Syllabus **CSI Education Program- Social Science General Education Course**

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| Course Title | **Families, Communities, and Culture**  |
| Course No. & Section | **EDUC 204 SYLLABUS C40A** |
| Semester & Year | Fall 2023 | Credit Hours | 3 |
| Course Location/Delivery | Health Science Building: Room 239 Mondays 2-4pm |
| Office & Student Hours | **MWRF 9-10 am/Zoom/; T 4-5 pm, W 3-4 pm /office/; or e-mail me to make other arrangements** |
| Canvas LMS System | This course uses Canvas to post course materials: [csi.edu/canvas](http://www.csi.edu/canvas/). |
| **Zoom System HSHS Building 239** | Join URL: is used to connect one Zoom room to another room for off-site students. **Students will not use cellphones to connect**. All cameras will be on for able communication with CC but **will not** be video-taped. |

# Instructor Information

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| Instructor Name | **Dr. Egbert,** Distinguished Professor of Education: Ph.D.; Education Specialist; & SPED Dir. Certifications  |
| Office Address | **OFFICE**: **Hepworth, Rm. 123**, CSI, 315 Falls Ave West, Twin Falls, Idaho 83303-1238 |
| Office Phone | **208-732-6890** |
| Email Address | legbert@csi.edu**/CSI Email:** CSI students must use a college email account. |
| Communication Advice | I will answer all emails within 48 hours Monday-Friday. If you post a question after 5:00 p.m. on Friday, I may not answer it until Monday evening. |

# Textbook and Required/Optional Materials

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| **No Required Textbook**  | (**OER) On-line Educational Resources Provided on Canvas: Pressbook:** CHILD, FAMILY, AND COMMUNITY Rebecca Laff and Wendy Ruiz at no cost to the students. |
| Reading Content | See Canvas for Weekly Homework Assignments; Canvas is the main reading source with additional information (2-3x per week minimum). |
| Submit Assignments | Students in hybrid courses submit course work through Canvas or CSI email, the College’s official email system. **Post assignment in grade book not in comment section, if you want it graded.** |
| Hybrid Course Activities | Hybrid courses have a **mandatory on-campus session** with graded activities, such as a student presentation or group project. Hybrid courses (also known as blended courses) replace **a portion of traditional face-to-face instruction with web-based** online learning (e.g., video lectures, online discussions, or homework assignments). |
| **Required Materials** | **Use Chrome Web browser or Mozilla Firefox .** **Your** Canvas Cell Aps, **Chrome Notebooks, and other Tablets will not work.**  |
| **Required Materials** | Additional Audio Lecture and power points may be provided-No purchase necessary. **Air buds or earphones and laptops will be necessary for group assignments.**  |
| Technology Support **(Helpdesk)** | **For Laptop Loans Contact the CSI Helpdesk:**   <https://www.csi.edu/information-technology/students/device-checkout.aspx>Students needing assistance with CSI email or Canvas login, etc…. are encouraged to contact the Helpdesk via email at helpdesk@csi.edu or via telephone at 208-732-6311.  |
| Pacing: 9-12 Hrs. Wkly. | This course is the equivalent of 3 credit hours. Therefore, in this course you should expect **to spend 9-12 hours each week on preparation and completion of course assignments**. This equates to around 1.5 hours a day. |
| Flipping Your Classroom | In-class time is organized around **student engagement, inquiry, and assessment**, allowing students to grapple with, apply, and elaborate on course concepts. In-class sessions typically entail collaborative coursework and use of [**active learning strategies**](https://teaching.berkeley.edu/resources/course-design-guide/active-learning), including case studies, problem sets, or structured discussion. |

**Emergency Management**

The College of Southern Idaho takes campus and personal safety very seriously. When entering a classroom for the first time, we encourage you to take note of the nearest exit should the need to evacuate the building ever exist. In the event of an emergency, CSI will provide updated information as needed through your CSI email and CSI Rave communication. Please make sure your CSI email is activated and your phone number is registered with **Rave Alert**. Instructions for these systems can be found at: www.csi.edu/security/emergency-managemcnt/rave-alert www.csi.edu/new-students/next-steps

Students and faculty should rely on 911 for situations of extreme personal injury or immediate danger, but can contact Campus Safety at 208-732-6605 for other emergencies. For a complete campus safety plan, students and faculty can visit <https://www.csi.edu/security/emergency-management/default.aspx>

### Course Description

This course examines the ecological interactions of families, communities, and cultures as a basis for reflecting on one's own attitudes, behaviors, and beliefs. Students will evaluate how cultures inform and guide individual, family, and community decision-making, and will use problem-solving to examine supportive community resources for the diverse needs of individuals and families. This course meets the Idaho Social and Behavioral Ways of Knowing Outcomes.”

**Purpose of this Course**: Formulated by famous psychologist Urie Bronfenbrenner, the Social Ecology theory helps us **understand why we may behave differently when comparing our behavior in the presence of our family and our behavior when we are in school or at work**. Our diverse backgrounds, personal experiences, style, and perspectives create **value in a culture of connectivity** as we use collaborative tools and teaming to establish meaningful relationships with others. All people have value and need a sense of belonging that can be gained, understood, and appreciated through effective social learning: [**Dialogical Teaching Approach**](https://my.chartered.college/impact_article/its-good-to-talk-moving-towards-dialogic-teaching/).

# **EDUC 204 –Student Learning Outcomes (SLO)** Upon completion of EDUC 204, students will be able to:

1. **Examine** their own lived experiences and consider other people's perspectives and positions.
2. **Explain** how theories provide an understanding of self, family, community, and culture.
3. **Evaluate** how culture informs and guides individual, family, and community decisions.
4. **Identify**, review, and explore community resources to support the diverse needs of individuals and families.
5. **Demonstrate** effective communication skills.

# **EDUC 204 – Diversity Student Learning Outcomes (SLO)** Upon completion of EDUC 204, students will be able to fulfill 1-4:

1. **explore and identify** differences in approaches in learning performance and indicate how to design instruction that uses each learner’s strengths to promote growth.
2. **describe t**he influences of a second language acquisition processes and describe how to incorporate instructional strategies and resources to support language acquisition.
3. **apply understanding** that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, peer, and social group interactions, as well as language, culture, family, and community values
4. **access information** about the values of diverse cultures and communities and discuss how to incorporate learners’ experiences, cultures, and community resources into instruction.

**EDUC 204 –Program Learning Outcome (PLO):** Upon completion of the Education program, developing learners will make critical connections as they:

1. continuously **reflect on and discuss** their life experiences as they relate to the art and science of teaching.
2. **demonstrate** effective interpersonal and written communication skills with families, students, colleagues, and communities.
3. **intentionally** consider how growth and development inform instructional practices.
4. **examine** their own lived experiences and consider other people's perspectives and positions (similar or conflicting) as a basis for cooperating in a diverse world.
5. **develop a**nd sustain human relationships by being able to identify and adapt to the needs, values, expectations, and sensibilities of others.
6. **explore** the integration of technology in instruction to support student learning.

**EDUC 204 –General Education Program Learning Outcome (PLO):** Upon completion of the General Education program, students will be able to[: (THINK)](https://www.csi.edu/instructional-outcomes-assessment/general-education-assessment.aspx)

* GE: Use multiple approaches and terminologies to discuss, analyze, solve, interpret, and create disciplines.

**EDUC 204 –Social and Behavioral Ways of Knowing** [**(SBWK)**](https://boardofed.idaho.gov/search/?_sf_s=ways%20of%20knowing) **Program Learning Outcome (SLO):** Upon completion of the students will be able to:

1. Demonstrate knowledge of the **theoretical and conceptual frameworks** of a particular Social or Behavioral Science discipline.

2. Describe **self and the world** by examining the dynamic interaction of individuals, groups, and societies as they shape and are **shaped by history, culture, institutions, and ideas**.

3. Utilize Social and Behavioral Sciences approaches, such **as research methods, inquiry, or problem-solving**, to examine the variety **of perspectives about human experiences**.

4. Evaluate **how reasoning, history, or culture** informs and guides individual, civic, or global decisions.

5. Identify the impact of the **similarities and differences among and between individuals, cultures, or societies across space and time.**

**Grading and Evaluation**

## Call in and make other arrangements prior to the test in case of an emergency. Students will still be subject to a 15% reduction in grade due to a late penalty. If there is no emergency, there is no test make-up. **Check your grade weekly and let me know immediately of any issues. Post grades in gradebook on Canvas and not in the comment section.** Grade Scale: Based on the 100% total listed above, letter grades will be assigned as follows:

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| A: 90 points or above | B: 80 points to 89.9 points | C: 70 points to 79.9 points |
| D: 60 points to 69.9 points | F: below 59.9 points |  |

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| **Homework Assignments-Canvas**(Out of class activities such as writing, reading, experiments, works of art, multi-media production, case study, etc. are used to assist in learning skills and concepts.) | 20% |
| **Online Discussions -Canvas**(A digital space that enables multiple users to engage in conversation or debate with each other online to assist students in retrieving information and to evaluate learning.) Responsibility (On-line Postings/Assignments) | 20% |
| **Kitchen Table-top Presentations/Final-Attendance & Participation required.**(Students verbalizing their knowledge and organizing their thoughts about a topic to present a summary of their learning.) | 20% |
| **Captured Learning-Canvas**(A low stakes or non-graded questioning technique to assist students in retrieving information and to evaluate learning.) | 20% |
| **Class Activities and Team Participation- Attendance & Participation required.** In class assignments are completed with others and cannot be made-up for full credit. Professionalism (Attendance, Participation, Punctuality)(Students working together to improve their understanding of skills and concepts.) | 20% |
| Total  | 100% |

* Within all Education classes, because they are program credits, you will need a "A, B/C" to transfer them to a university of your choice.
* Gen Ed credits only need to be "C" or higher at a Community College (some "Ds” are allowed for Liberal Arts).

Course Expectations

**ATTENDANCE AND PARTICIPATION POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Absences:** This class meets once a week for two hours with an on-line discussion opening each Friday. Critical-thinking questions provide opportunities for in-depth class conversations and on-line discussions forums provide content reflection.

* **Mandatory on-canvas once a week, posting assignments.**
* **Mandatory Web-Video Camera (on) for relationship building connection & networking.**
* **Collaboration with peers (Lev Vygotsky & Urie Bronfenbrenner social learning “theory in practice”)**
* **Experience** [**Dialogical Teaching Approach**](https://my.chartered.college/impact_article/its-good-to-talk-moving-towards-dialogic-teaching/) **Principles**

A class or assignment missed due to required participation **in a verified CSI school activity** will not be considered an absence, if completed but may receive deducted points. Students who miss class or assignments for other reasons are considered absent and **may not** have the opportunity to make-up the weekly community learning activity.

**A doctor’s note does excuse you from class but does not excuse you from completing the assignment. You may not have 3 absences. Upon missing a fourth class, you will be asked to attend a conference with me and/or drop the class because each class consists of two hours.**

**LATE POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Acknowledge and adhere to due dates for all assignments: Papers and assignments posted after assigned due date are** late and will receive an automatic reduction of 10% the first day late and **will not** be accepted **one week** after due date. The end of the term is the Friday before finals. **No assignments will be accepted during finals week**. Final’s Week is reserved for the final project only. Changes in course content may be made by the instructor which you will be responsible for, so make sure you check the on-line “Home Page” regularly.

# Student Responsibilities for Learning

Professionalism as 20 % of you grade: Attend class regularly, arrive on time, and be ready to actively engage in the class; turn in work reflecting your time, effort, and understanding; all work submitted is to be a representation of an individual’s own ideas, concepts, and understanding. Violations of academic integrity **will** result in failure of the assignment, failure in the class, and/or ***dismissal from the program***. Dishonesty practices will be reported to a department committee for consultation/review/disciplinary action. Consequently, classroom behavior is to be appropriate to a positive learning environment. You will treat all class members with respect and be thoughtful in your own contributions to the class. You will receive one warning concerning inappropriate behavior; if the behavior persists, the matter will be referred to student services for college discipline. If there is a problem in the class, please let me know: <http://www.csi.edu/StudentHandbook/pdf/StudentCodeOfConduct.pdf>.

Faculty Responsibilities for Teaching

Anything not covered in class according to schedule will be ***your*** responsibility. All grades are final and ***will not*** be discussed in class at any time. Please make an appointment to discuss grades in my office. If you are not there to receive your paper, have someone pick it up for you. Essay papers will be graded ***2-3 weeks*** after the due date. All other papers will be returned **within four days** **or visible on –line.**

**Library**

The CSI Library is located on the main floor of the Meyerhoeffer Building and offers a variety of information resources and services to CSI students (including distance learning students taking classes online or at the off-campus centers). A current CSI student identification card is required to check out materials from the library.The library has an open computer lab, study carrels,

comfortable seating, study rooms, quiet study room, and the Eagles’ Perch (student lounge). The library collections include books, e-books, reference works, government documents, journals and magazines (both printed and electronic formats), newspapers, DVDs, and CDs. The library also offers access to a variety of online information resources and services: journal databases, e-journals, e-books, online films, and downloadable audiobooks. All online resources are available to students on and off campus. The library’s online catalog which quickly identifies materials that the library owns, and all electronic resources are accessible from any computer with an Internet connection. The library also offers interlibrary loan services (where resources are borrowed from other libraries). Reference and research assistance is provided, as well as information literacy instruction. Library instruction is available to classes and student groups and is tailored to the students’ specific needs. “Your Guide to Research,” a self-paced Canvas course which provides information on all of the libraries many resources and research strategies, is available for your personal use through self-enrollment. For more information and to access our online resources and services visit the CSI Library Web site at: [www.csi.edu/library](http://www.csi.edu/library).

**Learning & Tutoring Commons**

We are here to help you succeed! Come see us if you want a bright, open and interactive study area. We can provide you with an extra hand learning course concept, working through assignments or developing additional learning strategies and technology skills.

**Student Resources**

Your College of Southern Idaho experience extends far beyond the classroom. Students have opportunities and support both on and off the campus. In addition to the course-specific content provided in this syllabus, there are a variety of college-wide policies, procedures, and support areas that are designed to help you be successful at CSI. You can find these at [Additional Syllabus Information and Student Services.docx](file:///C%3A%5CUsers%5CLUELI%5CDropbox%5C2022%20syllabi%5C2022%20Syllabi%5CSpring%202022%5Csyllabus-statements-for-students%20%281%29.pdf) along with additional resources for each area.

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**(1) FIRST DISCUSSION ASSIGNMENT: 1ST WEEK** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Syllabus quiz.

* 1. **DIVERSITY STATEMENT OF INFORMED BELIEFS (DSIB) “This I Believe” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The portfolio entry will be no less than four typed pages (plus Title page & Reference page), double spaced, **font 12**, in APA (American Psychological Association) essay format, saved your hard drive. A paper copy will be submitted to the instructor. Grammar and spelling errors will be graded. The paper will not be read, if it is not proofread and in finished form. You will **not have the opportunity to rewrite this paper**. Once approved by the instructor, this will go to Weebly.com. Students will respond in essay format, including introduction, body, and conclusion to provided statements, which relate to their own informed beliefs about educational issues and are supported from book, articles read, and other sources. Responses will have subtitles and be **at least two paragraphs long per subtitle.** Additional information may be added. Students will be graded per subtitle.

**Once graded and approved by instructor, you will add this to your Weebly.com, E-Portfolio. The entire E-portfolio will be graded in your Exit Seminar your final semester at CSI.**

**(3) CRITICAL THINKING EXERCISE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
**Students will receive points for answering critical thinking questions, which are handwritten on notebook paper. There will be three exercises throughout the course.** These group activities are where students brainstorm ideas. **If you are not there to participate, you will not receive the points.** They cannot be done later. A link may be provided on-line, where you can attach your information from a word document. No format is required. There will be three engaging exercises throughout the course at the end of assigned chapters. Depth of knowledge and reflection will be required when completing Active Chapter Reading Assignments.

**(4) DESIGN AND CREATE A SUSTAINABILITY PROJECT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**You will have a choice between MANY projects this semester. Your task is to identify, design, and implement a Community-Based Project in a local community or school that impacts families. This could be sustaining relationships:** (10 hours total**).** Your final product is a presentation of some sort on a power point. You can put it together in "report" style on a DVD/YouTube or upload it through Canvas on power point.

**(5)** **SIGNATURE PERFORMANCE ASSESSMENT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| EXPERIENCE: Research a Sustainability concept of your choice suitable for a school or family or a community resource presentation. You will create project and type a: (1) presentation, using a small group presentation format provided (2) around a subject content or community concept, (3) present it to your peers, and (4) reflect on your skills needed (i.e., Math, Science, History, Arts & Crafts, Family Math Night, etc.…) or community concept presentation, using multiple formats (visual aide, concept maps, etc.). Assessment Outcome (1) Inquire, Plan, Teach, Reflect, Jigsaw & Reteach. |

**(6) DISCUSSIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

DB’s are an important aspect to learning in that they allow you to challenge each other, think critically, question your own ideas, and learn something in the process. Every DB will come with a set of instructions on how to participate. Please read each DB carefully so you know what will be expected of you. **You may ONLY participate in that DB during the allotted time frame**. You cannot make up a DB. Participation in group discussions should contain proper grammar; complete sentences and posting should demonstrate thought and effort. Your grade on each discussion **will be reflective** of whether you met the rubric criteria.

It is important to keep in mind that even though you are interacting on a social level, this is still college and there are a few rules. How you interact with your peers and your instructor on the Discussion Board will reflect who you are. Always **“put your best foot forward**” and consider the way your words could be interpreted (or misinterpreted). Impress me with your ability to think critically, analyze varied situations, and effective communication.

(7) **CAPTURED LEARNING ASSESSMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

There will be weekly opportunities to “Capture Learning Assessment (CLA)” which will ask for depth of knowledge answers in an essay discussion format. You will use **specific vocabulary from the readings and video**s. Your answers will **demonstrate that you have read and understood** the material and are able to **analyze and evaluate the concepts** to formulate your own thoughts. Canvas entry can be accessed more than once but only for one week. **Read the chapter information, review the main points to be successful**. Call in and make other arrangements prior to the timeframe in case of an emergency. Students will still be subject to a 10% reduction in grade due to a late penalty.

***See Course Calendar Schedule and Modules on Canvas for Homework Assignments. The Homepage will have the week’s assignment listed for a quick view of the week.***

* ***“*Dates Available”** *indicates that the assignments are open for all submissions.*
* *“****Date Due”*** *indicates when the late policy occurs; and*
* *“****Close Date”*** *implies that no students can enter a late assignment beyond that day and time.*
* *You will receive* ***TODO*** *Alerts when something is assigned, usually the reading for the week.*

College of Southern Idaho's Canvas Online Platform

This course is included in CSI’s Canvas Program. This grants you access to your required course materials digitally by the first day of class at no cost. No further textbook purchase is necessary.