550
B	80 – 89%	440-494
C	70 – 79%	385-439
D	60% - 69%	330-384
F	Below 60%	Below 330

## **FA**

If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” If you stop attending your course after this date, you will receive an F.

## **FN**

An FN is awarded if you have never attended your course or done any of the work in an online course.

### **ECED Online Course Policies**

These are policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. The ECED faculty wants you to do well!

#### **Academic Success**

From an academic perspective, you should become familiar with the expectations outlined as follows in the remaining sections of this document.

To successfully complete this course, you will need to:

- Obtain your textbook (Digital books will be available within the course online).
- Check your NS Online email regularly inside this course.
- Schedule 5 - 7 hours per week to complete the content, discussions, activities, quizzes, and projects.
- Check the Course Schedule and Due Dates on a regular basis.
- Follow all the expectations and guidelines established for this course outlined in the Syllabus and other documents in the Orientation Module.

#### **Late Work Policy & Make-up Procedures for Missed Assignments and Work:**

Students are encouraged to turn in all assignments on time. If you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work. No assignments will be accepted more than one week late, and no assignment will be accepted beyond the last class meeting. It is the student’s responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:  
*EXAMPLE: An assignment worth 100 points is due Feb. 10th. The next class meeting is Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted, and your final score will be 80.*

#### **Attendance Policy**

The attendance policy for this class is:

1. Students are expected to participate in the course at least 3 times each week. Participation is defined as: reading email, posting discussion, reading content pages, and/or uploading assignments, etc. The instructor will be monitoring this participation.
2. Students are expected to respond to the instructor's e-mails.
3. Students are expected to contact the instructor with any problems.
4. Students are expected to participate in module discussions. Each student must post an original answer to the discussion topic listed for each module and reply to at least two of the other students' postings.
5. Per TBR policy, a student who does not officially drop or withdraw from a course, but receives a failing grade, will receive an "FA" if the last day of attendance was earlier than two-thirds into the part-of-term.

**For financial aid** purposes, **attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance
- participation in on-ground or virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board
- completing and submitting assignments

### **Experiences with Children**

Learning about early childhood requires you to interact and engage with young children throughout the coursework in the early childhood program at NSCC. Some assignments in this course may require you to engage in activities with young children from age's birth through age 8. (See specific instructions on assignments.) You may be able to complete these experiences with children in informal settings such as family or relatives' homes, but it is preferable, if possible, to do these experiences in an early childhood program such as a childcare center or family child care home. These experiences require the student to be in the "teacher" role; thus, it is not acceptable to do these with your own children. Let the instructor know if you need help or clarification.

### **Assignment Expectations**

Students must submit assignments in Microsoft Word format, Rich Text Format (RTF), or PDF format using 10 or 12-point font. Spelling, punctuation, grammar, and sentence structure will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Points will be deducted for numerous errors.

### **Self-Scoring on Grading Rubrics:**

It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For some assignments, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Completing the rubrics will help you practice self-assessment and identify areas for improvement; these are very important skills for a professional in early education. Even though

you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

### **Photographs for Assignments**

Some assignments may require you to take photographs of your work or project as part of the assignment instructions. You will need access to a camera of some type in order to meet this expectation. Even though you are asked to document your work through photos, you are NOT required to take photos of children themselves. Many families do not wish their children to be photographed. You must have written permission from families to photograph children.

### **Grading Turn-Around**

In general, assignments submitted on time will be graded within 7-10 days of submission due dates. You will be notified if there is a need to vary this schedule. Assignments submitted late will be graded by the end of the course. Assignments submitted without completion of module content (videos, readings, and web exploration), may not be graded.

### **Face-to-Face Conferences with Instructor**

Any student who is checking into the course at least 3 times each week, reading all assignments and instructions but still not performing well on exams, projects, or assignments should contact the instructor to set up an appointment for assistance. In an online class, students sometimes have more difficulty understanding assignment expectations and instructions, especially on large end of the semester projects. You can request a face-to-face conference for support and assistance on any assignment. Phone calls and emails can also assist in clarification.

### **Technology Statement**

- All classes at the College are web enhanced. “Web enhanced” means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- You may also be required to use free video conferencing platforms (examples: Zoom, Teams, etc.) for course sessions and meetings.
- You will be responsible for appropriate dress while on video. This means that you are expected to dress as if you were in a classroom.
- You will be responsible for a distraction free environment while on video. This means that the professor and others in the course should not be able to hear noise in your home, such as cell phones, TVs, or barking dogs. The best way to do this is to keep yourself on “mute” until you need to speak.
- You will be responsible for making sure your background is neutral. Keep in mind that students and professors come from all around the world, and you are all a part of our community. Therefore, please avoid having images in your background that may be offensive to your classmates.

- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on the [access to internet and technology website](#).

### **Computer Labs**

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

### **D2L/NS Online and myNSCC**

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nsc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nsc.edu emails contain important information from college offices, such as Financial Aid.

### **ADA Compliance Statement**

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail [accesscenter@nsc.edu](mailto:accesscenter@nsc.edu).

### **Classroom Misconduct**

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as “disruptive conduct” in their courses. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

### **Academic Misconduct**

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses. For this reason, cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in that future career. Nashville State has a clear [Academic Misconduct Policy](#) that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an “F” or a “zero” for such violations or for the term grade.



## Academic Early Alert System

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nsc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

## RAVE Emergency Alert System

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses through the [RAVE app \(https://www.getrave.com/login/nsc\)](https://www.getrave.com/login/nsc). The instructions for this are listed below.

- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select "Forgot your password?" and a new password will be emailed to you.
- Should the RAVE system indicate "user not found", select Register and create your own RAVE account.

## Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) can assist you beyond the classroom to help you make the most of your college education.
- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

## Equity Statement

Nashville State Community College strives to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We understand and practice ideals of equity and inclusion for our students by embracing a full spectrum of experiences, viewpoints, and intellectual approaches in order to overcome barriers to success.

## Inclement Weather & Campus Closings

You get notices about campus closings in these places: text messages from RAVE and [the Nashville State website](#).

Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.

## **Class Cancellation Policy**

Our instructors post messages about cancelling classes in the [D2L/NS Online](#) course shells and/or on the classroom door on campus. These messages can be found in the News and Content section or the Email tab in the online shell. Please check these to be sure that you take advantage of opportunities for learning and points toward your grade.