****

**SCHOOL OF Education**

**Virtual Campus**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**COURSE NUMBER & NAME:**

# ECHD 4312 VC01 Partnering with Parents

**TERM:**

Summer 2020 (May 25 – August 8)

**INSTRUCTOR:**

Amy Manchee

**CONTACT INFORMATION:**

Office/Cell phone: 806-282-9419

WBU Email: [amy.manchee@wayland.wbu.edu](mailto:amy.manchee@wayland.wbu.edu)

**OFFICE HOURS:**

Contact at any time through the “Message the Instructor” tab in Blackboard or via email or text message to the phone number listed above.

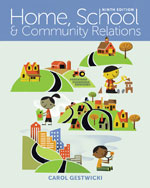
**COURSE MEETING TIME & LOCATION:**

Virtual Campus

**CATALOG DESCRIPTION:**

This course provides the guidelines for creating effective partnerships with families. It also provides an overview of the diversity of modern families. The emphasis is on examining elements that create successful partnerships and programs that work.

**REQUIRED TEXTBOOK AND RESOURCE MATERIAL:**

1. Student Textbook: Gestwicki, C. (2016). *Home, school, and community relations: A guide to working with families* (9th edition). Florence, KY: Cengage Learning.   
   ISBN-13: 9781305089013
2. Access to WBU Learning Resources [Link to WBU Library](file:///C:\Users\mccalls\Documents\Courses\ECHD%204312%20Partner%20with%20Parents\Summer%202018\ECHD%204312%20Syllabus%20VC%202018.rtf)

**COURSE OUTCOMES AND COMPETENCIES:**

* Module One: Introduction to Families
* Module Two: Teacher-Family Partnerships in Early Education
* Module Three: Methods for Developing Partnerships
* Module Four: Making a Partnership Work

**COMPETENCIES FOR THIS COURSE:**

* Students possess knowledge and understanding of family and community characteristics.
* Students understand how to build positive relationships, taking families preferences and goals into account and incorporating knowledge of families’ languages and cultures.
* Students consider family members to be resources for insight into their children, as well as resources for curriculum and program development.
* Students understand that their relationships with families include assisting families in finding needed resources that may contribute directly or indirectly to their children’s positive development.
* Students understand how to go beyond parent conferences to engage families in curriculum planning, assessing of children’s learning, and planning for children’s transitions to new programs.

**Student Learning Outcomes:**

The university student will:

1. demonstrate a variety of communication skills associated with the importance of fostering relationships and partnerships with families of young children.
2. describe perspectives of parent involvement in early childhood programs and schools.
3. demonstrate techniques and practices for developing effective parent partnerships.
4. construct activities for involving parents in early childhood programs.
5. identify and explain advocacy roles of teachers, parents, community, and government.
6. demonstrate sensitivity to problems and issues confronting families with young children.
7. demonstrate an understanding of the functions and services offered by social service agencies, support services, and clinics in the local community, the state, and on the national level.
8. construct a resource file to be used when referring families to outside agencies.
9. review current research related to partnerships between educators and parents of young children.

**COURSE REQUIREMENTS:**

1. The university student will participate in weekly class sessions, read all assigned materials, participate in class activities and assignments, and demonstrate professionalism.
2. Students will complete and submit all assignments at the appropriate time.
3. All assigned work must be typed, 12-point font, and double-spaced.
4. The university student will complete three tests and a final exam.
5. The university student will complete two projects and a journal article review.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE LEARNING OUTCOMES**

Students should login at the beginning of each week to review assignments for the week. All assignments are due as noted on course calendar unless otherwise announced by the instructor through Blackboard. All assigned work must be typed, double spaced, 12-point font, and submitted by the due date to receive credit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Learning Outcome(s)** | **Possible Points** | **Points Earned** |
| Weekly Discussions (10 @ 10 points each) | 1-9 | 100 |  |
| Weekly Assignments (10 @ 10 points each) | 1-9 | 100 |  |
| Parent Communication/Collaboration Project | 1, 3, 4, 6 | 50 |  |
| Parent/Family Resources Project | 7, 8 | 50 |  |
| Journal Article Review | 9 | 25 |  |
| Three Tests (25 points each) | 1-9 | 75 |  |
| Final Exam | 1-9 | 100 |  |
| **Total** |  | **500** |  |

450 – 500 = A 400 – 449 = B 350 – 399 = C 300 – 349 = D < 300 = F

**University Grading System:**

**A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = Below 60%**

A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “**I”** is converted to the grade of “**F**”. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**ATTENDANCE POLICY:** Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within the course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course (i.e., non-participatory during 3 or more weeks of an 11-week term). Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

**DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo trifilot@wbu.edu or call (806) 291-3745.

**METHOD OF INSTRUCTION:**

Through reading of the text and current publications, discussion, and instructor/student demonstrations and presentations, students will develop a better understanding of the creating effective partnerships with families of the young child. Virtual class time will be interactive, effective instructional practices will be interwoven with explicit teaching of content by the instructor, and students will be active participants throughout the course.

**COURSE REQUIREMENTS:**

Wayland Baptist University places great value on professionalism. Professionalism is a key component to becoming an effective early childhood teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your experience in an early childhood setting. Additionally, because it is so important for early childhood teachers to communicate ideas effectively to colleagues, parents/families, and administrators, writing clear and error-free English is a priority for students in the Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and other experiences will be taken into consideration as will correct and appropriate format and construction.

**GRADE APPEAL:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

[Plagiarism and Academic Dishonesty](http://catalog.wbu.edu/content.php?catoid=9&navoid=777) – link to 2019-2020 University Catalog

Wayland Baptist University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.

2. Requirement to redo work in question.

3. Requirement to submit additional work.

4. Lowering of grade on work in question.

5. Assigning the grade of F to work in question.

6. Assigning the grade of F for course.

7. Recommendation for more severe punishment (See WBU Academic Catalog for further information).

**IMPORTANT DATES:**

Course Begins:  May 25, 2020

Last day to ofﬁcially drop or withdraw with “W”:  July 24, 2020

Last day to ofﬁcially drop or withdraw with “WP/WF”:  July 30, 2020

Summer Term Ends: August 8, 2020

**TENTATIVE SCHEDULE/COURSE OUTLINE**:

The instructor reserves the right to amend the course outline as needed during the course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session/**  **Date** | **Content** | **Chapter Readings** | **Assignments Due** |
| **MODULE ONE: INTRODUCTION TO FAMILIES** | | | |
| **(1)**  **Week of**  **5/25 – 5/31** | Review Syllabus, Assignments, and Rubrics; Introductions | Family Engagement Article | Due: Sunday, May 31  Weekly Assignment #1  Discussion #1 |
| **(2)**  **Week of**  **6/1 – 6/7** | Chapter 1. A Day with Two Families: Diversity of Experience | Chapter 1 | Due: Sunday, June 7  Weekly Assignment #2  Discussion #2 |
| **(3)**  **Week of**  **6/8 – 6/14** | Chapter 2. Families Today  Chapter 3. Parenting | Chapters 2 & 3 | Due: Sunday, June 14  Weekly Assignment #3  Discussion #3 |
| **MODULE TWO: TEACHER-FAMILY PARTNERSHIPS IN EARLY EDUCATION** | | | |
| **(4)**  **Week of**  **6/15 – 6/21** | Chapter 4. What Is Family Involvement?  Chapter 5. Benefits and Barriers in Teacher-Family Partnerships | Chapters 4 and 5 | Due Sunday, June 21  Weekly Assignment #4  Discussion #4  **Test #1: Module 1 (Ch. 1-3)** |
| **(5)**  **Week of**  **6/21 – 6/28** | Chapter 6. Foundations of a Successful Partnership | Chapter 6 | Due: Sunday, June 28  Weekly Assignment #5  Discussion #5  **Journal Article Review** |
| **MODULE THREE: METHODS FOR DEVELOPING PARTNERSHIPS** | | | |
| **(6)**  **Week of**  **6/29 – 7/5** | Chapter 7. Good Beginnings with Parents and Children. Chapter 8. Informal Communication with Families | Chapters 7 and 8 | Due: Sunday, July 5  Weekly Assignment #6  Discussion #6  **Test #2: Module 2 (Ch. 4-6)** |
| **(7)**  **Week of**  **7/6 – 7/12** | Chapter 9. Parent-Teacher Conferences  Chapter 10. Families in the Classroom | Chapters 9 and 10 | Due: Sunday, July 12  Weekly Assignment #7  Discussion #7 |
| **(8)**  **Week of**  **7/13 – 7/19** | Chapter 11. Parent Education  Chapter 12. It Takes a Village: Teachers, Families, and Communities | Chapters 11 and 12 | Due: Sunday, July 19  Weekly Assignment #8  Discussion #8  **Parent Communication/ Collaboration Project** |
| **MODULE FOUR: MAKING A PARTNERSHIP WORK** | | | |
| **(9)**  **Week of**  **7/20 – 7/26** | Chapter 13. Working with Families from Diverse Backgrounds  Chapter 14. Working with Families in Particular Circumstances | Chapters 13 and 14 | Course Evaluation  Due: Sunday, July 26  Weekly Assignment #9  Discussion #9  **Test #3: Module 3 (Ch. 7-12)** |
| **(10)**  **Week of**  **7/27 – 8/2** | Chapter 15. Working to Resolve Challenging Attitudes and Behaviors | Chapter 15 | Due: Sunday, August 2  Weekly Assignment #10  Discussion #10  **Parent/Family Resource File** |
| **(11)**  **Week of**  **8/3 – 8/8** | FINAL EXAM |  | **Due: Saturday, August 8**  **FINAL EXAM** |

**Dear Student,**

**I am looking forward to an exciting semester as we explore home, school, and community relations together as you move closer to completing your degree plan and beginning your professional career. As we begin this semester together please know that as we work through a busy 11 weeks together, there may be situations that possibly arise for you, the student, as well as for me, the instructor. Our goal will be to follow this schedule as closely as possible. Please know that I understand that sometimes “life happens,” making it difficult for you to complete an assignment or test by the stated deadlines. At the same time, there may be a situation or two that arises that may make it difficult for me to grade your assignments as quickly as you might hope for or to respond to your questions immediately. My best advice to you during this course (and all your courses) is to be open and honest with your instructor. Communicate regularly. If you procrastinated (or perhaps your job during the typical M-F week dictates that you wait) until the weekend to get your coursework completed, and then came down with a stomach bug or have a true family emergency, share that information with me. I can and will be understanding if you are upfront with me. If this is your first course to take online (which is highly unlikely since so many were forced to transition to online learning during the COVID-19 pandemic), share that information with me so that I can guide you through Blackboard and have a heads up that you may have some technology difficulties. Take a moment NOW and save my cell number and email address (page 1 of the syllabus) in your contacts in your phone so that you have it available when needed. I am typically not so understanding if you wait and contact me after work is due. On that same note, if you are consistently having issues that prevent you from completing and submitting your coursework on time, you might need to consider dropping this course and taking it during a different semester.**

**Generally, I try to respond to any questions you may have within a 24-hour period. If you need/hope for a quicker reply, sometimes a quick text message that says something like, “This is (your first & last name) from your ECHD 4312 class. I just sent you an email with a question I am hoping you can respond to sooner rather than later.” Please understand that I also work about 32 hours per week in our church music office as an assistant to our Minister of Music, so prompt responses may not always occur. Regarding grading, I will try to have feedback to you within one week of the due date for each week’s assignments.**

**Sincerely,**

**Amy Manchee**