

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 141**COURSE TITLE:** The Child, Family and Community**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course is a study of the dynamics of human development and socialization in a culturally pluralistic society. Emphasis is placed on the influences of contemporary family living and cultural patterns on the child, school-family relationships, and community resources and services that support and strengthen families. This course is a core requirement for California Child Development teacher/director center permits as well as for the State of California Department of Community Care Title XXII licensing childcare centers requirements.

REQUISITES:**Advisory:**

ENGL 049 with a grade of "C" or better, or equivalent or Assessment Skill Level W5
&
ENGL 048 with a grade of "C" or better, or equivalent or Assessment Skill Level R5

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities CSU General Education**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Describe and analyze contemporary demographic, economic, social and cultural trends affecting children.
2. Define socialization as it relates to child development and explain the aims, agents and methods of that socialization.
3. Assess, compare and contrast the ways in which families, childcare facilities, schools, peer groups and the community act as socializing agents for the developing child.
4. Set up observational situations in order to evaluate the behavior, gender roles and self-esteem of given children as they interact with family members, school teachers and peers.
5. Identify children with special socialization needs due to maltreatment and collect and organize information regarding treatment and intervention programs for families.
6. Explain how the Individuals with Disabilities Education Act led to the policies of least restrictive environment and mainstreaming and assess the pros and cons of classification on the socialization of disabled children.

7. Evaluate the rationale and effectiveness of given bilingual and multicultural programs.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Introduction to children, change and socialization
 - A. Contemporary trends affecting children
 1. Demographic
 2. Economic
 3. Social
 4. Cultural
 - B. Definitions of socialization and change
 - C. Effects of socialization on children's development
 1. Experiences
 2. Interactions
 3. Environments
 - D. Socialization within an ecological context
 1. Microsystems ζ family, school, peer group, community
 - E. Mesosystems ζ linkages and interrelationships
 1. Exosystems ζ parents, jobs, school board, city council
 2. Macrosystems ζ belief systems, life-styles and social interchange
 - F. The global trend toward interconnectedness
 1. Industrial society to information society
 2. Organization man to humanism
 3. National economy to world economy
 4. Short-term to long-term considerations
 5. Centralization to decentralization
 6. Institutional help to self-help
 7. Representative democracy to participatory democracy
 8. Hierarchies to networking
 9. Movement from north to south
 10. Either/or to multiple options
 - G. The concept of choice
- II. Understanding socialization
 - A. Socialization as a unique human process
 - B. Intentional and unintentional socialization
 - C. Aims of socialization
 1. Development of a self-concept
 2. Erik Erikson's eight stages of psychosocial development
 3. Instilling ambitions
 4. Teaching social roles
 5. Teaching developmental skills
 - D. Agents of socialization
 1. Family
 2. School
 3. Peers
 4. Media
 5. Community
 - E. Methods of socialization
 1. Operant methods
 2. Observational methods
 3. Cognitive methods
 4. Socio/cultural methods
 5. Apprenticeship methods

- III. The nature of families
 - A. Family structure
 - 1. Basic organizational patterns
 - 2. Functions
 - B. Changes in the family & an historical perspective
 - 1. Economic function
 - 2. Socialization/educational function
 - 3. Nurture/support function
 - 4. Reproductive function & family size
 - 5. Assignment of roles
 - 6. Authority patterns and role expectations
 - 7. Family empowerment & from an economic to a management unit
 - C. The consequences of change on families and children
 - 1. Divorce, single parents and stepparents
 - 2. Joint custody
 - 3. Dual-earner families
 - D. Family characteristics that influence socialization
 - 1. Socioeconomic status
 - 2. Ethnic orientation and norms
 - 3. Religious orientation
 - E. Characteristics of successful families
- IV. The nurture of families
 - A. Parenting
 - 1. Parenting and tradition
 - 2. Parenting and change
 - 3. Parenting as a process
 - B. Historical influences on child-rearing attitudes in the United States
 - C. Sociocultural influences on child-rearing attitudes
 - 1. Cultural goals
 - 2. Cultural patterns of social interaction
 - 3. Cultural ideology
 - 4. Socioeconomic status
 - 5. Parental occupations
 - D. Parenting styles
 - 1. Parenting styles that foster social personality development
 - 2. Parenting styles that foster competence
 - 3. Parenting styles that foster responsible behavior
 - E. Influences on parenting styles
 - 1. Children's age, temperament and gender
 - 2. Family size, birth order and gender of siblings
 - 3. Family stress
 - 4. Parent-child interaction
 - F. Ethnic patterns of parenting
 - 1. Asian American
 - 2. Native American
 - 3. Native American
 - 4. Hispanic American
 - 5. African American
- V. Child care facilities
 - A. Defining quality child care
 - 1. Advocacy and the National Association for the Education of Young Children (NAEYC)
 - 2. History of child care
 - 3. Philosophies behind child-care programs
 - B. Effects of child care on the child
 - 1. Psychological development
 - 2. Social development
 - 3. Intellectual development
 - 4. Intervention programs
 - C. Effects of child care on the family

- D. Effects of child care on the community
 - E. Child care and socialization
 - F. Curriculum models
 - 1. Cognitively oriented
 - 2. Direct instruction
 - 3. Montessori
 - 4. Developmental interaction
 - G. Socialization effects of different curriculum models
 - H. Socialization effects of child-care ideologies
- VI. School
- A. The school as a socializing agent
 - B. Factors affecting the school's ability to socialize
 - 1. Place of residence
 - 2. Family and community attitudes toward school
 - 3. School and class size
 - 4. Arrangement of classroom environment
 - 5. Personality of the child
 - 6. Peer group
 - C. Types of programs
 - 1. Teacher-centered
 - 2. Learner-centered
 - D. The role of the teacher as socializing agent
 - 1. Teachers as leaders
 - 2. Teachers as managers
 - E. Teachers' characteristics
 - 1. Expectations
 - 2. Responses to gender
 - 3. Responses to ethnicity
 - F. Computer education
 - G. Kindergarten as transitional socialization setting from home to school
 - H. Parent/school interaction
 - 1. Fostering parent/school interaction
 - 2. The importance of parent involvement
 - 3. Ways in which the school can motivate parents to become involved
 - 4. Ways in which parents can motivate the school to become involved
- VII. Peers
- A. The peer group as a socializing agent
 - 1. Sense of belonging and social interaction
 - 2. Independence and sense of self
 - B. Influence on development
 - 1. Conformity to group norms
 - 2. Conformity and cognitive development
 - 3. Conformity and psychological development
 - C. Functions of the peer group
 - 1. Getting along with others
 - 2. Developing morals and values
 - 3. Sex education
 - D. Development of peer groups
 - 1. Early childhood peer activities
 - 2. Middle childhood peer activities
 - 3. Friendship
 - 4. Acceptance and rejection
 - 5. Peer sociotherapy
 - 6. Adult-structured groups and activities
 - 7. Group interaction
 - E. How peer groups influence behavior
 - 1. Reinforcement
 - 2. Modeling
 - 3. Punishment
 - 4. Apprenticeship

- F. Positive and negative effects of peer groups
- VIII. Community ecology
 - A. Definition of community
 - B. How the community influences socialization
 - 1. Physical factors ζ geography, density, play settings
 - 2. Economic factors
 - 3. Social and personal factors
 - 4. The neighborhood setting
 - 5. Patterns of community interaction
 - C. Community services ζ public and private agencies
 - D. Parks and recreation agencies
 - E. Family support
 - 1. Referrals
 - 2. Economic assistance
 - 3. Counseling
 - 4. Family preservation
 - F. Child services ζ health and welfare
 - 1. Economic assistance
 - 2. Medical
 - 3. Protective
 - 4. Child care
 - 5. Foster care
 - 6. Adoption
 - 7. Correctional
 - 8. Mental health
 - 9. Special needs
 - G. Involving children in the community
 - H. The need for advocacy for children
 - 1. Poverty
 - 2. Child health
 - 3. Support for families
 - 4. Special child-care needs
 - I. How to be an advocate
 - J. Children's advocate groups
 - K. Case studies
- IX. Outcomes of socialization ζ child, family, school and community interaction
 - A. Values and morals ζ definitions
 - B. Developing a moral code
 - 1. Piaget's theory of moral development
 - 2. Kohlberg's theory of moral development
 - C. Influences on moral development
 - 1. Family
 - 2. Peers
 - 3. Situation
 - 4. Personality
 - 5. School / teachers
 - 6. Mass media
 - 7. Community
 - D. Development of attitudes
 - 1. Family
 - 2. Peers
 - 3. Television and books
 - 4. Community
 - 5. School / teachers
 - E. Motivation and achievement
 - 1. Development of achievement motivation
 - 2. Achievement motivation and parenting
- X. Outcomes of socialization ζ behavior, gender roles and self-esteem
 - A. Behavior ζ antisocial versus prosocial
 - B. Theories of the development of aggressive behavior

1. Aggression as a natural human instinct
 2. Learned aggression
 3. Aggression as a response to frustration
 4. Aggression as a result of group pressure
 5. Aggression caused by the reduction of restraining socialization forces
 6. Socialization as aggression
- C. Ways of studying aggression
1. Social-cognitive model
 2. Ecological model
- D. Prosocial behavior and the development of altruism
1. Genetics
 2. Reinforcement
 3. Modeling
 4. Instruction
- E. The influence of socializing agents on the development of altruism
1. Family
 2. Media and school
 3. Peers
- F. Development of gender roles
1. Theories
 2. Research
- G. Contributions of significant socializing agents to the development of gender roles
1. Family
 2. Peers
 3. School / teachers
 4. Mass media
 5. Community
- H. Self-esteem
1. Definition
 2. Development
- I. Contributions of significant socializing agents to the development of self-esteem
1. Family
 2. School / teachers
 3. Peers
 4. Mass media
 5. Community
- XI. Meeting the special socialization needs of maltreated children
- A. Identifying children with special socialization needs
 - B. Maltreated children
 1. Defining child abuse and neglect
 2. Causes of child maltreatment
 3. Parents and maltreatment
 4. Indications of possible maltreatment
 5. Society and maltreatment
 - C. Sexual abuse
 - D. Psychological abuse
 - E. Children of alcoholics
 - F. Consequences of maltreatment
 - G. Reporting child maltreatment
 - H. Treatment and intervention programs for families
 1. Legal intervention
 2. Therapeutic intervention
 - I. Caregiver/educator's role in prevention and support
- XII. Meeting the special socialization needs of disabled children
- A. Disabilities
 - B. Socialization of the disabled
 1. Background
 2. Influences on the socialization of disabled children
 3. Advocacy
 - C. Individuals with Disabilities Education Act

1. Nondiscriminatory evaluation
2. Free appropriate education
3. Least restrictive environment
4. Due process
5. Parent involvement
6. Child find
- D. Least restrictive environment and mainstreaming policies
- E. Identification and assessment of disabled children
- F. Pros and cons of classification
- G. Families of disabled children
- H. Victims of drug and disease exposure
 1. Children prenatally exposed to drugs
 2. Children exposed to disease
- I. The community and the disabled
- XIII. Meeting the special socialization needs of multiethnic children
 - A. Understanding ethnic diversity
 1. The socialization of African-American children
 2. The socialization of Hispanic-American children
 3. The socialization of Native-American children
 4. The socialization of Asian-American children
 - B. Philosophies of socializing diverse ethnic groups
 1. Assimilation
 2. Melting pot
 3. Cultural pluralism
 - C. Society, education and ethnically diverse children
 - D. Bilingual/multicultural programs
 1. Rationale
 2. Effectiveness
 3. Case studies

B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. Assigned and optional textbooks such as
- II. a. Burns, Roberta, Child, Family, Community: Socialization and Support. 5th ed. Harcourt Brace, 2001
- III. b. Gonzalez-Mena, Janet, The Child in the Family and the Community. 3rd ed. Meril Prentice Hall, 2002
- IV. 2. Professional journals such as:
- V. a. Readings in Marriages and Family
- VI. b. Readings in Human Development
- VII. 3. Internet sites such as:
- VIII. a. www.ffcd.org
- IX. b. www.cdasandiego.com
- X. c. www.naccp.org

C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Evaluate social service agencies in terms of the facilities themselves as well as the services that they provide to support and strengthen families in a culturally pluralistic society
- II. 2. Apply child development and socialization principles to child rearing practices in institutional settings
- III. 3. Compare and contrast the wide variety of cultures present in San Diego County
- IV. 4. Analyze current journal and periodical articles related to children, families and community collaboration

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

Students are expected to spend a minimum of two hours outside of class time in practice and

preparation for each hour of lecture.

- I. 1. Reading and writing assignments related to human development, child socialization, contemporary family life and community services that support the family
- II. 2. Community service at a local social services agency that specialize in bilingual and multicultural programs for children and families
- III. 3. Observational visits to a variety of local social service agencies that can be used to refer parents to when requested
- IV. 4. Preparation for in-class topical panels dealing with such topics as the development of gender roles, methods of socialization and/or identifying and supporting children with special needs

E. **Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

Writing assignments are required. The student will be required to formulate and demonstrate the ability to perform critical thinking and writing skills, as well as oral presentations.

- I. 1. A report detailing the student's experiences, observations and assessments gathered while performing community service at a local family and/or children's social services agency
- II. 2. A Parent Newsletter designed to foster positive child development and socialization through child-family-school/child care facility interaction
- III. 3. A research paper dealing with contemporary demographic, economic, social and cultural trends, issues and problems that affect children and families

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

A student's grade will be based on multiple measures of performance. Specific evaluation procedures are to be developed by each instructor. These procedures must be consistent with the objectives stated above and may include essay examinations, written and/or oral reports and/or essays, class discussion, and field assignments. Instructors are required to provide the students with a syllabus in accordance with district policy that specifies the procedures by which they will be evaluated. Evaluation criteria may be based on, but are not limited to, the following:

- I. Performance on essay and objective examinations
- Performance on in-class and out-of-class writing assignments including semester research paper
- Performance on field projects and reports
- Performance on group oral presentation panel discussion
- Class attendance and participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Lecture
- * Lecture Discussion
- * Other (Specify)
- * Distance Education
- * 1. Lectures and demonstrations related to human development and socialization in a culturally pluralistic society
- * 2. Group problem solving, discussion and/or critiques related to theories of child development and practical issues of contemporary family life, school-family relationships and social services
- * 3. Field trips or field assignments in which the students visit, evaluate and conduct observations at local child and family social service agencies
- * 4. Computer-assisted or other self-paced instruction including research of social service agencies

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Burns, Roberta. Child, Family, Community: Socialization and Support, 5th ed. Harcourt Brace, 2000, ISBN: 0155074121
2. Gonzalez-Mena, Janet. The Child in the Family and the Community, 3rd ed. Merrill Prentice Hall, 2001, ISBN: 013092251X

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

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CO-CONTRIBUTOR(S)

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