**ECED 4180– Working with Families & the Community from an Emergent Inquiry Perspective**

Credits: 3 Section: \_\_\_\_ Term: \_\_\_\_\_\_\_

**Location & Meeting Time**

Classroom location:

Class Meeting Schedule:

**Contact Information**

**Instructor:**   
**Email:**   
**Phone: (**423) 439-  
**Office:**

**Instructor Availability**

Office Hours:

**Course Description & Materials**

*Prerequisites*: ECED 3170 & ECED 3180  
Investigates relationships among school, family, and the community from an Emergent Inquiry perspective as they impact learning and development of children. This course focuses on ways to be inclusive and supportive of families and diversity, and to work with community.

**Required Materials**

[enter textbook, software, tool etc]

**Course Overview**

**Course Purpose and Objectives**

The purpose of this course is to introduce to the learner the impact of the family and the community on children’s learning and development. Provides understanding of diverse families, what it means to be anti-bias in an early childhood program, and ways to work with families and community.

The recognized needs for this course are to achieve the following objectives.

* To gain knowledge of  the impact of family on learning and inquiry
* To analyze the impact of family on learning and inquiry.
* To develop skills to use an anti-bias checklist to discover the impact of personal bias.
* To apply knowledge of working with families through an interview with Reggio inspired about family participation and observing family interactions in an early childhood setting.

**Expected Learning Outcomes**

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| Upon completion of the course, students will:   1. Critique Reggio practitioners regarding their family engagement in relation to Reggio principles and best practices studied in the course content 2. Differentiate various drop off and pick up rituals of families, children, and teachers in early learning settings. 3. Generate ideas for representing families in an early childhood setting. 4. Evaluate content from the readings to transition to application of theory into practices with families in early childhood settings.   **Major Course Topics**   |  | | --- | | * Reggio principles related to families and community * Diversity in families * Anti-bias early childhood programs * Family committees * Family traditions * Community collaborations * Engaging families within the school and classroom * Cultural competence * Culturally responsive * Families in transition * Families and children with special needs | |

**Course Policies**

**Attendance**

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| This course is facilitated online at ETSU through the university’s D2L system. Students are not expected to be online at the same time.  Students are expected to engage in course module discussions, posting initial posts and responding with in-depth discourse among peers. Each module discussion begins on a Monday and ends on a Sunday. It is important to post and interact during the week, not just on the weekends, to allow for class peers to interact with you in an ongoing discussion.   There is a helpful hints document posted under course content to assist students with ideas for successful online posting. Students will be expected to complete work according to dates on the course calendar.  Participation in discussions and submission of assignments are required and students will not pass the course until all required assignments have been submitted. |

**Assignment and Grading**

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**Other**

**Syllabus Attachment Information**: The University’s approved Syllabus Attachment Information page provides information about important University and Academic Policies that all students should know. <https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>