

## UTTC Teacher Education

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### EDU 338 Family & School Collaborations

#### Course Information

Credit Hour: 2  
Semester/Year: Spring 2015  
Class Location: ED B02  
Time: 11:00-11:50 AM/T & R

#### Instructor Information

Name of Instructor: Hamann  
Phone: 1-701-255-3285 ext. 1380  
Office Location: #112  
Office Hours: by arrangement  
E-Mail: lhamann@uttc.edu



#### SPRING 2015

January 12.....UTTC Classes begin  
January 19.....Diversity Day / Martin Luther King Day (No Classes pm)  
January 20.....Instructor out for conference  
January 22.....Spring Graduation Orientation  
January 23.....Last day to register/ add or drop classes  
January 28-29.....All-Campus Professional Development Days  
February 16.....President’s Day (No Classes)  
  
March 2-4.....Mid-term Exams  
March 6.....Mid-term Grades Due  
March 9-13.....Spring Break  
March 20.....Last day to withdraw from classes for Spring 2015  
March 30-31.....Instructor out for conference  
TBA.....AIHEC Conference  
  
April 3.....Good Friday (No Classes)  
April 6.....Easter Monday (No Classes)  
  
May 4-6.....Final Exams  
May 7.....Final Grades Due  
May 8.....UTTC Commencement Exercises

#### Course Description:

This course provides an opportunity for teacher candidates to reflect not only on present issues in schools, but the opportunity to review innovative initiatives and models around the country that give a voice to teachers and families on behalf of children. The course will provide teacher candidates an opportunity to design constructive ways to empower families and teachers to be more effective in creating “schools our children deserve”.

#### Required Textbooks:

Lawrence-Lightfoot, S. *The Essential Conversation*. Ballantine Books. ISBN 0-345-47580-1

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### **Instructor Resources:**

Berns, R. M. (2013). *Child, family, school, community: Socialization and support*. (9th ed.). Belmont, CA: Wadsworth Cengage Learning.

Chasnoff, D. (Director) (2000). *That's a family!* [DVD].

Fortenberry, R. (Producer) (2005). *Powerful strategies for dealing with difficult parents* [DVD].

Overton, S. (2005). *Collaborating with families: A case study approach*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

### **Student Learning Outcomes:**

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Understand the social, cultural and historical role of the school within the community, as well as the roles of the family/parents within the school	Tumblr Reflections
2. Articulate the benefits of and challenges to family/school/community relationships across diverse settings	Family Cultural History Paper
3. Understand and apply family/school/community relationship models to address issues within particular school contexts	Service Learning Project
4. Apply knowledge through study and assessment of local and state parent involvement programs	Community Resources Guide
5. Understand models for creating partnerships who share responsibility for engaging all stakeholders in ongoing efforts to improve opportunities for students	Case Studies

### **Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments**

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.5 Professionalism 5c. Collaboration with Families	Service Learning Project	Reflection
Program 6	Interviews and completed community resource guide	Community Resource Guide

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## United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the Division's conceptual framework, Teacher Education has established the Teacher Candidate outcomes that are assessed throughout the Teacher Education program(s)

The outcomes listed below are aligned with the Teacher Education baccalaureate program Core Beliefs, the 4Rs - Relevance, Relatedness, Respect, and Responsibility – and the corresponding Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

### **Program Outcomes:**

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);
2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);
3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);
4. To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);
5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and
6. To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

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## Course Requirements

- Attend all class sessions.
- Complete all readings, activities, and projects assigned by the instructor.
- Participate fully and effectively in class activities.
- Complete all exams and quizzes.

## Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

*Scholarship, attitude, initiative, cooperation, and improvement will also be considered.*

## Evaluation of Student Performance (Including Grading Policy)

**Evaluation Criteria:** A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

<b>A</b>	<b>90-100%</b>	<b>C</b>	<b>70-79%</b>
<b>B</b>	<b>80-89%</b>	<b>D</b>	<b>60-69%</b>
		<b>Failing</b>	<b>Below 60%</b>

**40%** Projects & Assignments

**30%** Course Participation

**20%** Assessments

## Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

### Writing Style

*All reports and presentations are required to be typed and have a cover page indicating:*

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

*At the lower portion of the cover page include:*

- The name of the course
- Add the Teacher Education Department slogan: **"Preparing Competent, Caring Teachers"**
- Instructor's name

Your Name Title of Assignment Due Date  Family & School Collaborations Preparing Competent, Caring Teachers Leah Hamann
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**\*\*When typing use Times New Roman, Arial, or Courier text style size 12.**

**\*\*Double-spacing the body of your assignment is a must with deduction of points if not followed.**

**\*\*Include a reference page if necessary.**

**\*\*Points will be deducted from assignments that do not have a cover page and the required information.**

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## CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

### ☑ **Tumblr Reflections**

Reading logs and reflection questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings. Reflection will be related to any or all of the following material: (1) lecture (2) discussion/discussion starters (3) media presentation (4) classroom exercises (5) guest speaker.

### ☑ **Assessments**

Periodically teacher candidates will be assessed of their understanding of information related to the course.

### ☑ **Case Studies**

Case studies will be assigned throughout the course to assess the teacher candidate's ability to apply their knowledge to scenarios.

### 📍 **Major Project #1: Family Cultural History**

Cross-cultural competence begins with knowing about and appreciating one's own cultural background. Sometimes it is difficult to see that we have a "culture," especially if we are from a dominant culture in our community. The Family Cultural History assignment is designed to help candidates explore their personal and family cultural history as a basis for understanding and working with families of diverse backgrounds. When you reflect upon these questions please look back to your elementary school years as a timestamp.

Please follow the bullets below to guide you as you write your personal/family cultural history:

- Identify your family's cultural/ethnic background (include parents and grandparent's histories)
- Family structure: marital status of your parents, number and gender of siblings, relatives living in the household, extended family
- Holiday celebrations: food, rituals, people included in celebration
- Religion (if practiced): how was your religion observed? Was it a big part of family life, or a Sunday observance? How has it affected you today?
- Discipline: how were you disciplined as a child? Were all children disciplined in the same way? Do you plan to discipline your children in the same way?
- Gender roles: were there specific roles or expectations for women and girls, and for men and boys?
- Values: what "messages" were given to you as a child? A "message" might be something like: "always respect your elders", or "you need to learn to be independent", or "keep family matters private." How have those messages shaped who you are as a person today?
- How involved were your parents in school events, with homework, etc.?
- Would you consider your family to have been a loud and boisterous family, or a quieter, more reserved family? When you had family get-togethers, what kinds of things did you do? Were there dysfunctional parts of your family: alcohol or drug abuse, gang involvement, neglect, jail time, other? How did that affect you? Does it still affect you today?
- What is the best thing about your family as you were growing up? What is one thing that you would like to have been different?
- Finally, as you reflect on your answers to these questions explain how you will bridge family/school/community relationships based on your own personal cultural history as a culturally-competent professional educator.

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**Service Learning Projects:** (TaskStream Artifact)

Candidates will be involved in a service learning project within the Bismarck/Mandan or UTTC College Campus Community.

Level 1 Continuous	Level 2 Connected	Level 3 Challenging
Over the course of the event each candidate will reflect <i>before</i> the experience, <i>during</i> the experience, and <i>after</i> the experience.”	The candidates will make theoretical connections that tie the SLP with professional pedagogical practices.	The candidates will uncover new understanding, raise questions, and identify solutions to challenges that they faced.

**Major Project #2: Community Agency Interview** (TaskStream Artifact)

The instructor will present you with a case study. Candidates will identify 2 needs that exist in the family within the case study. Identify 2 (two) community agencies which provide the appropriate resources to address the needs you have identified and write up the information following the questions given below. In addition, you will visit one of the agencies and complete an interview with an agency representative.

Candidates will include the following information:

- Person interviewed and their position in the agency
- Address/phone number/web site
- Hours of Operation
- Area served
- Fees/ how to qualify (eligibility)
- Services provided
- How this agency could assist the family identified and any issues or question brought up as a result of this interview/community visit.

**Major Project #3 - Final: Community Resource Guide** (TaskStream Artifact)

Generating a connection between families and the community is often overlooked by educators. Candidates will generate a community resource that can be given to families to inform them of services in the community that they may not be aware that exist. For this project, students will create an electronic Community Resource Guide. Presentations of the community resource guide will be given a week prior to finals. The guide will be designed using technology of the candidate’s choice: Power Point, Glogster, Prezi, etc. and should follow this format:

Name of Community Agency Community Served by Agency Services Available to Participants Visual Representation of Services (pictures, clip art, logos, etc) Hyperlinked URL for Agency Home Page	You must have at least one entry (page) for each of the following: <ul style="list-style-type: none"> <li>• Food Bank</li> <li>• Low Cost Child Care/Preschool Education (Head Start, State Preschool, etc.)</li> <li>• Health Clinic</li> <li>• Low Cost Counseling Services</li> <li>• Services for Children with Disabilities</li> <li>• Low Cost Clothing/Shoes</li> <li>• Parenting Classes</li> <li>• Domestic Violence Shelters</li> <li>• Child Protective Services</li> <li>• Transportation Services</li> </ul>
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## POLICIES

### Course Attendance Policy

**Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.**

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

**All absences regardless of situation are noted as unexcused in the Jenzabar system.**

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected. Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a “note of absence” will be provided within Jenzabar that states your reason for an absence. Notable absences are granted only for the following reasons:

- Personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity.



Work or activities for other classes are not excused. Since all absences are not excused it is important to have your absence officially documented (for example, an illness must be documented by a doctor’s note). If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. **This attendance policy is non-negotiable.**

### Addressing Candidate Tardiness

Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course.

**Both tardiness and early departure from class are forms of absenteeism.**

Teacher candidates **are required to sign in at each class meeting**. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate’s early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

The instructor of this course will count the candidate fully absent from class if they arrive fifteen **(15) minutes after** the posted start time.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

### Consider it this way:

**If you had a (teaching) job that started at 8:00 in the morning and you kept coming late, failed to show up, or left early you would more than likely be fired from that job and certainly be held liable of the safety and education of your students and of any incidents that occurred during your absence.**

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## *Things to keep in mind:*

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

## **Appropriate Dress**

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

## **Policy for Late Submission**

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be personally handed to or emailed directly to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

<p><i>Midterm and Final Projects/Assignments</i> – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.</p>
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## **Withdrawal from Class**

Withdrawal from class after March 20, 2015 results in an automatic “F” grade for the course.

## **Plagiarism and Academic Integrity**

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

## **Incompletes**

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the teacher and the student about how the course can be completed. **Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable emergencies, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A minimum of a ‘C’ grade is required for the student to receive an Incomplete.** Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work.



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## **Cell Phones**

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. **Texting and checking your cell phone is a distraction and a sign of disrespect. Please do not text in class.** If a student continues to misuse their cell phone a staffing will be held.

## **Background Checks**

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

## **Extra-curricular Activities**

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

## **Accommodation of Disabilities**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office located in the Education Building Room 123 (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

## **Special Assistance**

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

## **Student Behavior in the Classroom**

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

## **Class Cancellation Policy**

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

## **Programmatic Procedures**

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the

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instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

### RUBRICS

#### Reflection Log Rubric including Tumblr submissions

Criteria	Strong	Proficient	Developing	Beginning	Score
	3	2	1	0	
<b>Depth of Reflection</b>	Response demonstrates an <b>in-depth</b> reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a <b>general</b> reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a <b>minimal</b> reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a <b>lack</b> of reflection on, or personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	
<b>Evidence of Application of Knowledge</b>	Response shows <b>strong</b> evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows <b>proficient</b> evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows <b>little</b> evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows <b>no</b> evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	
<b>Engaged Writing</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
<b>Submission Deadline</b>	Yes			No	
				Score _____/12	

## Case Study Rubric

Criteria	Strong	Proficient	Developing	Beginning	Score
	3	2	1	0	
<b>Identifying Issues</b>	The teacher candidate demonstrates a strong understanding of multiple problems in the case study.	The teacher candidate demonstrates a proficient understanding of multiple problems in the case study.	The teacher candidate demonstrates a developing understanding of multiple problems in the case study.	The teacher candidate demonstrates an inadequate understanding of multiple problems in the case study.	
	The teacher candidate demonstrates a strong understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a proficient understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a developing understanding by identifying that some issues were more important than others but did not explain why.	The teacher candidate demonstrates an inadequate understanding by not recognizing that some issues were more important than others.	
<b>Perspective Taking</b>	The teacher candidate presents an insightful and thorough analysis of the multiple characters in the case.	The teacher candidate presents a thorough analysis of most the characters in the case.	The teacher candidate presents one perspective of a character in the case.	The teacher candidate does not present a perspective of any characters in the case.	
<b>Interventions</b>	The teacher candidate presents an insightful and thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a weak analysis of how the issue(s) in the case study can be resolved.	The teacher candidate does not present an analysis of how the issue(s) in the case study can be resolved.	
<b>Engaged Writing</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
<b>Submission Deadline</b>	Yes			No	
				Score _____/18	

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## Class Schedule (Tentative)

Month	Topic	Readings /Assignment
January	Introductions/Syllabus	<input type="checkbox"/> Set up Tumblr account <input type="checkbox"/> Follow all coursemates and instructor
	Parenting Styles	<input type="checkbox"/> Lawrence-Lightfoot Ch. 1 Tumblr reflection <input type="checkbox"/> That's a family! Tumblr reflection
	Relationships and Trust	<input type="checkbox"/> Lawrence-Lightfoot Ch. 2 Tumblr reflection <input type="checkbox"/> Begin - Major Project #1: Family Cultural History <input type="checkbox"/> Case Study #1: Climbing the Mountain: Mr. Derstrom's Story <i>Q's 1, 2, 6 (minus role play)</i>
	Communication	<input type="checkbox"/> Lawrence-Lightfoot Ch. 3 Tumblr reflection <input type="checkbox"/> Due - Major Project #1: Family Cultural History
February	Communication	<input type="checkbox"/> Lawrence-Lightfoot Ch. 4 Tumblr reflection
	Conference Models	<input type="checkbox"/> Lawrence-Lightfoot Ch. 5 Tumblr reflection <input type="checkbox"/> Case Study #2: To Break the Chain: Aunt Rhonda's Story <i>Q's 1, 4, 11</i>
	Questions	<input type="checkbox"/> Lawrence-Lightfoot Ch. 6 Tumblr reflection
		<input type="checkbox"/> Lawrence-Lightfoot Conclusion Tumblr reflection <input type="checkbox"/> Begin – Major Project #2- Community Agency Interview
March Midterms	Sending Information	
	Credibility	<input type="checkbox"/> Due – Major Project #2- Community Agency Interview <input type="checkbox"/> Case Study #3: One Last Chance, Again: Frank's Story <i>Q's 3 &amp; 7</i>
	Exit Strategies	<input type="checkbox"/> Begin Major Project #3: Community Resource Guide
April	Handling that "special parent"	<input type="checkbox"/> <b>TBA</b>
	Handling that "special parent"	<input type="checkbox"/> Case Study #4: El Puede Aprender (He Can Learn): Maria's Story <i>Q's - #1</i>
	Catch Up Week	<input type="checkbox"/> <b>TBA</b>
	Teamwork	<input type="checkbox"/> Final presentation work days
	Presentations Begin	<input type="checkbox"/> Due Major Project #3: Community Resource Guide
May 5 Finals	Wrap up Presentations	

**The disclaimer - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.**

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**Course Title:** Family & School Collaborations

**Course Number:** EDU 338

**Credit Hours:** Two (2)

**Instructor:** Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

\_\_\_\_\_  
Print Signature

\_\_\_\_\_  
Student signature Date