Course Description: This course is intended to examine the scientific study of the socialization of children through the family, childcare, school, peer group, and the community with the context of culture, economics, religion and change. Theories of socialization will be examined.

Course Objectives: Upon completing this course, the student will be able to:

- Identify and analyze factors that influence the socialization of the child.
- Describe factors that affect family life and influence the growth and development of children.
- List California State Licensing Regulations for childcare centers.
- Identify quality childcare programs and evaluate their effects on the child, family and the community.
- Evaluate effects of the media on children, including their role as a shaper of culture.
- Analyze the development of peer groups and evaluate the effect on children, including conformity, acceptance and religion.


Course Policies

- **Written Assignments:** All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. Grammar and spelling should be correct and do influence the points given on assignments. **It is strongly recommended that students have someone else proof read assignments prior to turning them in.** All assignments must be typed.

- **Late assignments** will be downgraded one full letter grade for each week they are late. No late assignments will be accepted after week 7. Assignment due dates are posted on the course calendar. **Exception: Discussion boards** must be done in the week they are assigned in order to get any credit. Any entries after the week ends (Monday at midnight) will not be given any credit.
• **If you will be traveling during the semester**, make sure you know where there will be internet access as I expect you to always be able to find a connection and *I do not extend dates* unless the Saddleback server is down.

• All work submitted as an attachment must be saved in either an *rtf or .doc type file* and must include first and last name and ticket number just as if you were going to print it and turn it in.

• Students must retain copies of assignments until grades are posted at the end of the semester. If a recording error should take place, the student must show the instructor the returned assignment with points posted for credit.

• **Confidentiality:** In this class, we will be discussing various observations of real people. In accordance with Principle 2.9 in the *Code of Ethical Conduct* (NAEYC, 1998), all efforts should be made to protect the privacy of children, parents, students, and staff. We will identify children by using their first name only.

• **Academic dishonesty and cheating:** There is a zero tolerance policy for academic dishonesty and cheating in this classroom. *All assignments must be original work by the student done for this class only.* During exams, any talking or unauthorized use of notes will be considered cheating. Students will be given a zero on any project/assignment/test which violates this policy and an Academic Dishonesty Report will be filed with the college.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Reading Assignment</th>
<th>Homework Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Class overview</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attachment</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Autonomy</td>
<td>Chapters 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Initiative</td>
<td>Chapters 3</td>
<td>3 hour online assignment #1</td>
</tr>
<tr>
<td>4</td>
<td>Self Esteem</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Family: Goals, Values and Culture</td>
<td>Chapter 5</td>
<td>Personal Agents of Socialization</td>
</tr>
<tr>
<td>6</td>
<td>Child Care</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Disciplining for High Self Esteem</td>
<td>Chapter 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepting Feelings</td>
<td></td>
<td>Child Care Facilities Analysis</td>
</tr>
<tr>
<td>9</td>
<td>Problem Solving</td>
<td>Chapter 9</td>
<td>3 hour online assignment #2</td>
</tr>
<tr>
<td>10</td>
<td>Strokes and Affirmation</td>
<td>Chapter 10 &amp; 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gender Roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Stress an Success in Family Life</td>
<td>Chapter 12</td>
<td>3 hour online assignment #3</td>
</tr>
<tr>
<td>12</td>
<td>Community Resources</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Socializing Agents</td>
<td>Chapter 14 &amp; 15</td>
<td>Community Resource Notebook</td>
</tr>
<tr>
<td>14</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE ASSIGNMENTS

- **Your Personal Agents of Socialization**: In exploring your own agents of socialization you will be able to identify and analyze factors that influence the socialization of the child (in this case, YOU). This will be a 2 – 3 page typewritten paper. (50 points)
  o Name the two (2) most important things (positive or negative) that you learned from your parents while growing up. Elaborate on how you learned these values or lessons by using specific examples. (Use terms from the lecture materials and the text). Explain the results of each method as it relates to your own development as a person.
  o Name two (2) people other than your parents who had a major influence on you as a child or adolescent. Elaborate on how each person influenced you. Use specific examples. What methods of socialization did each of them use? Explain the result of each method as it relates to your own development as a person.

- **Child Care Facilities Analysis**: This assignment presents opportunities for the student to gain experience in interviewing and interpreting two different types of programs and how they deal with families and the community. Details will be provided in class. If you work in an early childhood setting which fits the description of the program you are to observe, you may do one of your interviews at your site but not during a time when you are responsible for children.

- **Community Resource Notebook**: You will compile a Community Resource Notebook which will include several community resources available to children and their families in the local area. Details and format will be given in class.

- **Homework Assignments**: Nine hours of course work will have an Internet Component. There will be three different Homework Assignments that will require reading online articles and response and discussion on the discussion board. Please read the Online Course Structure Information section below.

- **Mid-term Exam**: You mid-term exam will be a practical application of learned material.

- **Final Exam**: Your final exam will also be a practical application of learned material.

- **IMPORTANT**: Be sure you keep a copy of all your work in case of system failure.
ONLINE COURSE STRUCTURE INFORMATION

Announcements – The announcement board is the first thing that comes up each time you log-in. Make sure to read all new postings. Additional information about assignments and exams will be posted there.

Assignments – The three HOMEWORK assignments will be in “folders” in the Assignments section. The Folders will become available on Tuesday and are due the following Tuesday by class time. Assignments will only be available for the week they are assigned. Your responses will be posted on the Discussion Board.

Email – Email is the best way to communicate with me about this course. Email must include your ticket number in the subject line. Example: CDES 105 23405. Emails without ticket numbers will not be answered. Additionally, if you email from other than your school email address, include your first and last name – personal email addresses often leave me guessing!

Important!!! I will only send email to your school (My Site) email address. You can have school email forwarded to another address but this is your responsibility. I will be corresponding with you by email weekly. It is your responsibility to check your Saddleback email at least twice weekly to be sure you have all information.

Discussion Board tips and instructions –
To Post:
Enter the discussion link from the home page or click the link in the weekly assignment folder
Click the title of the discussion forum you want to post to (i.e., Week 1-Introduction)
Click “add a new thread” and write your entry
Use the spell check at the bottom of the dialog box
Click “submit”

To reply to classmates:
Click on the title of their post (not their name)
Reply in the dialog box and click “submit”

Guidelines for earning full credit in your weekly discussion:

- Distribute positig evenly during the discussion (not concentrated all on one day or at the beginning and/or end of the period)
- Post a minimum of one short paragraph and a maximum of two paragraph in each discussion section
- Avoid postings that are limited to “I agree or “great idea”, etc. If you agree (or disagree) with a post, then say why you agree by supporting your statement with concept form the readings or by bringing in a related example or experience.
- Address the questions as much as possible (don’t let the discussion stray)
- Quote from the assigned readings to support your postings. Include links when you quote from other outside sources
- Build on other’s responses to further develop threads, responding to at least 2 other postings in each discussion section
- Bring in related prior knowledge
- Use proper Netiquette
- Before you post, think about your assignment first, and jot notes as you read
- Avoid responses that offer only right and wrong perspectives and ignore other possible answers: pose open ended questions that invite dialogue
- Title your post with a description and/or interesting topic to flag the attention of readers
Grades – Your progress will be posted in the Tools area. Exams and work done using the “view/submit” link will show up as an ! until I grade it. Discussion will show up as = until I grade them. If you submit something and see a padlock show up – there was a problem and you need to contact me to reset something for you.

Note: if you have a specific learning disability and require accommodations, please let me know at the first class meeting so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Saddleback College Special Services Office in the Student Services Center, Room 113. Many services are available to you as a Saddleback College Student, including testing. All discussions will remain confidential.