Course Name: Partnering with Parents  
Course Number: FCS 2640  
CRN: 22649  
Meeting Days and Time: T: 2:30-3:45  
Semester/Year: Spring/2015  
Location: 106 NIB  
Instructor: Dr. Cari Buckner  
DSU Email Address: buckner@dixie.edu  
Office Phone: 435-879-4252  
Office Location: 112 NIB  
Office Hours: T/Thurs: 12:00 – 1:00, Wed: 12:00-4:00  

Prerequisites: FCS 1500 (can be concurrently enrolled); or FCS 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled); AND FCS 2610 (can be concurrently enrolled)  

Course Description from Catalog: Required of students pursuing the associate's degree in Early Childhood Education, but valuable to all educators. Prepares educators to competently structure the vital collaboration between educational agencies and the home by highlighting the fact that school and the home are intertwined in the support of healthy childhood development. Focuses on the development of attitudes, knowledge and skills that educators bring to strengthen school and home relationships. SP  


Family and Consumer Sciences Department Learning Outcomes:  
1. Define currently accepted theory within the discipline.  
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.  
3. Demonstrate professional practices specific to the discipline by completing assignments.  
4. Show, in writing, the ability to think critically by:  
   a. Gathering information  
   b. Comparing and contrasting sources and quality of information  
   c. Evaluating information for reliability and validity  
   d. Creating resolutions/proposals to solve questions or problems within the discipline  

Course Objectives:  
A. Prepare students for partnering with parents over an educational continuum and in a variety of settings  
B. Encourage social discourse on parents, teachers, and institutions and the role they play in educating and caring for children  
C. Development of tools and skills that are portable into a childcare center, classroom and/or community-based education environment
Course Assignments and Assessments:

- **Discover your heritage** by researching your family’s past. If you were adopted and your heritage was not revealed to you, make up a heritage that you would like to have.

- **Home-School Partnership Articles**: Locate two articles that focus on effective home-school partnerships from the FINE Network newsletters [http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive](http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive). After reading the articles, list the characteristics of effective home-school partnerships using the form titled “Characteristics of Effective Home School Partnerships,” which appears on the following page.

- **Needs Assessment**: As a class, develop a needs assessment for parents. Discuss how information from such a needs assessment can be useful for school purposes. If possible, ask parents in the community to complete the needs assessment. Discuss their answers in groups, finding similarities and differences. What topics were prevalent?

- **Resource File**: Develop a resource file of games, articles, books, and recycled materials that could be used with children and their families.

- **Directory of Organizations**: As a class, compile a directory of organizations in your community that provide services for children with special needs.

- **Book Review**: Select a book, (children’s book, fiction, non-fiction, novel that addresses one of the following issues:

  - Child abuse
  - Diversity
  - Children with Special Needs
  - Homeless
  - Families
  - ELL Children

  Some suggested books are:

  - *The Family Book* by Todd Parr
  - *Families* by Ann Morris
  - *The Family Under the Bridge* by Natalie Savage Carlson and Garth Williams
  - *A Family Apart (Orphan Train Adventures)* by Joan Lowery Nixon
  - *Fly Away Home* by Eve Bunting
  - *Out of My Mind* by Sharon M. Draper
  - *Tangerine* by Edward Bloor
  - *The Snitches* by Dr. Seuss
  - *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah, Kelly DiPucchio and Tricia mkTusa

**Grading Scale:**

- A = 95–100%
- A− = 90–94
- B+ = 87–89
- B = 83–86
- B− = 80–82%
- C+ = 77–79
- C = 74–76
- C− = 70–73
- D+ = 67–69%
- D = 64–66
- D− = 60–63
- F = below 59
Spring 2014 Important Semester Calendar Dates:

Oct 31  Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 17  Spring Registration open to Seniors (90+ earned credits)
Nov 18  Spring Registration open to Juniors (60+ earned credits)
Nov 19  Spring Registration open to Sophomores (30+ earned credits)
Nov 20  Spring Registration open to All Students
Jan 12  Classwork Starts
Jan 15  Last Day for Waitlist
Jan 16  Last Day to Add Without Signature
Jan 19  Martin Luther King Jr. Day
Jan 22  Drop/Audit Fee Begins ($10 per class)
Jan 22  Residency Application Deadline
Jan 27  $50 Late Registration/Payment Fee
Feb 2   Spring 2015 Associate's degree Graduation Application Deadline
Feb 2   Pell Grant Census
Feb 2   Last Day for Refund
Feb 2   Last Day to drop without receiving a "W" grade
Feb 4   Courses dropped for non-payment
Feb 6   Last Day to Add/Audit
Feb 16  President's Day
Mar 2   Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2   Mid-Term Grades Due
Mar 6   Last Day to Drop Individual Class
Mar 9-13 Spring Break
Mar 23  Fall Class schedule available online
Mar 23  Summer Registration open to Seniors (90+ credits)
Mar 24  Summer Registration open to Juniors (60+ credits)
Mar 25  Summer Registration open to Sophomores (30+ credits)
Mar 26  Summer Registration open to all students
Apr 1   Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10  Last Day for Complete Withdrawal
Apr 13  Fall Registration open to Seniors (90+ credits)
Apr 14  Fall Registration open to Juniors (60+ credits)
Apr 15  Fall Registration open to Sophomores (30+ credits)
Apr 16  Fall Registration open to all students
Apr 29  Classwork Ends
Apr 30  Reading Day
May 1   Final Exams
May 1   Associate's degree Graduation Deadline - Summer 2015
May 4-7 Final Exams
May 8   Commencement

Important Links: As a student at Dixie State University, you have access to several helpful resources:

- **Library**
- Computer Lab (located at the Smith Computer Center and the Library)
- **Disability Resource Center** - Provides services and accommodations to students with disabilities.
- **IT Student Help Desk** - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
- **Online Writing Lab** - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- **Testing Center**  
  Free and open to all students. Improve your study skills and clarify concepts and class material.

- **Tutoring Center**  
  "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

See our [Campus Map](#) for the location of these and other resources.

**Policies and Statements**

- **Disability Statement:**

  If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516 M.

- **Academic dishonesty / Academic integrity policy**

- **Reference to "Policy for Absences Related to College Functions"**

- **Disruptive behavior policy / classroom expectations**

- **Dmail:**

  You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit [go.dixie.edu/dmail](http://go.dixie.edu/dmail). If you do not know your Dmail username or you have forgotten your PIN, visit [go.dixie.edu/mydixie](http://go.dixie.edu/mydixie) and follow the respective instructions.
<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Online</th>
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| **Jan. 13:** Review Syllabus  
  *Chapter 1: Family Essential for a Child’s Development* | **Self-Introduction:** Introduce yourself to your classmates.          |
| **Jan. 20:** *Chapter 2: Diversity of Families*                         | **Discussion Question 1:** After reading chapter 1 & 2, discuss why family support is important in a child’s development and how this family support varies from family to family. |
| **Jan. 27:** *Chapter 3: Working with Culturally and Linguistically Diverse Groups*  
  Guest Speaker: Joe Eckman | **Discussion Question 2:** Describe experiences you have had working with individuals who are different culturally and/or linguistically. Discuss how you can use your experiences to help you be an effective teacher as you work with children and their families. |
| **Feb. 3:** “What is My Heritage” Individual Presentations               | **Discussion Question 3:** Tell your group about the book you are reading for your Book Review assignment. |
| **Feb. 10:** *Chapter 4: Parent Involvement – A Historical View*        | **Discussion Questions 4:** Based on chapter 3, discuss how Parent Involvement with their child’s school evolves over time. Analyze how your experiences in school as a parent or child connect with the text reading. |
| **Feb. 17:** *Chapter 5: Effective Home-School-Community Relationships*  
  Guest Speaker: Kelly Mitchell | **Home-School Partnership article Presentation planning time**          |
| **Feb. 24:** *Chapter 6: Effective Teacher-Family Communication*        | **Home-School Partnership article Presentation planning time**          |
| **Mar. 3:** *Home-School Partnership Article/Class Discussions (Midterm)* | **Discussion Question 5:** Chapter 6 discusses a variety of ways to effectively communicate with families. Discuss the different ways your books suggest be used to develop effective teacher-family communication. As a teacher of young children, identify which form(s) of communication would you use with the families of the children you teach. Explain why you would use this type of communication. |
| **Mar. 10** Spring Break                                               | **Spring Break**                                                       |
| **Mar. 17:** *Chapter 7: Collaborative Leadership Needs Assessment*     | **Directory of Organizations**                                        |
| **Parent Newsletter Due**                                              |                                                                        |
| **Mar. 24:** Developing a Resource file  
  Description of how you would work effectively with families of the children you teach. |                                                                        |
<p>| <strong>Mar. 31:</strong> <em>Chapter 8: School-Based Programs</em>                        | <strong>Discussion Question 7:</strong> Discuss advantages and disadvantages of school-based programs and home- |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Discussion Question 8</th>
<th>Discussion Question 9</th>
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<tbody>
<tr>
<td>Apr. 7</td>
<td>Chapter 10: Supporting Families of Children with Special Needs (Guest Speaker from FSC)</td>
<td><strong>Discussion Question 8</strong>: Chapters 10 and 11 discussed how teachers can help parents/families of special needs children.</td>
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<td><strong>Needs Assessment Group Project Due In class Project</strong></td>
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<td><strong>Discussion Question 9</strong>: Submit your written plan of how you would work effectively with the families of your students. Upload this plan on canvas. Discuss your plan to develop effective relationships with the families of the children you teach.</td>
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<td>Apr. 14</td>
<td>Chapter 11: The Abused Child</td>
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<td><strong>Discussion Question 9</strong>: Submit your written plan of how you would work effectively with the families of your students. Upload this plan on canvas. Discuss your plan to develop effective relationships with the families of the children you teach.</td>
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<td>Paper and Presentation on organization that assists parents</td>
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<td><strong>Discussion Question 9</strong>: Submit your written plan of how you would work effectively with the families of your students. Upload this plan on canvas. Discuss your plan to develop effective relationships with the families of the children you teach.</td>
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<td>Apr. 28</td>
<td>Paper and Presentation on organization that assists parents</td>
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<td><strong>Discussion Question 9</strong>: Submit your written plan of how you would work effectively with the families of your students. Upload this plan on canvas. Discuss your plan to develop effective relationships with the families of the children you teach.</td>
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<td>May 5</td>
<td>Final Exam 2:00-4:00 Room 106</td>
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<td><strong>Discussion Question 9</strong>: Submit your written plan of how you would work effectively with the families of your students. Upload this plan on canvas. Discuss your plan to develop effective relationships with the families of the children you teach.</td>
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<td>Date</td>
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<td>Assignments Due</td>
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<td>14 January</td>
<td>Meet for Class&lt;br&gt;Review Syllabus&lt;br&gt;Chapter 1: Family Essential for a Child’s Development</td>
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<td>21 January</td>
<td>Chapter 2: Diversity of Families</td>
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<td>28 January</td>
<td>Chapter 3: Working with Culturally and Linguistically Diverse Groups</td>
<td>Book Review of</td>
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<td>4 February</td>
<td><strong>Guest Speaker</strong>&lt;br&gt;Parent-School Involvement</td>
<td>Assignment&lt;br&gt;What is my Heritage?</td>
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<td>11 February</td>
<td>Chapter 4: Parent Involvement – A Historical View</td>
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<td>18 February</td>
<td>Chapter 5: Effective Home-School-Community Relationships&lt;br&gt;Chapter 6: Effective Teacher-Family Communication</td>
<td>Home School Partnership Articles</td>
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<td>25 February</td>
<td>Chapter 7: Collaborative Leadership</td>
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<td>4 March</td>
<td><strong>Meet for Class</strong>&lt;br&gt;School and Home-based programs&lt;br&gt;Developing a Resource file</td>
<td>Needs Assessment</td>
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<td>11 March</td>
<td>Spring Break</td>
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<td>18 March</td>
<td>Chapter 8: School-Based Programs&lt;br&gt;Chapter 9: Home-based Programs</td>
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<td>25 March</td>
<td>Chapter 10: Supporting Families of Children with Special Needs</td>
<td>Resource File</td>
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<tr>
<td>1 April</td>
<td><strong>Meet for Class</strong>&lt;br&gt;Abused Children&lt;br&gt;Advocacy</td>
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<td>8 April</td>
<td>Chapter 11: The Abused Child</td>
<td>Directory of Organizations</td>
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<td>15 April</td>
<td>Chapter 12: Assisting Parents with Child Advocacy</td>
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<td>22 April</td>
<td><strong>Meet for Class</strong>&lt;br&gt;Final Exam</td>
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Articles