UNIVERSITY OF WISCONSIN WHITEWATER
COLLEGE of EDUCATION AND PROFESSIONAL STUDIES

WORKING WITH CHILDREN AND FAMILIES IN A DIVERSE SOCIETY
EDUINDP 212 – Spring 2022 (3 Credits)

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Class Location: Winther 2010
Meeting Times: Tuesday, 1-3:30 pm
Online Dates: See Syllabus
Office Hours: Tuesday 9am-1pm, Wednesday 1-2pm (WebEx) and by appt.

Course Description
This course is designed to prepare students to work with families of young children with and without exceptional needs and with families whose children are at-risk for developmental delays. The following concepts will be addressed: (1) understanding young children as they grow up in various contexts; (2) understanding how characteristics, interactions, functions, and life cycle changes affect families; (3) parenting styles; (4) positive discipline in the home and classroom; (5) definition of culture (dominant and non-dominant); (6) prevention/intervention efforts and services; (7) legal rights of families under the Individuals with Disabilities Education Act (IDEA); and (8) building collaborative family-professional partnerships with families in today's diverse society.

Course Materials
Textbook is available through textbook rental:
Gonzalez-Mena, Janet (2009). 5th ed. Child, family, and community. Upper Saddle River, NJ: Merrill Prentice Hall.
Other readings related to discussions will be provided via hard copy or the CANVAS Website

Mission Statement

The College of Education and Professional Studies at the University of Wisconsin-Whitewater is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity. Responding to the changing needs within our global society, our programs prepare professionals to actively engage in an open democratic society inclusive of diverse populations. As a premier center for global learning, the College's focus on depth of learning and academic excellence provides our students with the requisites to be leaders dedicated to change in their communities.

Vision Statement

Inspiring Minds to Lead and Succeed

Diversity
Diversity is a multifaceted construct that encompasses a variety of visible and invisible differences including, but not limited to race, ethnicity, gender, age, disability, religion, and sexual identity. COEPS strives to create an inclusive community in which students, faculty, and staff feel safe, respected, and valued. We strive to not only demonstrate openness and respect in our interactions with each other, but to help students develop multicultural competence in their future professional endeavors.

Multicultural competence includes awareness and understanding of how one's own biases might affect one's worldview and interactions with others and an openness to developing knowledge about other

cultures. In addition this understanding and knowledge is used in working with individual differences and diverse cultures within your discipline.

Learning Goals (LG) for Students and Compliance with Professional Knowledge and Skills:

Content/Knowledge/Skill Students will understand or be able to:	**INTASC**	**Artifact**
The definition of culture and how the dominant culture impacts the understanding of ourselves and how we work with families	3. Learning Environments (InTASC 3, CEC 1 & 2, NAEYC 1 & 3) 2. Learner Differences (InTASC 2, CEC 1 & 2, NAEYC 3)	Writing a letter of introduction Mapping a family in the media Sharing our Stories (SOS) Critique of Written Communication Tool Listening to Family Interview Write-Up and Ecological Map Finding Resources
Ecological systems and family dynamics and how these affect young children	7. Planning for Instruction (InTASC 7, CEC 4 & 5, NAEYC 4) 8. Instructional Strategies (InTASC 8, CEC 4 & 5, NAEYC 4)	Mapping a family in the media Sharing our Stories (SOS) Listening to Family Interview Write-Up and Ecological Map
Federal and state laws and regulations that pertain to early childhood special education and families	1. Learner Development (InTASC 1, CEC 1 & 2, NAEYC 3) 2. Learner Differences (InTASC 2, CEC 1 & 2, NAEYC 3)	Mapping a family in the media Critique of Written Communication Tool Listening to Family Interview Write-Up and Ecological Map Finding Resources
Communication and organization skills required when working with families during parent/family-teacher conferences, volunteering in the classroom, and community events.	4. Content Knowledge (InTASC 4, CEC 3, NAEYC 1, 2 & 5) 5. Application of Content (InTASC 5, CEC 3, NAEYC 5)	Writing a letter of introduction Critique of Written Communication Tool Listening to Family Interview Write-Up and Ecological Map Attendance and Participation
Conduct an interview with a family to understand the family's ecological influences, priorities, characteristics, daily interactions, functions and responsibilities, and life cycle changes.	2. Learner Differences (InTASC 2, CEC 1 & 2, NAEYC 3) 9. Professional Learning and Ethical Practice (InTASC 9, CEC 6, NAEYC 6 & 7) 10. Leadership and Collaboration (InTASC 10, CEC 6, NAEYC 6 & 7)	Listening to Family Interview Write-Up and Ecological Map
Identify conflict resolution strategies	1. Learner Development (InTASC 1, CEC 1 & 2, NAEYC 3)	Critique of Written Communication Tool Attendance and Participation

	3. Learning Environments (InTASC 3, CEC 1 & 2, NAEYC 1 & 3) 8. Instructional Strategies (InTASC 8, CEC 4 & 5, NAEYC 4)	
Identify resources within communities to facilitate comprehensive services for young children and their families including sources of federal, state, and private funding for early intervention including IDEA Part B & C, Social Security Income, Medicaid benefits, and insurance coverage	9. Professional Learning and Ethical Practice (InTASC 9, CEC 6, NAEYC 6 & 7) 10. Leadership and Collaboration (InTASC 10, CEC 6, NAEYC 6 & 7)	Critique of Written Communication Tool Listening to Family Interview Write-Up and Ecological Map Attendance and Participation Finding Resources
Demonstrate effective communication and collaboration skills when working in teams of students and interacting with families	9. Professional Learning and Ethical Practice (InTASC 9, CEC 6, NAEYC 6 & 7) 10. Leadership and Collaboration (InTASC 10, CEC 6, NAEYC 6 & 7)	Writing a letter of introduction Critique of Written Communication Tool Listening to Family Interview Write-Up and Ecological Map Attendance and Participation
Requirements to provide a family program within school or community settings	9. Professional Learning and Ethical Practice (InTASC 9, CEC 6, NAEYC 6 & 7)	Critique of Written Communication Tool Finding Resources Attendance and Participation
Identification of family priorities for seeking community resources and planning interventions	9. Professional Learning and Ethical Practice (InTASC 9, CEC 6, NAEYC 6 & 7)	Critique of Written Communication Tool Finding Resources

InTASC standards available at:
http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html
Council for Exceptional Children: Special Education Teachers of Early Childhood Students CEC/EC Stds.
http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458
National Association for the Education of Young Children - NAEYC Standards at the Initial Licensure Level
http://www.naeyc.org/faculty/college.asp#2001

Course Format
The hybrid class meets face to face for most sessions. However, some class sessions will be held online as indicated in the course schedule. Come prepared with completed readings. You, as individual students are responsible for reading the materials assigned throughout the semester, attending classes regularly, and participating in class discussions and activities. Please, notify the instructor prior to missing a class session. Attendance is taken and counts toward the final grade. Course materials and resources will be available on the course website (CANVAS) or distributed in class. Students are expected to check their UWW e-mail and course website on a regular basis and are responsible to access class information that is disseminated electronically.

In order to make learning in this class meaningful and successful, please consider the following:

- All materials submitted using APA writing style for citations and references. All written/typed assignments should be free of grammatical errors.
- Use people-first language. Avoid using terms such as "handicapped children"; instead use "people-first" language; for example "children with special needs". Use this language when speaking and when writing.
- Keep electronic copies in three different places of everything submitted to back up all your work.
- Take responsibility for own learning. Please ask questions and seek assistance from the instructor as needed. Office hours are available for you to ask questions, share ideas, suggest changes, and acquire deeper understanding of course content and project requirements.
- Allow others to have differing opinions.
- Allow yourself time and space to closely read assignments.
- Allow yourself the freedom to change your opinions about families.
- Take time to acquaint yourself with current events taking place that relate to schools, communities, special education, families, children, etc. (read newspapers, listen to NPR, read journals in the field, etc.)
- The Listening to Families project will be the artifact to include in the phase 2 portfolio. The instructor will assess the artifact according to a standards-based rubric, which is based on professional standards.
- The portfolio development will be discussed at length in the Reflective Seminar – Portfolio course all materials will be connected with edTPA.
- Themes that will be woven throughout all topics are celebration of diversity, professionalism, conflict resolution techniques, and collaboration.
- If you have questions, concerns, or want to add additional information, please talk to the instructor.
- We are professionals and expect you to refrain from cellphone and electronics use when not directly tied to course material.

Additional Course Information

1. **Completing assignments, readings, and projects in a timely manner** – Keeping up on readings and class assignments is necessary to allow room for in-depth discussions and reflections. If students fall behind and submit late assignments, they risk not learning as much and getting a grade that is below average (see below for policy on late assignments). Students are expected to turn in assignments on the assigned due dates.

    - **Policy on Late Assignments:** All assignments must be submitted in Canvas by the due date indicated in the course syllabus. Students who submit assignments after the due date/time indicated in the syllabus will lose 10% of possible points for assignments that are 1-3 calendar days late; 25% of points for assignments that are 4-7 calendar days late; 50% of points for assignments that are 8-10 calendar days late; and all points for assignments that are more than 10 calendar days late.

- Assignments will not be accepted after 10 calendar days unless the student receives special permission from the instructor. Students will receive zero points for missing assignments.

- Late policies apply to all assignments unless the instructor has granted a deadline extension for emergency circumstances (e.g., due to Covid-19 or other personal emergencies). If you are experiencing significant challenges and foresee turning in multiple assignments late, please contact me about your circumstances. This will help me support you in completing the coursework. I highly encourage you to complete all assignments on time when possible because it may be challenging for you to catch up if you get behind on assignments and may negatively impact your final grade.

2. **Attendance Policy**: Students are expected to attend all scheduled class sessions (i.e., face-to-face class sessions and asynchronous online sessions). Students must notify the instructor prior to missing a class session. Attendance is taken and counts towards the final grade. *Missing more than two classes will result in a deduction of 10% towards the final grade.* Important topics that may not appear in the assigned readings may be discussed during class sessions. Therefore, ***students are responsible*** for all material covered, regardless of whether or not they were in attendance. **NOTE:** If special circumstances interfere with a student's attendance, they must see the instructor as soon as a conflict arises so options can be discussed.

    - In case of absence, notify the instructor (in advance, if possible). It is the student's responsibility to check with cohort members or the instructor to learn find out about missed learning opportunities and assignments given or clarified.

3. **Participation Policy:** Each student will be expected to participate fully in all class sessions (i.e., face-to-face class sessions and asynchronous online sessions). Participation is generally defined as working consistently in a collaborative manner by representing and fulfilling various roles as a team member to ensure the success of the group dynamics. Participation is also defined as being responsive by attending to diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor, and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions. Examples of active participation include actively listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, and providing solutions.

Campus Policies and Practices

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetable; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

If a faculty member has evidence that a student has plagiarized information or in any other way acted in a way that is deemed worthy of disciplinary action according to the University of Wisconsin, the faculty member will precede following the disciplinary process as detailed on the website http://www.uww.edu/staffair/slstaff/disciplinary.htm

UW-Whitewater is a campus community that prides itself on treating its students with compassion, care and support both in their academic pursuits and in working through their prior life challenges or difficulties that they may have experienced. Per UW-W policies and practices, if and when certain information is learned, whether in an academic program, residence life or other campus activity, the person (UWW employee) who learns that information is required to report if the information includes any form of sex discrimination, violence, abuse or neglect, past or present. Because this educational program involves a great deal of discussion and education related to our personal histories, experiences and backgrounds, there will be times when you may share something personal that falls within one of the categories above, thereby requiring the instructor or staff person to report what was shared. If this occurs, the staff person will use discretion, reason and sensitivity to abide by our policies while respecting your privacy. The goal of these requirements is to prevent or avoid further harm to you, as a student, or those who may be exposed to further abuse by others. If you have questions or concerns, you are encouraged to talk with your course instructor or department chair.

The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hrs./semester).

Code of ethics

Your professional and personal conduct in this course should reflect your professional association's code of ethics including such standards as maintaining the confidentiality of children, families, and your colleagues. The Early Childhood Staff supports the code of ethics published by NAEYC, CEC and DEC. In this class students will be treated as professionals and it is expected that they act as professionals in the field in accordance with the codes of ethics published by:
the National Association for the Education of Young Children
http://www.naeyc.org/about/positions/PSETH05.asp
the Council for Exceptional Children
http://www.cec.sped.org/ps/ps-ethic.html
the Division for Early Childhood
http://www.dec-sped.org/positionpapers.html#ethics

Learning Activities and Projects

Title of Assignment	**Letter of Introduction for Families in Head Start – 10 pts**
Description	Each student will write a letter of introduction to be shared with the staff and families at her/his Head Start placement. The letter should be no more than one page long and could include descriptions of educational background, experience working with children, goals to accomplish while volunteering at Head Start, and other information that families may be interested in.
Rationale	This assignment will give students an opportunity to write a letter to families about a topic, which they know a lot about – themselves. It will provide an opportunity to be creative and write professionally.
Standards	See Table
Grading Rubric	Ability to write letter:

	With appropriate content (will discuss in class) 4pts That is visually appealing (not just text) 2pts With correct grammar and considerations for professionalism 4pts
Due Date	Draft due 2/1 Edited version due 2/8
How to Turn In	Submit your letter to CANVAS (digital drop box).

Title of Assignment	**Mapping a Media Family- 20pts**
Description	Each student will develop a current ecological map and written narrative of a family based on information viewed on video. The ecological map will be developed as a story and will be represented following a series of prompts.
Rationale	Ecological mapping will be introduced in class through mapping families in the media and guest speakers. Students will have the opportunity to map her/his own support systems as well as a family from the Family Interview assignment. This assignment will assist students in viewing the self/child as part of multiple contexts that may cause stress as well as offer resources – through relationships, policies, culture, values, individuals and communities.
Standards	See Table
Grading Rubric	Ability to: Complete an ecological map that visually represents the close-by (proximal) family- and larger (distal) community-based interactions and systems 10pts Write a narrative and reflection that is grammatically correct and professionally written 5pts Share insight with the class through paired, small and large group sharing 5pts
Due Date	2/22
How to Turn In	CANVAS (Digital Drop Box).

Title of Assignment	**Sharing Our Stories (SOS)- 20 pts**
Description	Each student will develop a current ecological map and written narrative of him/herself. The ecological map will be developed as a story and will be represented creatively.
Rationale	Ecological mapping will be introduced in class through mapping families in the media and guest speakers. Students will have the opportunity to map her/his own support systems as well as a family from Head Start. This assignment will assist students in viewing the self/child as part of multiple contexts that may cause stress as well as offer resources – through relationships, policies, culture, values, individuals and communities.
Standards	See Table
Grading Rubric	Ability to: Articulate a clear, inclusive, personal definition of family 2pts Complete an ecological map that visually represents the close-by (proximal) family- and larger (distal) community-based interactions and systems 8pts Write a narrative that explains the students understanding of the eco-map and is grammatically correct and professionally written 10pts
Due Date	3/15

How to Turn In	CANVAS (Digital Drop Box).

Title of Assignment	**Critique of Written Communication Tool- 10 pts**
Description	Each student writes a critique about a sample communication system/tool that was designed to facilitate collaboration between professionals and family members of young children. Various written forms of communication that may be critiqued include: a handbook; a handout for a specific situation; a newsletter; a letter, note, or dialogue journal; a progress report or report card; or a sample of an occasional message. Students will critique communication tools in terms of factors such as use of family-centered language, representation of language that is inclusive of all types of families, written communication that empowers families to make choices and initiate actions, etc.
Rationale	This assignment provides students with the opportunity to practice critical skills related to family-centered professional practices. Before students are able to create their own written communication tools, they reflect on and critique existing tools. Questions asked will focus on such topics as cultural competence, effective communication, and collaboration strategies.
Standards	See Table
Grading Rubric	Ability to: Write a critique that addresses all main points discussed in class (e.g. visual appeal, language, reading level, etc.) 4pts Reflect on how the your points of reference have changed based on discussions in class (how dominant cultural assumptions may have influenced your thinking) 2pt Organize thoughts clearly and with sufficient details 2pt Write with no grammatical errors 2pt
Due Date	4/5
How to Turn In	This assignment is completed **in class** – can be neatly handwritten or typed

Title of Assignment	**Listening to Families Interview and Ecological Map- 15 pts**
Description	Working alone or in pairs, students conduct an interview with a child's family member(s). The focus of the interview is to listen to and get to know a family. Working together, students ask questions according to family systems theory and organize the information the family shares according to ecological systems categories in a written family story and narrative. Additionally, the students develop a visually represented ecological map of the family. After receiving instructor feedback, the students present a copy of the story and related thank you gift to the family.
Rationale	Ecological mapping will be introduced in class through mapping families in the media and guest speakers. Students will have the opportunity to map her/his own support systems as well as a family from Head Start. This assignment will assist students in viewing the self/child as part of multiple contexts that may cause stress as well as offer resources – through relationships, policies, culture, values, individuals and communities.

	Through this artifact, students practice (1) listening to families to understand their characteristics, interactions, functions, and life cycle issues; (2) reflecting on close and distal ecological influences, cultural priorities, and individual needs the families experience (3) communicating about and with families in descriptive rather than judgmental terms, and (3) using effective collaboration and communication skills.
Standards	See Table
Grading Rubric	Ability to: Select and use appropriate interview questions using family-centered language. 1pt Provide evidence that interview was captured by taking detailed written notes. 1pt Write a family story/narrative that includes descriptions of family characteristics, interactions, functions, and life cycle changes, and write in family friendly style Use descriptive rather than judgmental language in writing about the family. 3pts Create an ecological map that visually represents the close-by (proximal) family- and larger (more distal) community-based interactions by system level. 4pts Write the narrative for the map that includes resources and barriers and describes proximal and distal interactions which influence the child. 4pts Write a 1-2 page reflection describing insights of the process as it relates to the course. 2pts
Due Date	Final Project Due: 5/3
How to Turn In	CANVAS (Digital Drop Box). Bring visual representation to class.

Title of Assignment	**Finding Resources Activity 15 pts**
Description	Class members will be assigned teams. Each team will be provided with a different scenario and will have to find resources for a family described in the scenario. It will be up to each team to decide what resources the family will need. Each pair of teams (resource finders and families) will work with a different scenario. Teams will have the class time to work on this and will then bring to class a list of resources that were found (actual local and state resources including contact information of people and agencies you spoke with).
Rationale	As an early educator, it is essential to listen to families to find out what resources they may need and then to be able to find those resources. This activity is meant to be more realistic than simply finding resources at a national or state level. Additional information will be distributed the week before this assignment is started.
Standards	See Table
Grading Rubric	Ability to: Describe in detail at least five resources – 7.5pts Discuss resources in a class presentation – 7.5pts
Due Date	4/5 (in-class time is given for part of the assignment)
How to Turn In	Hard copy brought to class (typed or neatly hand written) and CANVAS

Title	**Reflections- 5 @ 5 pts each, Final reflection @ 10pts (35 pts total)**
Description	Students will complete written reflections that respond to prompts addressing the following concepts: (1) understanding young children as they grow up in various contexts; (2) understanding how characteristics, interactions, functions, and life cycle changes affect families; (3) parenting styles; (4) positive discipline in the home and classroom; (5) definition of culture (dominant and non-dominant); (6) prevention/intervention efforts and services; (7) legal rights of families under the Individuals with Disabilities Education Act (IDEA); and (8) building collaborative family-professional partnerships with families in today's diverse society.
Rationale	Students need opportunities to reflect on concepts related to working with children and families in a diverse society.
Grading Rubric	Ability to: Address all prompts 1.25pts Respond to prompts with response that is detailed 1.25pts and provides evidence of reflection 2.5pts
Due Date	**Refletion1: 2/1 (5 pts)** **Reflection 2: 3/1 (5 pts)** **Reflection 3: 3/15 (5 pts)** **Reflection 4: 4/19 (5 pts)** **Reflection 5: 4/26 (5 pts)** **Final Reflection: 5/12 (10 pts)**
How to turn in	CANVAS (Digital Drop Box)

Title of Assignment	**Attendance and Participation- 10 pts**
Description	Students are expected to be in class for face-to-face sessions. Participation includes large group discussions, small group discussions, active listening, staying on task, demonstrating knowledge about readings, coming to class on time, etc. Attendance will be taken each week and points dropped for each class missed after one absence.
Rationale	It is important for students to participate and to attend class. Just as it will be important after graduation to be prompt to work, not be absent if possible, and to actively participate in the school community, it is important to begin to fine tune these professional skills during the first semester in the College of Education.
Standards	See Table

Assessment and Grading

The following grading system will be used to determine the grade earned by each student.

Assignment	Points possible	Due Date	Grading Scale
Letter of Introduction for Families in Head Start	10 pts	2/8	A = 94-100% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83% C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63% F = 0 (59% and below)
Mapping a family in the media	20 pts	2/22	
Sharing our Stories (SOS)	20 pts	3/15	
Finding Resources	15 pts	4/5	
Critique of Written Communication Tool	10 pts	4/5 —Completed in Class	
Listening to Family Interview Write-Up and Ecological Map	15 pts	5/3	
Reflections	5 @ 5 pts each	Refletion1: 2/1 Reflection 2: 3/1 Reflection 3: 3/15 Reflection 4: 4/19 Reflection 5: 4/26	
Attendance and Participation	10 pts	All 10 Face to face weeks	
Final Reflection	10 pts	5/12	
Total	135 pts	☺ Be proud of your accomplishments!	

Course Outline (Dates may change to best meet the needs of all students.)		
Date	Topic and Reading Assignment	Assignments Due/Additional Information
1/18	Cohort/Team Building Activities	Get text from textbook rental
1/25	**Module 2: The Self: Who Am I? (How did I become this person?)** Introduction to Course and Each Other Syllabus Reflection 1 Read/Discuss Tatum Chapter 2 (PPT)	**Due: 2/1 Reflection 1** Discussion of letter of introduction assignment Break Cohort norms Introduce films for Mapping Media Assignment
2/1	**Module 3: The Ecology of Human Development** Speaking and Writing About People Whose Experiences are Different From our Own Read: Chapter 1 The child in context of family and community Handout: Fox and Devore (provided in class)	**Due: 2/8 Letter of Introduction for Families in Head Start** In class: Identity PPT Tatum sheets Introduction of Ecological Systems Theory Introduction of Mapping a Media Family Letter to self- writing activities (45 min)
2/8	**Module 3: The Ecology of Human Development** Read: G-M Chapter 14 Societal Influences on Children and Families What is Culture?	**Due 2/15: Watch film and take notes using template provided in Module 3** In class: Discussion and exercises to learn to talk and write about families in terms of their characteristics, interactions, functions, and life cycle changes. Defining Family - Culture PPT Discussion of definitions of culture and "Cultural Awareness Journey"
2/15 ***Online**	**Module 4: The Self: Understanding Ourselves in Preparation for Working with Families.** Read: Chapter 6: Understanding families' goals, values, and culture	**Due: 2/22 Reflection 2** Language and labeling – people first
2/22 *Canceled Due to weather*	**Module 5: The Child: Within an Ecological Family System** Read: Chapter 5: Working with Families of School-Age Children	**Due: 3/1 Mapping a Media Family**
3/1	**Module 5: The Child: Within an Ecological Family System**	**Due: 3/8 Sharing our Stories Draft** In class sharing In Class: Defining Family, Sharing and reflection on film families. In Class: Introduce Sharing Our Stories

		In class: Exploring Children's Literature
3/8	The Family: Construction of Family in Children's Literature Read: Chapter 11 Stress and Success in Family life	**Due 3/15: Reflection 3** **Due: 3/15 Sharing our Stories** In Class: Introduce Listening to Families assignment In class: Exploring Children's Literature
3/15 ***Online**	**Module 6: Exploring Gender** Read Chapter 10: Working with families around gender issues Readings: Check CANVAS Read: Fox, R. & Schepp, E. (2017). Just another gay day in the campus three year old room. In V. Stead (Ed.), *A guide to LGBTQ+ inclusion on campus, post-pulse* (pp. 17-26). New York, NY: Peter Lang Publishing.	**Due 3/29: Reflection 4**
3/22	Spring Break – No Class	Have a wonderful break!
3/29	**Module 7: The Community: Resources for Families of Young Children** Read: Chapter 13: Other community resources	Guest Speaker: LGBTQ+ Peer Educators Panel 1-2:30pm
4/5	**Module 7: The Community: Resources for Families of Young Children** Read: Luna, S. (2018). I'm not related to anyone I know: Adoption, books, and belonging. In R.K. Fox (Ed.) Adoption *matters: Teacher educators share their stories and strategies for adoption-inclusive curriculum and pedagogy*. New York, NY: Peter Lang Publishing. Read Chapter 12: Early care and education programs as community resources	**In Class/Due 4/5: Critique of Communication Tools** **Bring Communication Tool to Class** **Due 4/19: Finding Resources** In class work time: Finding Resources
4/12 ***Online**	**Module 8: Communicating with Families** Read: Chapter 11 Stress and Success in Family life	Select family for interview

4/19	**Module 9: Adoption Matters** Reading: Check CANVAS Read: Fox, R. (2018). "I have a PhD and this is hard for me!": An early childhood educator and parent of children who were adopted rethinks her practice. In R.K. Fox (Ed.) Adoption *matters: Teacher educators share their stories and strategies for adoption-inclusive curriculum and pedagogy*. New York, NY: Peter Lang Publishing. Read: Cole, J. (2018). He can't be your dad!": The intersection of race, adoption, and gay marriage. In R.K. Fox (Ed.) Adoption *matters: Teacher educators share their stories and strategies for adoption-inclusive curriculum and pedagogy*. New York, NY: Peter Lang Publishing.	**Due 4/26: Reflection 5** Schedule family for interview **In Class: Guest Speaker Dean Robin Fox**
4/26 ***Online**	**Module 10: Social Policy Issues** Read: Chapter 15 Social Policy Issues	**Due: 5/3 Listening to Families Interview and Mapping**
5/3	**Putting it All Together– The Self, the Child, the Family, the Community** Supporting Anti-Bias Care and Education	
Thursday, 5/12 12:15-2:15 ***Online**		**Due 5/12: Final Reflection**