Instructor: Monica B. Garcia, MA
Email: Monica.Garcia@utsa.edu
Phone: (210) 520-7004
Office Hours: By appointment and immediately before/after class

- Discover the key to your success—it starts within you
- You have to take life as it happens, but you should try to make it happen the way you want to take it.

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Department of Interdisciplinary Learning and Teaching Mission:
The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.

COURSE DESCRIPTION
(3-0) 3 hours credit.
Study of approaches to family, community, societal, cultural, and ideological support systems in children’s growth, learning and development. Emphasis on how these factors are related to permissive-restrictive dimensions of childrearing and socialization in broad perspectives. Included are children “at risk” and with disabilities. Field-based experiences required.

REQUIRED TEXT:

COURSE GOALS
The student will be given the opportunity to:

- understand the interrelatedness and influences of diverse support systems in children’s growth, learning and development.

2. comprehend the importance of family, school and community collaboration in young children’s growth, learning and development.

3. gain knowledge of the diverse needs of families as they rear their children in today’s society, including families of children “at risk” and with disabilities.

4. recognize differences between effective and ineffective means to encourage family involvement in children’s growth and development.
5. become familiar with models of school-based and home-based programs that include families.

6. acquire knowledge about specific local resources that serve the needs of children and their families.

**COURSE OBJECTIVES**

The student will be given the opportunity to:

- examine and discuss theoretical underpinnings and research that support school-family-community partnerships in education.

2. analyze the changing nature of parenting and investigate strategies used in effective and ineffective childrearing practices.

3. plan strategies and techniques to facilitate family involvement in schools.

4. identify and describe resources available to children and their families in the community.

5. evaluate means for effective communication with families.

6. use experts within the community as resources to increase ability to promote school-family-community collaborations.

7. assess a school’s potential to encourage or increase family involvement.

8. create home-learning activities for families and children to use together.

**STUDENT EVALUATION**

Various means will be used to evaluate the student’s mastery of course objectives. Using a criterion referenced point system, individual project and final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Exams (4)</td>
<td>100 (25 points each)</td>
</tr>
<tr>
<td>Field-based Experience #1</td>
<td>25</td>
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<tr>
<td>Field-based Experience #2</td>
<td>25</td>
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<tr>
<td>Field-based Experience #3</td>
<td>30</td>
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<tr>
<td>Field-based Experience #4</td>
<td>25</td>
</tr>
<tr>
<td>Home-learning Activities</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>250</strong></td>
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**Grade Distribution**

<table>
<thead>
<tr>
<th>Grade Distribution</th>
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<tbody>
<tr>
<td>A = 225 - 250</td>
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<tr>
<td>B = 200 - 224</td>
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<tr>
<td>C = 175 - 199</td>
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<tr>
<td>D = 150 - 174</td>
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**REQUIREMENTS**

**Reading Assignments**

Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. This will help them to participate in class discussions and obtain a better understanding of the content matter.

**Exams**

Four multiple-choice exams will cover assigned readings and in-class activities. Exams will be given solely at the time indicated on the course calendar.

**Field based Experiences**

Students will spend approximately 10 hours in field sites. Field-based assignments are required for the successful completion of this course. These field-based experiences are designed to be accomplished in different settings. Students will complete four field-based experiences that will consist of:

1. interviews of diverse groups of parents to ascertain their uses and needs for specific support systems in child rearing,
2. the collection and presentation of information about various community resources (presentations will correspond as much as possible to discussion topics),
3. an assessment of a particular school’s potential to encourage or increase family involvement, and
4. attendance at and report on a parent-teacher conference or parent meeting.

**Home-Learning Activities**

Students will prepare and present home-learning activities designed to support and encourage family involvement. Each student will prepare materials and guidelines for activities that children and parents can complete together. These activities will be presented in class on the date indicated on the course calendar.

**CLASS ATTENDANCE**

| The first major step to success is being there! |
| Communication and participation are essential. |

Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Upon the third absence of a student, the instructor will drop the student from the course. If the instructor drop period has expired; the student will receive a reduction in the final grade by 1 letter grade. Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade.
EXPECTATIONS

Quality of Work

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times). Font size must be 12 point and all work should be doubled spaced. Do not use bold lettering. **Title pages** must include name, course/section number and date are required for all written assignments. Pages should be stapled together. **Please do not use folders or binders.** APA format is required on all assignments and references must be cited on a separate reference page. The Tomás Rivera Center (TRC) provides an array of services to assist students in achieving learning success. The TRC provides training and assistance in such areas as study skills, test-taking strategies, note taking skills, etc. The TRC also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful such as writing skills. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web ([www.utsa.edu/trcss](http://www.utsa.edu/trcss)) or by phone (458-4694).

Submission of Assignments

Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (problems with the printer do not apply). Since most of the assignments for this course are field-based experiences, it is important that the students begin looking for research sites ASAP. 10 points will reduce grades on late assignments that have been approved by the instructor. If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

**Policies and Procedures**

Students are expected to demonstrate professional conduct and attire during class sessions. In order to minimize distractions, refrain from leaving class unless an emergency arises. Students will refrain from engaging in individual conversations during lectures or class discussions. **ALL CELL PHONES AND BEEPERS MUST BE TURNED OFF DURING CLASS PERIODS UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR. LAPTOPS ARE NOT NECESSARY AND, UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR, ARE NOT PERMITTED IN CLASS.**

Any incidence of scholastic dishonesty or other student discipline issues, the instructor will follow all the policies and procedures, in regard to students, as they are specified in the Fitness to Teach Guidelines and the UTSA Faculty Handbook. (Section IV, pages IV-311-vi).
UTSA Honor Code:
“On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself.”

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. **No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories.** (Ad. Memorandum No. 54).

Students with disabilities **must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157)** in order to receive support services and/or special accommodations.

**Attention is directed specifically to the Fitness to Teach Guidelines, Part C, 2, unconditional acceptance:** “… the teacher candidate has earned a grade of C or better in any or all Approaches or Models of Teaching courses.”

**Student Support Services**
**Academic Success and the Tomás Rivera Center:** The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).

**Other Student Support Services:** UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: http://www.utsa.edu/disability/).

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP **Quantitative Scholarship: From Literacy to Mastery** provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. **All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep**