

**UNIVERSITY OF ALASKA FAIRBANKS**  
**College of Rural and Community Development**  
**Child Development and Family Studies (CDFS)**

**Course Syllabus**

**Course Title:** Parents as Partners in Education

**Course No:** ECE 301

**Credits:** 3 (3 + 0)

**Audio conference Information:**  
**Course meeting dates: TBA**

**Audio number: 1-800-570-3591: Pin:**  
**Audio Help Desk: 1-800-290-5900**

The audio Conference System has the following commands: Mute= \*6,  
Unmute= #6. To listen to recorded class: Dial 1-800-230-8546, enter the  
PIN # for the class and then the date of the call (six digits, ex: 01/19/10)

**Course Information and Instruction methodology:**

Over the course of 10 weeks, ECE 360 will meet 20 times, for 2 hours each meeting. This class will be taught through the use of class lectures and discussion, blackboard discussion, and a final project. Written feedback on papers, blackboard discussions and final project will be used in teaching and assessing students work in this course.

**Meeting time:**

Course Time: TBA

**Course Outcomes:**

Articulation on why it is important that families, schools and social agencies work together on behalf of the education of young children.

Analyze how theories on parent education and child development change as the political climate changes locally and nationally.

Examine special concerns when working with parents of children with special needs

Apply techniques for advocacy and collaboration.

Strategize ways to help families identify strengths that enable them to have positive,

and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

**Course Evaluation:**

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards your Child Development Family Study BA Degree. Grading is based on:

**Grading Policy:**

Participation & Attendance	70	23%
Research report	85	29%
Reading Response (9 /5 pts ea)	45	15%
Blackboard Responses	70	23%
Presentations	30	10%
<b>Total</b>	<b>300</b>	<b>100%</b>

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	300-270	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	269-240	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	239-210	Average. The student grasps the essential information; material is complete and presented on time.
D = 69% - 60%	209-180	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	179-0	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

**Course Calendar Draft**

WEEK 2

**Homework:** Be prepared to give your feedback on 2 of the 5 strategies that you read. What did you think? Anything new that you had not considered before? Any aha's that you could keep in mind to try?

Between now and the next class, read **5 of the Strategies in the first square, called Welcoming Families and Building Relationships.**

The **first article** assignment; Seibel, Nancy. and Gillespie, Linda. 2006. *Child Care As A Setting for Helping to Prevent Child Abuse and Neglect*. Exchange. 16-20. Please read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due on or before: \_\_\_\_\_

This information as well as information from the article will be discussed next class

Lecture and discussion topic: Welcoming Families and Building Relationships and Protective Factors for Promoting Healthy Families.

**Homework:**

	<p><b>Homework:</b> Read the Strategies in Family Participation to be discussed after spring breaks. Read 6 of the Strategies in the Parent Education section of the text and write <b>a Reaction Paper</b> regarding your reading. This will be due on:_____</p> <p>Complete reading the strategies listed under <i>Family Participation</i>, on the inside cover of your text.</p>
WEEK 7	<p>No Class Meeting CRCD Spring Break</p> <p>Focus on your research. Begin thinking about how you are going to combine your ideas developing from the challenge and research in to one informative paper.</p>
WEEK 8	<p>No Class Meeting UAS Spring Break</p>
WEEK 9	<p>Lecture and discussion topic: <u>Family Participation</u> And Guest Speaker Check in on challenges and research topics.</p> <p><b>Homework:</b> Before next class, read 6 strategies listed under <i>Parent Education</i>, on the inside cover of your text. Write a <b>reaction paper</b> discussing those strategies and submit by email or to BB by:_____ Your <b>4th article</b> assignment: Kim, Amy and Yeary, Julia. 2008. <i>Making Long Term Separations Easier for Children and Families</i>. <i>Young Children</i>. 32 – 36. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by:_____</p> <p>This information as well as information from the article will be discussed on:_____</p>
WEEK 10	<p>Lecture and discussion topic: <u>Parent Education</u> And Guest Speaker</p> <p><b>Homework:</b> Over the next two weeks, take the time to work on your research paper.</p> <p>Before next class, read the strategies listed under, <i>Working through conflicts</i> on the inside covers of your text. Your <b>5th article</b> is: Hansen, Laurie. 2008. <i>Parents as Partners in Art Education Enrichment</i>. <i>Young Children</i>. 90 – 95. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by:_____</p>
WEEK 11	<p>Lecture and discussion topic: <u>Conflict</u></p> <p><b>Homework:</b> Read the Family Support Strategies for the next class. Identify one area that has challenged you and one area that you feel you have handled well. Be prepared to share these areas in class next week.</p>
WEEK 12	<p>Lecture and discussion topic: <u>Family Support</u> And Guest Speaker</p> <p><b>Homework:</b> Please read the Strategies in Special Issues. Over the next two weeks, take the time to work on your research paper.</p>

	<p>Before next class, read the strategies listed under, <i>Special Issues</i> on the inside cover of your text.</p> <p>Your <b>6th article</b> assignment is: Olson, Maril. 2007. <i>Strengthening Families, Community Strategies That Work. Young Children.</i> 26 – 32. You are to read the article and write a response. Please send the written response to me through email or the digital drop box within Blackboard: The response will be due by: _____</p> <p>This information as well as information from the article will be discussed on: _____</p>
WEEK 13	<p>Lecture and discussion topic: <u>Special Issues</u></p> <p>Over the next two weeks, take the time to work on your research paper. Before next class, read the strategies listed under, <i>Family Support</i>, on the inside covers of your text.</p> <p>Remember: Completed research papers are due by : _____</p>
WEEK 14	<p>Discussion topic: <u>Project Presentations and Final Thoughts</u></p>

accommodation to students with disabilities. Representatives from the office also regularly meet students in the CTCC building.

Check with the CTCC student services for more information, 455-2851 or 2849.

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Community Technical College, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.

<http://www.uaf.edu/disability/>

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: [fydso@alaska.edu](mailto:fydso@alaska.edu)

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### **Rural Students Services**

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at [fyrss@uaf.edu](mailto:fyrss@uaf.edu)

### **Writing Center**

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

\* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

### **Library Services for off campus students**

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain