

Families, School and Community (TECA 1303)

Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: N/A



Course Description:

Study of the child, family, community, and schools. Includes parent education and involvement, family and community lifestyles, child abuse, and current family life issues.

Required Textbook and Materials:

1. *Home, School & Community* by Carol Gestwicki, 8th edition. Cengage Publishers.
 - a. ISBN number is 978-1-111-83323-7
2. A package of #882 Scantrons and #2 pencils.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Analyze parenting styles and techniques.
2. Identify interrelated issues between families, and communities.
3. Examine characteristics of diverse cultures and lifestyles.
4. Practice ways to communicate and interact with parents and families.
5. Identify signs of abuse and neglect.
6. Choose strategies and resources for supporting children and families in abusive and neglectful situations.

Course Outline:

- A. Introduction to Families
 - 1. A Day With Two Families
 - 2. Families Today
- B. Parenting
 - 1. Roles Parents Play
 - 2. Parenthood as an Emotional Experience
- C. What is Family Involvement?
 - 1. A Brief History of Family Involvement
 - 2. Research on Child Development Motivation to Include Parents
 - 3. Mandated Parent Involvement
 - 4. Community Concern for Family Support
- D. Benefits of Teacher-Family Partnerships
 - 1. Benefits for Children
 - 2. Benefits for Parents
 - 3. Benefits for Teachers
- E. Potential Barriers to Teacher-Family Partnerships
 - 1. Why Are There Barriers?
 - 2. Differences between Teaching and Parenting
 - 3. Maneuvering over Turf
 - 4. The Issue of Trust
 - 5. Differences in Expertise
 - 6. Barriers Caused by External Factors
- F. Foundations of a Successful Partnership
 - 1. Teacher Ideas and Attitudes
 - 2. External Factors
 - 3. Family Resource Centers
- G. At the Beginning with Parents and Children
 - 1. Initial Contact between Teacher, Parent, and Child
 - 2. Dealing with Separation Experiences
- H. Informal Communication with Families
 - 1. Importance of Regular Conferences
 - 2. Groundwork for a Successful Conference
- 3. Strategies for a Successful Conference
- 4. Pitfalls to Avoid for a Successful Conference
- 5. Difficult Conversations
- 6. Conference Evaluation
- I. Home Visits
 - 1. Purpose of a Home Visit
 - 2. Undertaking Home Visits
 - 3. Advantages of Home Visits
 - 4. Disadvantages of Home Visits
 - 5. Home-Based Educational Support and Support Programs
- J. Families in the Classroom
 - 1. Advantages and Potential Problems
 - 2. Getting Families Involved
 - 3. The Teacher's Role
- K. Parent Education
 - 1. What Is Parent Education?
 - 2. Implementing a Parent Education Program
 - 3. Parent Education for Immigrant and Migrant Parents
 - 4. Parents as Decision Makers
- L. It Takes a Village
 - 1. Corporate Involvement
 - 2. The Role of the Advocate
- M. Working with Families from Diverse Backgrounds
 - 1. Strategies for Teachers
 - 2. Common Cultural Issues That Arise in the Classroom
 - N. Working With Families in Particular Circumstances
 - 1. Divorce
 - 2. Special Needs Children
 - 3. Families of Infants
 - 4. Families Where Abuse Occurs
 - O. Working to Resolve Challenging Attitudes and Behaviors
 - 1. Hostility
 - 2. Indifference

Grade Scale:

900– 1000	A
899 – 800	B
799 – 700	C
699 – 600	D
599 – 0	F

Course Evaluation:

Final grades will be calculated according to the following criteria:

1. 3 Tests	30%
2. Introductory Assignment	5%
3. Video Review	10%
4. Tour Summaries	40%
5. Speaker Summaries	15%

Course Requirements:

1. Computer generated introductory assignment.
2. Video review.
3. Summaries of tours.
4. Summaries of guest speakers.

Course Policies:

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
6. Additional class policies as defined by the individual course instructor.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Student Code of Conduct Statement:

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. *The LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

Course Schedule

Week of	Topic	Reference
Week 1	Course introduction and policies	
Week 2	Chapter 1: A Day With Two Families Chapter 2: Families Today	pp. 5 – 13 pp. 21 – 60
Week 3	Introductory Assignment Due Video	
Week 4	Guest Speaker – Family Services SE TX Chapter 3: Parenting Chapter 4: What Is Family Involvement	pp. 71 - 108 pp. 126 -159
Week 5	Chapter 5: Benefits of Teacher-Family Partnerships Registered Dietician (Pediatric Obesity Specialist)	pp. 169 – 183
Week 6	Tour – Bmt Health Dept Chapter 6: Potential Barriers to Teacher-Family Partnerships	pp. 192 – 212
Week 7	Chapter 7: Foundations of a Successful Partnership Guest Speaker -	pp. 222-241
Week 8	Chapter 8: At the Beginning W/Parents	pp. 259 – 276
Week 9:	Test 1 (Chapters 1-8 & Lecture Notes) Review Test 1 “Parenting Styles” DVD	
Week 10	Tour – Legacy (formerly UBI CARITAS) Guest Speaker – Communities In Schools	
Week 11	Chapter 9: Informal Communication With	

Families	pp. 292 – 327
Chapter 10: Parent-Teacher Conferences	pp. 329 -361
Chapter 11: Home Visits	pp. 370 – 383
Test 2 (Chapters 9 –14)	

Week 12 Guest speaker – WIC Supervisor
Tour – Beaumont Health Department

Week 13: Review Test 2
Speaker/Tour Summaries Due
Chapter 15: Working W/Families from
Diverse Backgrounds pp. 497- 530
Chapter 16: Working W/Families in
Particular Circumstances pp. 544-596

Week 14: Lecture Notes: Various Family Structures
Not covered in text

Week 15: Lecture continues

Week 16: Review for final
Final (Chapters 15-16 & Lecture Notes)

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