

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 804.001 Family Research and Practice in Early Childhood Education
3 Credits, Spring 2020
Mondays/ 4:30 – 7:10 pm
Planetary Hall 126, Fairfax Campus

Faculty

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Prerequisites/Corequisites

Admission to the PhD in Education program or post-master's status and approval of course instructor.

University Catalog Course Description

Explores the relationship between families and professionals in providing appropriate early care and education, birth through grade 3, including children with special education needs and those from culturally, linguistically, and economically diverse backgrounds. Includes in-depth study, analysis, and discussions of original research as well as syntheses of findings.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Show knowledge of family systems, family functioning, family coping and adaptation, and infant mental health.
2. Show knowledge of current research and limitations of that research related to families from diverse cultural communities.
3. Show knowledge of effective practices to promote family-professional collaboration.
4. Demonstrate the ability to synthesize and critically analyze current family literature from the perspective of diverse cultural communities.
5. Demonstrate the ability to integrate theory, research and recommended practices in developing an original project related to better understanding families of culturally, linguistically, and ability diverse young children.

Professional Standards (Council for Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts (select one, see Book Club assignment—we will discuss and select on the first day of class)

Chaudry, A. (2004). *Putting children first: How low-wage working mothers manage child care*. New York: Russell Sage Foundation. ISBN: 9780871541727

Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2017). *Cradle to Kindergarten: A new plan to combat inequality*. New York: Russell Sage Foundation. ISBN: 9780871545572

Haspel, E. (2019). *Crawling Behind: America's Child Care Crisis and How to Fix It*. Castroville, TX: Black Rose Writing. ISBN: 978-1-68433-427-8

Lareau, A. (2003, 2011). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press. ISBN: 9780520271425

Solomon, A. (2012). *Far from the tree*. New York: Scribner. ISBN: 978-0-7432-3671-3 (especially chapters on Deaf, Down Syndrome, Autism, Disability, Transgender)

Required Articles

Additional readings listed in course schedule and for student-led presentations will be posted in Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

| Assignments | Due Dates | Points |
|---|-----------|------------|
| Attendance, Participation, & Weekly Questions and Reflections | Ongoing | 15 |
| Book Club Questions and Participation | | 20 |
| Book Club 1 | | 5 |
| Book Club 2 | | 5 |
| Book Club 3 | | 5 |
| Book Club 4 | | 5 |
| Research and/or Policy Brief | 3/23/20 | 20 |
| Research Paper – Annotated Bibliography | 3/30/20 | 10 |
| Student-Facilitated Seminar | Varied | 10 |
| Research Proposal | 5/4/20 | 25 |
| TOTAL | | 100 |

- **Assignments and/or Examinations**

Attendance, Participation, & Weekly Questions and Reflections (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students post at least two questions related to the readings on Blackboard before class.

DUE: Sundays at noon

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging and speaking in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- After each class, on the class blog, students will post weekly reflections related to the readings, discussion, and activities. **DUE: Tuesday evenings**

Book Club Questions and Participation (4 meetings x 5 points = 20 points)

Students will select a "Book Club" to join. To participate fully in each Book Club Session students will read the assigned chapters and bring two discussion questions to provide to their group during the discussion. Upon completion of Book Club Meetings, students will present overarching themes which arose from their Book Club Meetings, especially as they are tied to the course material for the week. Students will be graded based on their contribution to group discussions and presentation.

Research and/or Policy Brief (2-4 pages) (20 points)

Write a short research and/or policy brief (2-4pp.) based on the topic the student is investigating for his/her/their final paper or a topic of his/her/their choice related to families, communities, and schools. A research brief should include: Background (what is the problem or issue?), Research Findings* (summarize and integrate at least 8-10 peer-review journal articles), and Policy Implications. A policy brief should include: Background (what is the area of research (eg. immigrant families, child welfare, families with transgender students. etc.)?), Policies connected to this issue and related research findings (summarize and integrate at least 8-10 peer-review journal articles and/or policy research reports), and Policy Recommendations. Students should include on the final page of the brief a list of 3 places he/she/they plans to submit the brief. Examples of briefs and ideas for submission sites will be provided upon request. **Students may create a research brief based on findings from his/her/their own individual research. Students should work with the instructor to complete this type of brief.* **DUE: 3/23/20**

Annotated Bibliography (10 points)

Students will develop an annotated bibliography that includes at least 2 books and/or book chapters, 10 research articles, and 3 other types of resources (e.g., essays, white papers, videos, websites, etc.) on a family topic of interest. Entries will include the following:

- 5- to 10-sentence annotation about each source including:
 - reflective note (e.g, connections, implications, questions that arise, etc.)
 - accurate bibliographic information presented in APA style
 - a summary of the argument or thesis, the results, and the conclusions
 - an analysis of the relevance, accuracy, and quality of the article

Due: 3/30/20

Student-Facilitated Seminar on Diverse Families in Early Childhood (10 points)

Students will facilitate a 45-60¹ minute seminar on a topic related to families and early childhood diverse young learners. To prepare for the seminar, students will read extensively. As they read, they will prepare an annotated bibliography (see above assignment) that will include at least 2 books and/or book chapters, 10 research articles, and 3 other types of resources (e.g., essays, white papers, videos, websites, etc.). The bibliography will include references in APA style, a 5- to 10-sentence annotation about each source, and a reflective note (e.g., connections, implications, questions that arise, etc.). During the seminar development process, students will provide face-to-face and online help and feedback to classmates.

Students will select two to three research articles for their classmates to read prior to the seminar and will email information on how to access the articles at least two weeks before the seminar. On the evening of the seminar, students will introduce the topic, present relevant background information using audio and/or visual aids, facilitate the discussion, and close the discussion with a summary and some future questions and thoughts to explore. They will provide handouts to support the learning and discussion. They will post their annotated bibliography on Blackboard for their classmates' reference. In addition, students will post feedback for each facilitator on Blackboard after the seminar and prior to the next class session.

Research Proposal: Literature Review and Short Proposal (25 points)

The student will conduct a review of the literature on a topic of their choice related to the connections between families and early childhood programs. This paper should critically review the literature from the perspective of culturally, linguistically, and ability diverse children and families. It should link to course themes, and it should discuss limitations as well as implications. Specifically, this paper should cover the following: (a) critical review of the literature (student needs to include 12-15 empirical articles), which includes theoretical approach, the major findings and whether there are inconsistencies, methodological, design, and measurement issues, and an integrative statement regarding findings (10-12 pages); (b) issues not addressed by the research to date: what do we know, what are the gaps in the literature (3 pages); (c) implications for future research, policy, and practice (3 pages); and, (d) a short proposal (5 pages) of a possible future study to begin to fill these gaps. **DUE: 5/4/20**

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support. Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.

¹ The amount of time students have will vary based on the number of students enrolled in the class.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100 A- = 90-94 B+ = 87-89 B = 80-86 C = 70-79 F = < 70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students seeking Virginia initial teaching licensure must earn a B- or better in all graduate licensure coursework.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Course Schedule and Topics

| Week of: | Topic <small>(*indicates book club meeting week)</small> | Readings |
|---|---|--|
| 1/27/20 | Introduction to the Course: Lenses for Understanding Contemporary Families | 1. Women’s Rights and Economic Change (2004) - <i>Intersectionality- A tool for gender and economic justice</i> 2. Hill Collins (1998)- <i>It’s all in the family: Intersections of gender, race, and nation</i> 3. James et al. (2018)- <i>The central roles of race and racism in reframing Family Systems Theory: A consideration of choice and time</i> 4. Ingoldsby, Smith, & Miller (2004) <i>Family Systems</i> (Ch. 7) 5. White & Klein (2002)- <i>Family Systems</i> (Ch. 5) (Read 1 or 2, AND 3, AND 4 or 5) |
| UNIT 1: Contemporary Families: Demographics & Experiences (* book club week) | | |
| 2/3/20 | Defining Families in the Context of Changing Families | 1. Stewart (2007) - <i>Who is kin?</i> 2. Dreby & Adkins (2012)- <i>The strength of family ties: How US Migration shapes children’s ideas of family</i> 3. Weigel (2008) - <i>The concept of family</i> 4. Peters (1999)- <i>Redefining Western families</i> 5. Casper & Bianchi (2002) - Ch. 1 (Read 1 AND 2, AND 3 or 4, AND 5) |
| 2/10/20 | Diverse Family Forms* | 1. Walsh (2012) - The diversity, strength, and challenges of single-parent households 2. Green (2009)- <i>Single custodial fathers and mothers meeting the challenge</i> |

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|---------|--|--|
| | | <p>3. Kuvalanka et al. (2019)- <i>Grandparents raising their transgender grandchildren: An exploratory study</i></p> <p>4. Gates (2011) – <i>Family formation and raising children among same-sex couples</i> https://williamsinstitute.law.ucla.edu/wp-content/uploads/Gates-Badgett-NCFR-LGBT-Families-December-2011.pdf</p> <p>5. LGBT Families of Color: Facts at a Glance http://www.nbjc.org/sites/default/files/lgbt-families-of-color-facts-at-a-glance.pdf</p> <p>(Read 1 OR 2, AND 3, AND 4 or 5, plus book club reading)</p> |
| 2/17/20 | Global Families | <p>1. Vesely, C.K. (2013)- <i>Low-income African and Latina immigrant mothers' selection of early childhood care and education: Considering the complexity of cultural and structural influences</i></p> <p>2. Riojas-Cortez (2011)- <i>Culture, play, and family- Supporting children on the autism spectrum</i></p> <p>3. Vesely, Goodman, & Scurlock (2014)- <i>Turning points and transitions: The role of families in women's immigration experiences</i></p> <p>4. Vesely, Bravo, & Guzzardo (2019)- <i>Immigrant Families across the Life Course: Impacts on Physical and Mental Health</i></p> <p>(Read all)</p> |
| 2/24/20 | Low-income Families* | <p>1. Roy, Tubbs, & Burton (2004) - 'Don't have no time'- <i>Daily rhythms and the organization of time for low-income families</i></p> <p>2. Small (2006) - <i>Neighborhood institutions as resource brokers: Child care centers, interorganizational ties and resource access among the poor</i></p> <p>3. Parish et al (2008)- <i>Material hardship in US families raising children with disabilities</i></p> <p>4. Vesely et al . (2013)- <i>It takes two: Sensitive caregiving across contexts and children's social, emotional, and academic outcomes</i></p> <p>(Read 1 AND 2, 3 or 4, plus book club reading) Preliminary paper topic DUE</p> |
| 3/2/20 | Parenting, Mothering, and Fathering | <p>1. Bianchi, Robinson, & Milkie (2006) - <i>Parenting: How has it changed?</i></p> <p>2. Roy (2004) - <i>Three-block Fathers: Spatial perceptions and kin-work in low-income African American neighborhoods</i></p> <p>3. Hill Collins- <i>Shifting the center: Race, class, and feminist theorizing about motherhood</i></p> <p>4. Hondagneu-Sotelo & Avila (1997) - 'I'm here, but I'm here': <i>The meanings of Latina transnational motherhood</i></p> <p>(Read 1, 2, AND 3 or 4)</p> |
| 3/9/20 | SPRING BREAK | |

| | | |
|---|--|--|
| 3/16/20 | Families with Children with DisAbilities* | <ol style="list-style-type: none"> 1. Roper et al. (2014)- <i>Caregiver burden and sibling relationships in families raising children with disabilities and typically developing children</i> 2. Hartley et al. (2014)- <i>Division of labor in families of children and adolescents with Autism Spectrum Disorder</i> 3. Ellingsen et al (2014)- <i>Resilient parenting of preschool children at developmental risk</i> <p>(Read 1 AND 2 or 3, plus book club reading)</p> |
| UNIT 2: Frameworks, Theories & Methods for Understanding Contemporary Families | | |
| 3/23/20 | Ecological Theories | <ol style="list-style-type: none"> 1. Garcia Coll et al. (1996)- <i>An Integrative Model for the Study of Developmental Competencies in Minority Children</i> 2. Weisner (2002)- <i>An Ecocultural understanding of children's developmental pathways</i> 3. Super & Harkness (1986)- <i>The developmental niche</i> 4. Tudge et al. (2016)- <i>Still misused after all these years: A reevaluation of the uses of Bronfenbrenner's bioecological theory of human development</i> <p>(Read all) Research/ Policy Brief DUE</p> |
| 3/30/20 | Family Stress and Family Resiliency Frameworks* | <ol style="list-style-type: none"> 1. Ingoldsby, Smith, & Miller (2004) – <i>Exploring Family Theories</i> (Ch. 6) 2. Vesely, Letiecq, & Goodman (2017)- <i>Immigrant Family Resilience in Context</i> 3. Ungar, M. (2011). <i>The social ecology of resilience:</i> 4. <i>Addressing contextual and cultural ambiguity of a</i> 5. <i>nascent construct</i> 6. Select two blog posts of interest to you from Michael Ungar's Psychology Today blog: https://www.psychologytoday.com/us/blog/nurturing-resilience <p>(Read 1, 2, 3—4 is optional—plus book club reading) Annotated Bibliography DUE</p> |
| 4/6/20 | Methods for Understanding Families' Experiences | <ol style="list-style-type: none"> 1. Vesely et al. (2018)- <i>What does this mean to you?</i> 2. Lareau- Appendix A 3. Chaudry- Appendices B, C 4. Small, M. (2009) - Appendices A, B, C 5. Bianchi, Robinson, & Milkie (2006) - Ch. 2 6. Hansen, K. (2005) - Ch. 1 7. Roy et al (2015)- <i>Sampling richness and qualitative integrity: Challenges for research with families</i> <p>(Read 4 of the above selections)</p> |
| UNIT 3: Student Facilitated Seminars on Families | | |
| 4/13/20 | Student Seminar 1-2 | Readings: TBD by seminar facilitators |
| 4/20/20 | Student Seminar 3-4 | Readings: TBD by seminar facilitators |
| 4/27/20 | Student Seminar 5-6 | Readings: TBD by seminar facilitators |
| 5/4/20 | Course Wrap-up | Research Proposal DUE |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also

seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website: <http://cehd.gmu.edu>.