



Course Name: ECED 3303 Family Language and Culture
Credit Hours: 3

Semester Taught: Spring
Course, Time and Place:

Instructor Information:

Instructor:	Communication Information:	Office Hours:
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Required Text: Berger, E.H. (2016). *Parents as partners in education: Families and schools working together* (9th ed.). Columbus, OH: Pearson.

Required Materials or Readings:

NM Early Learning Guidelines, CYFD

Selected research articles in family-school collaboration, language, culture and diversity in education.

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Since this is a hybrid class, attendance will be also measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 3 credit hours equal 45 contact hours.

Catalog Course Description: This course analyzes the interrelationships between family, language, and culture as connected to children’s development and learning. In this course, language is understood as a human activity and higher mental process which build on the children’s families, community, and cultural background. Language conceived as human activity must be examined through an understanding of dialogue, because dialogue is a way of promoting positive relationships between home, school, and community partnerships. In the course of these collaborative partnerships, a vision for a better world and well-being for young children will emerge and concretize in a culturally and linguistically responsive pedagogy. *Prerequisite: COE permission.*

Course Objectives:

1. Understand how family culture and language impact child development and schooling.
2. Understand and apply families Funds of Knowledge.
3. Become aware of how his/her own family language and culture influence his/her practice as an early childhood educator.
4. Understand and empathize with families different cultural and language backgrounds, using those to develop culturally and language sensitive programs and classrooms that address families and students’ needs.
5. Familiarize himself/herself with different observation and interview methods and effective ways to conference with families of diverse backgrounds.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC): *On completion of this course, students will be able to demonstrate the mastery of the following competencies:*

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this



process of development

and the adult’s role in supporting each child’s growth, development, and learning. **A.6, A.7, A.8.**

C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child’s family, encouraging family involvement, and supporting the child’s relationship with his or her family. The diverse cultures and languages representative of families in New Mexico’s communities are honored. **C.4, C.5, C.8, C.9, C.10, C.13.**

G: Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills. **G.6.**

H: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and value a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. **H.1, H.7.**

I: Curriculum and content knowledge. **I.11, I.12.**

COE’s Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

- 3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- 4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
- 5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
- 7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
- 9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Skills-

- 1. Utilization of technology-based tools to support student learning

Dispositions-

- 2. A belief that all students can learn

NNMC Student Learning Outcomes:

- 3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/ Alignment:

Assignment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO		Point Value
Online Discussions	A6, 7, 8	K3, 4, 5, 7, 9	3	15@2 pts	30 pts



	C4, 5, 8, 9, 10 G6 Objectives 1, 2, 3, 4, 5	S1 D2			
Reflective Journal Entry When reading: a) read assignment with diligence; b) develop scholarly notes; c) reflect on the text with a high level of thinking; and d) provide references.	A6, 7, 8 C4, 5, 8, 9, 10 G6 Objectives 1, 2, 3, 4, 5	K3, 4, 5, 7, 9 S1 D2	3	5@4 pts	20 pts
Develop a cultural memoir such as poem, short story, song, photo essay. Must answer: 1. Who am I, 2. What are the influences that shape me, 3. How do in interact with others	A6, 7, 8 C4, 5, 8, 9, 10 Objectives 1, 3	K3, 4, 5, 7, 9 S1 D2	3	1@10 pts	10 pts
Develop a portrait of the student population served in your area; include languages spoken, demographic information, strengths they possess	A6, 7, 8 C4, 5, 8, 9, 10 Objectives 1, 2, 3, 4, 5	K3, 4, 5, 7, 9 S1 D2	3	1@20 pts	20 pts
Research and write a 3-5 page paper, APA format. The connections between family, language, and culture.	A6, 7, 8 C4, 5, 8, 9, 10 G6 Objectives 1, 2, 3, 4, 5	K3, 4, 5, 7, 9 S1 D2	3	1@20 pts	20 pts

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Diversity	Online discussion / Ppt Introduction
WEEK 2	Families and diversity- Diversity Banks:Ch 1 Allen: Introduction Lead discussion, Non linguistic representation of my culture	Online discussion Readings, Reflective Journal 1
WEEK 3	Language and Culture- Families and diversity Banks: Chapter 2 Allen: Chapter 1	Online Discussion: Follow Guidelines and rubric: Focus questions Reflective Essay
WEEK 4	Language and Culture- Language and Culture Banks: Chapter 3 Allen:2	Online Discussion: Follow Guidelines and rubric: Focus questions Reflective Essay
WEEK 5	Funds of Knowledge- Face to Face Feb 22 Language and Culture Banks: Chapter 4 Allen: Chapter 3	Online Discussion: Follow Guidelines and rubric: Focus questions Project Discussion (oral) Poster
WEEK 6	Language and Cognitive Development- Funds of Knowledge	Online Discussion: Follow Guidelines and rubric: Focus questions



	Banks: Chapter 5 Allen: Chapter 4	Reflective Essay
WEEK 7	Language as a cultural product- Language and Cognitive Development Banks: Chapter 6 Allen: Chapter 5	Online Discussion: Follow Guidelines and rubric: Focus questions Develop a cultural memoir such as poem, short story, song, photo essay. Must answer: 1. Who am I, 2. What are the influences that shape me, 3. How do in interact with others
WEEK 8	Role of family in promoting literacy - Language as a cultural product Banks: Chapter 7 Allen: Chapter 6	Online Discussion: Follow Guidelines and rubric: Focus questions Reflective Essay Midterm Grades May 19
WEEK 9	Online Discussion: Follow Guidelines and rubric: Focus questions	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 10	Online Discussion	Online Discussion
WEEK 11	School-Family Collaboration- School-Family Collaboration Banks: Chapter 10 Allen: Chapter 9	Online discussion Readings, Discussion Develop a portrait of the student population served in your area; include languages spoken, demographic information, strengths they possess
WEEK 12	Family visits: Observations- School-Family Collaboration Banks: Chapter 11 Allen: Chapter 10	Online discussion Readings, Discussion Reflective Essay
WEEK 13	Family Visits: Interviews- Family visits: Observations Banks: Chapter 12 Allen: Chapter 11	Online discussion Readings, Discussion, Reflective Journal 5 Project Poster
WEEK 14	Conference with families- Family Visits: Interviews Banks: Chapter 13-14 Allen: Chapter 12	Online discussion Readings, Discussion Reflective Essay
WEEK 15	Wrap up class	Online discussion Readings, Discussion, Presentation of Teacher as a Researcher Project
WEEK 16	Wrap up class	Presentation of Teacher as a Researcher Project

Grading:

A+ 100 - 97
B+ 89 - 87
C+ 79 - 77
D+ 69 - 67
F 59 - 0

A 96 - 93
B 86 - 83
C 76 - 73
D 66 - 63

A- 92 - 90
B- 82 - 80
C- 72 - 70
D- 62 - 60

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact



Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

