

Course Information



Home, School & Comm. Relations

FHS 2180-001

Fall 2025

Course Section Information

Classroom: Online using Canvas

Course Description

The relationship between home, school and the community are explored. Emphasis is placed on building effective communication between parents and teachers.

Semester(s): All

Textbooks, Readings, and Course Materials

Authors: Carol Gestwicki

Title: Home, School, and Community Relations

Edition: 9th

Publisher: Wadsworth Cengage Learning

ISBN: 978-1-305-08901-3

Authors: Janet Gonzalez-Mena,

Title: 50 Strategies for Communicating and Working with Diverse Families

Edition: 3rd

Publisher: Pearson Education, Inc.

ISBN: 978-0-13-309027-7

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Home, School & Comm. Relations

FHS - 2180 001

Course Student Learning Outcomes

- Demonstrate an understanding of historical contexts and current applications for appropriate methods of teaching early childhood, elementary and secondary students and the impact of collaboration between home and school.
- Develop critical literacies through assigned readings, a series of written assignments and participation in group peer presentations addressing both historical and contemporary issues pertaining to home-school interactions. Ideas will be clearly organized and will demonstrate effective communication in interpersonal, small group, and large group settings. Assignments and brief research projects will incorporate the use of the college library system and online resources.
- Conduct research, explore the literature, and evaluate current collaborative practices between schools and families. A review of the literature provides an opportunity to see how statistical data explains these practices.
- Analyze contemporary educational practices, personal cultural and philosophical beliefs, and how these beliefs can impact classroom interaction with students and families of differing cultures or philosophies. Students will also make strong connections between teaching and child development including appropriate collaborations in an elementary or high school setting using critical problem-solving skills.
- Engage in vigorous dialogue with seasoned professionals to increase content knowledge and application. Current state and national issues will be explored;

discussions focus on how these issues affect the home and school relationships.

Engagement Plan

- I will respond to email within 24 hours. I will offer feedback on major assignments within 7-10 days. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting weekly announcements which will offer specific opportunities for class questions,
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, if needed, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

How to Succeed in the Course

To be successful in FHS 2180, thoroughly read the syllabus and each course component (Start Here, assignments, discussions). Each week review the Announcements and make sure to complete the week's work. Due dates are also posted on the course calendar.

- On Wednesday's discussions are due. These discussions provide opportunities for you to deeply consider various theoretical and practical aspects of college life, form opinions, and interact with your peers.

- Assignments are due on Sunday nights. Take the discussions and assignments seriously. All of the material in this course directly impacts your success as a college student and future practice as a teacher. To receive credit for your work, discussions and assignments are to be posted by the scheduled due date.
- Only work submitted by the scheduled due dates will receive points. If you need an extension due to extraordinary circumstance, there will be a point reduction.

Contact me ahead of time for arrangements.

Written Work

Two of the many skills you need to master are how to write well and how to meet timelines.

Assignments and discussions are to be submitted in the "submission" boxes. (Refrain from posting work in the "comments" boxes.) All assignments must be:

- written by you
- original to this course
- at least one- to two-pages in length, double-spaced, 12 font
- written in APA format. In-text citations and References must follow APA style.

To receive full credit, work is to be submitted by the scheduled due date. Upon email request prior to the due date, a one- to two-day extension may be granted due to extenuating circumstances. There will be a point reduction for extensions.

Grading

The Family and Human Studies Department has a standard grading system that is posted below. Your work is evaluated against rubrics and will be generated from assignments, discussions, quizzes, and a final exam.

Announcements and the Calendar

At the beginning of each week, I will post a "This Week" announcement noting the work that must be completed that week. You may always work ahead (all components are available from the first day of the semester). However, if you fall behind, your grade will be dramatically affected.

If changes are made to the course, I will make an announcement in Canvas.

Let's Stay in Touch!

It is extremely important to stay in touch with each other! Our methods of communication are via email and through phone calls. I make every attempt to respond to emails within a day. Please use the Canvas email, it is much easier for me to track our conversations. You can also post notes in the "Comments" boxes where you submit your work. I will respond to these notes as I grade your assignments and discussion points.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	3
8/30/25	Assignment: The Family	Assignment	10
9/2/25	Discussion 1	Discussion	5
9/6/25	Assignment: Trends in Modern Families	Assignment	10
9/6/25	Discussion 2	Discussion	5
9/13/25	Assignment: Teacher Support for Families	Assignment	10
9/13/25	Discussion 3	Discussion	5
9/20/25	Assignment: Teacher Interviews	Assignment	10
9/20/25	Chapters 1-3 Quiz	Quiz	25
9/20/25	Discussion 4	Discussion	5
9/27/25	Assignment: Preferences and Biases	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/27/25	Discussion 5	Discussion	5
10/4/25	Assignment: What Is Happening in Area Schools?	Assignment	15
10/4/25	Discussion 6	Discussion	5
10/11/25	Assignment: A Good Beginning.	Assignment	10
10/11/25	Chapters 4-6 Quiz	Quiz	29
10/11/25	Discussion 7	Discussion	5
10/18/25	Discussion 8	Discussion	5
10/25/25	Assignment: Student Activities	Assignment	10
10/25/25	Discussion 9	Discussion	5
11/1/25	50 Strategies Presentation	Assignment	50
11/1/25	Discussion 10	Discussion	5
11/8/25	Discussion 11	Discussion	5
11/15/25	Assignment: Reporting Child Abuse and Neglect	Assignment	12
11/15/25	Discussion 12	Discussion	5
11/22/25	Assignment: Diverse Families	Assignment	10
11/22/25	Chapters 7-12 Quiz	Quiz	21
11/22/25	Discussion 13	Discussion	5

Due Date	Assignment Name	Assignment Type	Points
11/29/25	Discussion 14	Discussion	5
12/6/25	Parent Training Presentation	Assignment	60
12/6/25	Discussion 15	Discussion	5
12/7/25	Earn Extra Credit!	Assignment	5
12/13/25	Chapters 13-15 Quiz	Quiz	30

Grading Scale

Attendance and Participation

Even in an online course, attendance is important for learning success. The course was created to provide three opportunities each week for you to login to Canvas and participate. In addition, I highly suggest that you read the weekly announcements each Monday so you are “up to speed” with the week’s events.

Discussions (20% of your final grade)

Weekly discussion points focus on chapter-related scenarios creating a venue for you to express opinions and question teaching practice. You can receive a maximum of 5 points per discussion. (Note: points will not be awarded for late discussions.) Refer to the scoring rubric on Canvas for discussion details.

To enhance your learning and professional growth, it is important to read and respond to other students’ responses. You will receive 3 points for your original discussion points and 2 points for your responses to other students. Original discussion is due on Thursdays and responses are due by Saturday

Assignments (52% of your final grade)

Assignments are an important component of this course. Papers will connect theories with your beliefs and create a forum for personal growth and insight. Assignments reflect

information from course materials and your personal insights and opinions.

Each assignment are graded on a ten-point scale (rubrics are posted on Canvas). In order to receive full credit, assignments must be submitted on time, be well-written, and error-free using APA formatting (double-spaced, References). You may submit work early, however late work will receive a zero.

Each paper must contain the following information on the front title page:

- your name
- the class and section
- the due date
- the title of the assignment.

Quizzes (28% of your final grade)

Module quizzes are add another element of learning. Quizzes include the following elements: multiple-choice, true-false, short-answer, and essay questions. Late quizzes are granted with prior instructor permission and will have 5% deducted from the final score. (Late quizzes must be taken within a week of the scheduled date.)

Time commitment: This is a 3-credit hour course. A “credit hour” is the amount of time (including classroom time, if applicable) that each class is expected to take: 3-credit hour courses are expected to take you 135 total hours during the semester. (See <http://www.slcc.edu/policies/docs/c4s02-10.pdf>, p. 4.) The table below shows you how to break down the 135 hours into a weekly time commitment, based on the length of the semester (15 weeks, 12 weeks, or 8 weeks):

15-week semesters	12-week semesters	8-week semesters
9 hours/week	11.25 hours/week	16.9 hours/week

Grades

Grades will be generated from quiz scores, discussions, assignments, and presentations:

94% - 100% = A	87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	59% or less = E
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90% - 93% = A-	83% - 86% = B	73% - 76% = C	63% - 66% = D	
	80% - 82% = B-	63% - 66% = D	60% - 62% = D-	

Extra Credit

Frequently students who have not met the posted timelines and/or other requirements for the course will ask if they can do extra credit. There are no extra credit assignments available for this course.

Incomplete Policy

In very rare circumstances, a student may be awarded a grade of “Incomplete” (I). All of the following conditions must be met in order to receive an “Incomplete” (I) grade: 1. The student cannot continue in class because of circumstances beyond their control (such as serious illness, death in the family, or change of employment). The student must supply proper documentation; 2. The student must be passing the course at the time of the incomplete grade request; and 3. The student must have completed a substantial portion of a course before the incomplete is given. Requests not meeting all three of these criteria will be declined.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative

ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Academic Integrity

Plagiarism

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations. All information that is not common knowledge must be both cited and noted on a Reference page.

Any information that is not common knowledge that is not cited and referenced is considered plagiarism. Contact me if you have any questions. I use an online plagiarism detection service; cumulative matches of greater than 20% (excluding the bibliography and assignment instructions) will not be accepted and a score of zero (0) will be given for the assignment. The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information, see

https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Transfer, Certification, Licensure, and Employment Information

The Salt Lake Community College Education AS program alone does not lead to professional licensure. This program prepares students for application and transfer to other programs of study that could eventually lead to professional licensure. Professional licensure requirements vary from state-to-state. It is highly recommended that students consult in advance with the Utah State Board of Education, or similar agencies in other states, to find out more about eligibility for educational licensure. If you have difficulty finding the licensure requirements for your state or intended profession, please contact your academic advisor or SLCC's state authorization coordinator for help.