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Spring 2-1-2021

### EDEC 410.B01: Families, Communities, and Culture

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**University of Montana**  
**Early Childhood Education Endorsement**  
**EDEC 410 - Families, Communities, and Culture**

**INSTRUCTOR:** Allison Wilson  
[Allison.wilson@mso.umt.edu](mailto:Allison.wilson@mso.umt.edu)  
ED 301, 406.243.4865

**CREDITS:** 3 Semester Credits

**LOCATION:** This is a face-to-face course meeting in room: ED313 on Tuesdays from 1:00pm to 2:50pm.

**OFFICE HOURS:** By appointment. Feel free to e-mail me during the day and on weekends. I will get back to you ASAP to set up a time to meet face to face, over zoom or on the phone to answer your questions.

**Course Details:** EDEC 410 Families, Communities, and Culture (3 credits)  
Course meeting time is reduced to integrate teaching with LAB practicum.

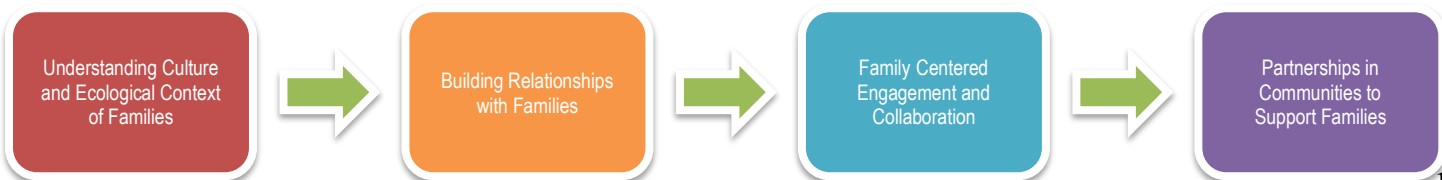
**Prerequisite:** Admission to the Teacher Education Program. This class must be taken concurrently with Level 2 courses and is restricted to students who have completed coursework in Level 1.

**Course Description:** This course explores the dynamics of working together with families of young children (birth through age 8) in early care and education settings. Assigned readings, course discussion and activities set the stage for students to engage in meaningful work with families in their practicum setting and beyond. Students will work closely with children and their families to implement a guided process of relationship building, needs assessment, resource coordination, support implementation and evaluation that documents their process of identifying and providing support services to meet the unique needs and goals of the family.

**Practicum Requirement:** For this course, the University has selected the Learning and Belonging Preschool as the early childhood practicum setting. A total of 15 LAB hours will be associated with this course and scheduled through the LAB school director.

**Required Textbook(s):**

- Weiss, Heather B., Lopez, L. Elena, Kreider, Holly, Chatman-Nelson, Celina (2014). *Preparing educators to engage families: Case studies using an ecological systems framework*. Washington D.C.: Sage.
- Additional readings may be distributed, or posted, over the course of the semester.



## **NAEYC and Montana ECE Standards this Course Addresses:**

As a required course for the Early Childhood Education Endorsement Program, this course is designed to prepare students for professional competencies which have been endorsed by the NAEYC and Montana ECE Standards. This course attends to and introduces each of the following standards:

### NAEYC Standard 2 Building Family and Community Relationships:

- 2a: Knowing about and understanding diverse family and community characteristics*
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships*
- 2c: Involving families and communities in young children's development and learning*

### NAEYC Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families:

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children*
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology*
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches*
- 4d: Reflecting on own practice to promote positive outcomes for each child*

### NAEYC Standard 6 Growing As a Professional:

- 6a: Identifying and involving oneself with the early childhood field*
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines*
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.*
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education*
- 6e: Engaging in informed advocacy for young children and the early childhood profession*

## **Conceptual Framework:**

Please review the following *Themes of a Learning Community* for an understanding of the College's conceptual framework for professional education programs.

### Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

### Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

### Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning

environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

**Course Outcomes, Assignments, and Assessments**

1. Students will identify, describe, and apply knowledge of family-centered principles.	<ul style="list-style-type: none"> <li>• Case Study Reflections</li> <li>• Ecological System Project</li> <li>• Service-Learning Project</li> <li>• PBL Advocacy Project</li> </ul>
2. Students will identify the strengths, resources, and needs of families for promoting positive outcomes for young children.	<ul style="list-style-type: none"> <li>• Case Study Reflections</li> <li>• Service-Learning Project</li> <li>• PBL Advocacy Project</li> </ul>
3. Students will demonstrate knowledge of cultural issues, effective help giving, communication and interviewing, and problem-solving skills necessary for working with families in partnership.	<ul style="list-style-type: none"> <li>• Parent Teacher Conference Observation</li> <li>• Case Study Reflections</li> <li>• PBL Advocacy Project</li> </ul>
4. Students will demonstrate the abilities to utilize self-reflection as a tool for enhancing their ability to more fully understand and collaborate effectively with families.	<ul style="list-style-type: none"> <li>• Case Study Reflections</li> <li>• Service-Learning Project</li> <li>• PBL Advocacy Project</li> </ul>

**Assignments:**

Students are expected to turn in assignments prior to the beginning of class on the day the assignment is due. Please submit all assignments via Moodle, unless otherwise noted in the assignment description. **Assignments are expected to be of professional quality--this means thoughtful, descriptive, complete, utilizing strength-based language and relatively few if any grammatical and spelling errors.** Assignments that are *not* of professional quality are subject to a loss of points.

This course will utilize a variety of instructional strategies. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Thus, student participation (in-class) will be reflected in the student's final course grade.

<b>Assignments</b>	<b>Total Course Percentage</b>
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1. Classroom Participation and Engagement	10%
2. Case Studies and Application Activities	20%
3. Service-Learning <ul style="list-style-type: none"> <li>Part 1 – Community Engagement: MTAEYC, No Small Matter, Week of the Young Child</li> <li>Part 2 – Classroom Engagement: Learning and Belonging (LAB)</li> </ul>	30%
4. PBL Advocacy Project	30%
5. Ecological Systems Final Project	10%
<b>Total:</b>	100%

**Grading Scale: Total Assignment Points Will Be Converted to a Percent Score in Moodle**

A	95-100	B+	87-89	C+	77-79	D+	67-69	F	>60
A-	90-94	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

**Course Requirements and Policies:**

- 1. Late Work Policy:** If a student does not achieve approval from the instructor prior to the late submission, 10% of the possible total points will be deducted per day, up to 3 days.
- 2. Policy on Cell Phone Usage:** The use of cell phones for anything beyond class activities is prohibited during class except with Professor permission. Cell phones should be turned off (or on vibrate) and stored out of view. Students who use their cell phones for out of class activities may be asked to leave class and lose points for the day's in-class work. Students who are designated as emergency caretakers or in an emergency situation may use this technology with respect for others. Please inform your Professor before each class if you are the emergency caretaker or in a situation where you must have access to your phone.
- 3. Conduct Code:** Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana Student Conduct Code. An unabridged copy of this code is available at <https://www.umt.edu/safety/policies/default.php>. If there are questions about how the code

applies to a class activity, please consult with the course instructor prior to engaging in that activity.

4. **Academic Honesty:** Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana Student Conduct Code. An unabridged copy of this code is available at <http://www.umt.edu/student-affairs/>. If there are questions about how the code applies to a class activity, please consult with the course instructor prior to engaging in that activity.
5. **People-First Language:** As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, “child with autism” not “autistic child”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 72 of the Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition.
6. **Accommodations:** If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at [www.umt.edu/disability](http://www.umt.edu/disability).
7. **Campus Safety and Emergency Procedures:** Campus safety is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. Emergencies are rare, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors on the second and third floors. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

UM's emergency notification system notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. An online form is also available. You may elect to remain anonymous when making a report.

Active shooter preparedness requires that we develop a survival mindset. UM recommends the “Run, Lock, Fight” response for an active shooter incident.

**RUN:**

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

**HIDE**

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

**FIGHT**

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following UM's Police Department on Twitter @UMPublicSafety.

**Additional Notes:** Please note that this document serves as a guide. I welcome student input and reserve the right to adjust this guide as the semester proceeds. Changes will be written and distributed to the class.

**EDEC 410 Course Schedule**

Week	Topic	Assignments	Due Date
1.	<ul style="list-style-type: none"> <li>• Introduction to EDEC 410</li> </ul>	<ul style="list-style-type: none"> <li>• Intro Reading Reflection</li> </ul>	1/18
2.	<ul style="list-style-type: none"> <li>• Dimensions and Ecology of Family Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Service-Learning Reading Reflection</li> </ul>	1/25
3.	<ul style="list-style-type: none"> <li>• Service Learning</li> <li>• Case Study Format</li> <li>• Exploring Cultural Differences</li> </ul>	<ul style="list-style-type: none"> <li>• Microsystem Reading and Case Study Reflection</li> </ul>	2/1
4.	<ul style="list-style-type: none"> <li>• Getting Started with STEM Kits</li> <li>• Building Cultural Awareness</li> <li>• Microsystem</li> </ul>	<ul style="list-style-type: none"> <li>• Mesosystem Reading and Case Study Reflection</li> </ul>	2/8
5.	<ul style="list-style-type: none"> <li>• STEM Kits continued...</li> <li>• Mesosystem</li> <li>• Ecological Systems Project Intro</li> </ul>	<ul style="list-style-type: none"> <li>• Exosystem Reading and Case Study Reflection</li> </ul>	2/15
6.	<ul style="list-style-type: none"> <li>• STEM Kits continued...</li> <li>• Exosystem</li> <li>• Brain Architecture Game</li> </ul>	<ul style="list-style-type: none"> <li>• Macrosystem Reading and Case Study Reflection</li> </ul>	2/22
7.	<ul style="list-style-type: none"> <li>• <b>STEM Kits Finished</b></li> <li>• No Small Matter Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Chronosystem Reading and Case Study Reflection</li> <li>• <b>STEM Kits Due</b></li> </ul>	<b>3/1</b>
8.	<ul style="list-style-type: none"> <li>• <b>Ecological Systems Presentations</b></li> <li>• PBL Service-Learning Intro</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ecological Systems Midterm Project Due</b></li> </ul>	<b>3/8</b>
9.	<b>NO CLASS March 16<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• <b>Getting Started: PBL Service Learning</b></li> </ul>	<b>3/15</b>

10.	<ul style="list-style-type: none"> <li>PBL: What is a problem our advocacy project can address?</li> </ul>	<ul style="list-style-type: none"> <li>PBL Milestone 1</li> </ul>	3/22
11.	<ul style="list-style-type: none"> <li>PBL: How do others in our community perceive this problem?</li> </ul>	<ul style="list-style-type: none"> <li>PBL Milestone 2</li> </ul>	3/29
12.	<ul style="list-style-type: none"> <li>PBL: What should be done about this problem?</li> </ul>	<ul style="list-style-type: none"> <li>PBL Milestone 3</li> </ul>	4/5
13.	<ul style="list-style-type: none"> <li>PBL: What actions can we take as individuals to address this problem?</li> </ul>	<ul style="list-style-type: none"> <li>PBL Milestone 4</li> </ul>	4/12
14.	<ul style="list-style-type: none"> <li>PBL: How can we encourage others to help with this issue?</li> </ul>	<ul style="list-style-type: none"> <li>PBL Milestone 5</li> </ul>	4/19
15.	<b>Finals Week</b>	<ul style="list-style-type: none"> <li><b>PBL Presentations</b></li> </ul>	<b>Tuesday 4/27</b>