

# Syllabus

## Spring, 2013

**NOTE:** Be sure to read this syllabus over thoroughly and carefully. Some items are explained in more detail in D2L Dropbox and Course Schedule. The course syllabus is considered a contract between instructor and students. Your continued enrollment in the course indicates your agreement to abide by the terms of this contract.

### Instructor Information

**Instructor:** Carol Holdt

**Office:** Cramer Hall 217U

**Office Hours:** by appointment before or after class

**Email:** use 'holdtc' in D2L email tool

**Graduate Mentor:** Robin Clough, available as 'rjched' using D2L email

### Course Information

**Course Title, Number:** Youth In Transition, UNST 421 section 565

**Class Meetings:** Mondays, Wednesdays: in class from 10:15 am - 1:50 pm.

**Course Delivery:** Face-to-face, using D2L as needed. All D2L course materials are available to you at all times except after 10 pm on the 2<sup>nd</sup> Saturday of each month when systems maintenance is performed.

### Required Materials

See Course Schedule for associated due dates for assigned readings.

- ***Unequal Childhood: Class, race, and family life*, second edition**, by Annette Lareau, University of California Press, 2011. ISBN-13 #978-0-520-27142-5. Be sure you have the SECOND EDITION!
- Additional required course materials will be in the form of online readings, links to which will be posted on D2L.
- These readings may be supplemented with material placed on reserve in the sociology dept. (217 Cramer Hall) or handed out in class.

### Course Description and Goals

This course will explore some of the issues involved in helping kids to be successful and stay in school. We will use a sociological perspective to consider the larger social structures that influence the opportunities available to us, including race, gender, and class. Students will gain hands-on experience working with children entering adolescence while familiarizing ourselves with related literature.

As an interdisciplinary team, we will approach this course with the following goals and learning objectives:

**1. Build Teamwork:** Working together as we respect our different standpoints and preferences.

Through active participation in all phases of our projects, from brainstorming to execution, students will learn to:

- Actively listen to one another
- Gather information
- Propose ideas
- Give feedback to one another
- Integrate various group members' ideas and opinions
- Respond to different standpoints and preferences among group members

**2. Create A Bridge to the Community:** Becoming active members of our community.

By working closely with Dreamers at Vernon School, students will learn to:

- Assist Dreamers with their homework
- Help our community partner carry out their important goals
- Help to identify the needs of Dreamers and their families
- Respond to those needs

**3. Inquiry and Critical Thinking:** Thinking analytically.

Through required reading and writing exercises, online and classroom discussions, students will learn to:

- Interpret evidence, statements, questions posed in assigned readings
- Summarize the main ideas, alternative points of view in the assigned readings
- Analyze authors' arguments
- Compare and contrast your own views to those of the authors

**4. Connect Theory to Praxis:** Linking academic scholarship and its application in our community.

Through journal writing and discussion, students will learn to:

- Apply ideas from the readings to our own experiences and those of the Dreamers we work with
- Compare and contrast your experiences to those described by the authors

**5. Enhance Communication Skills:** Finding our own voice.

Through group and class discussions, students will learn to:

- Discuss the readings with classmates and group members
- Ask and answer questions about the readings
- Differentiate between fact and opinion
- Explain opinions to others
- Invite opinions from others

**6. Understand the Diversity of Human Experience:** Gaining a better understanding of differences in ethnic, religious, and cultural perspectives, race, gender, age, sexual orientation and ability.

Through working with Dreamers, and through required reading and writing exercises, online and classroom discussions, students will learn to:

- Increase awareness of the role difference plays in societies and institutions

- View current and prominent issues related to diversity from multiple perspectives
- Question your own views of difference and justice
- Discuss ways in which personal and cultural experiences influence lives, ideas, and events

## Course Overview

The “I Have a Dream”® Foundation - Oregon helps children from low-income communities in Oregon graduate from high school prepared for college or employment. The foundation provides mentoring, tutoring, and enrichment with a partial college scholarship available to all Dreamers who graduate from high school. In this class, we will work with students, staff, community educators and professionals to create and conduct learning events for Dreamers.

This year, the course will include the following service work:

- 1) We will work one-on-one with 8th-grade Dreamers at Vernon and Beaumont Schools in NE Portland, assisting with tutoring and interest-based enrichment programs.
- 2) Working in interdisciplinary teams, we will design and implement additional projects with and for the Dreamers.

## Course Requirements

### Workload:

- As a general rule, students should expect to spend about 12-18 hours per week doing coursework **outside the classroom**, including academic, project, and service work. The time commitment will vary a great deal throughout the various phases of our projects. Some weeks may require significantly fewer hours, some may require more.
- Students should complete writing assignments prior to the date indicated in the course schedule on D2L.

### Attendance:

- Some activities will be done in class, others outside of class. Whenever class time is scheduled, your **attendance is mandatory** throughout the quarter.
- Our service work will be conducted at Vernon School in NE Portland. Your commitment to this work is required and **you must attend all scheduled sessions**.

### Active Participation:

All phases of our class projects, from brainstorming through execution, will be a team effort and your presence and participation is therefore required. The success of the project depends on each team member’s commitment and active participation.

### D2L:

- We will be using D2L on a regular basis. You must log on to the course at least every few days to check for announcements and email. Some required assignments will be conducted and/or submitted via D2L.
- All journals will be submitted using D2L (instructions are posted on D2L).

### Writing:

- This is a 400-level course and students are expected to have the appropriate level of academic writing skills. This includes basic grammar, punctuation, and spelling, as well as the ability to construct an argument and support it with evidence provided in the course readings. If you do not possess these skills, you should seek tutoring or assistance from the PSU Writing Center before submitting your writing assignments as these skills are a significant consideration in evaluating your written work in this course.

## Course Policies

### Deadlines:

During the quarter you may encounter some type of logistic or technical problems that prevent you from accessing the Internet, accessing D2L, or successfully submitting your required coursework. For that reason, please plan to complete all your coursework well ahead of deadlines. This will give you and me more opportunity to correct the problem in time for you to meet the deadline. The longer you wait to attempt to submit your work, the less likelihood there is of correcting a problem in time. Don't count on help being available during evenings and weekends! If you are able to contact me well before the deadline, chances are good that we can solve the problems so you can meet that deadline.

- The Course Schedule identifies deadlines for your coursework. Here, and throughout the course materials, I have included many reminders to you regarding the work that you must complete for this course but it is important for students to take responsibility for noting and meeting all course requirements and deadlines.
- Students should complete all coursework prior to the date indicated in this syllabus, the course schedule, and the assignment instructions on D2L.
- Writing assignments, including journals, will be accepted up to one week late and one point will be deducted from your score for each day it is late.

### Conduct:

- It is expected that you will act appropriately and demonstrate mutual respect for everyone involved in this course, including the instructor, mentors, Dreamers and staff, and your classmates. Disruptive behavior (in class and/or online) including, but not limited to, allowing online access by unauthorized guests, profanity, verbal abuse or threats directed to others, disrespect of others, will negatively impact your grade and may result in an F in the course.
- I reserve the right to delete from D2L any posts that I or your classmates find to be non-academic and offensive.

### Plagiarism:

- It is extremely important that you do not represent another person's work as your own (plagiarism), whether intentional or not. It is your responsibility to acquaint yourself with the intricacies of academic writing and the appropriate use of another person's work and/or ideas.
- Please review the University's Student Code of Conduct. These policies will be strictly adhered to and enforced should the situation arise. You will not receive credit

for any coursework that is not your own, original work. Any subsequent offense will result in an F in the course.

### Grading:

- Refer to PSU's Grading System for an explanation of the letter grades and other grading policies. Be sure to note that a C indicates satisfactory work. In other words, students must do work that is significantly above and beyond the minimum requirements to earn a grade higher than C.
- Students taking the course with a Pass/No Pass grading option must earn a C- (70%) or better in the course in order to pass.
- You will not receive a grade for this course until you have returned all loaned equipment and documents.

### Students with Disabilities:

Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately at 503-725-4150.

### UNST Policy:

- Refer to the Capstone Handbook for further requirements. (You will receive the handbook during the first class meeting.)

### Required Coursework:

Points will be awarded according to the following guidelines:

|  |                   |
|--|-------------------|
| Weekly Journals (10 wks x 10 points)                           | 100               |
| Discussion Participation                                       | 20                |
| Written Assignments  |                   |
| Portfolio Assignment   | 20                |
| Diversity Reflection Assignment                                | 20                |
| Group project: design, development, participation              | 20                |
| Service Work at Vernon/Beaumont School                         | 20                |
| Field Day Project including design, development, participation | 20                |
| <b>Total</b>   | <b>220 points</b> |

## Reflective Journal Assignment:

Your journal submissions are a critical piece of this course. Detailed instructions can be found in the Reflective Journals link in our D2L course.

Journals are due no later than midnight **Saturday** night for full credit. Once again, you should submit your journals early so that personal, logistic and technical problems do not prevent you from submitting yours before the deadline. See deadline policy above.

## Written Assignments:

There are two formal writing assignments:

1. Portfolio Assignment
2. Diversity Reflection Assignment

Detailed instructions are located in the D2L Dropbox. Once evaluated, your written assignment grades will be posted in the D2L Dropbox along with feedback.

It is extremely important that you do not represent another person's work as your own. This is plagiarism or academic dishonesty and will not be tolerated. Please refer to the University's Student Code of Conduct. These policies will be strictly adhered to and enforced should the situation arise. It is the student's responsibility to be sure you know and understand the policies.

Once again, you should submit your assignment early so that personal, logistic and technical problems do not prevent you from submitting your paper before the deadline. See deadline policy above.

## Questions?

I encourage everyone to bring their questions to class so we can discuss them. If you have a question, chances are someone else is interested in the answer, too. You can also use D2L. I set up a Discussions topic called Instructor Q&A for this purpose. If, at any time during the term, you have questions about any of the course requirements, other information in the syllabus, or assignment instructions, you can post your question in the Instructor Q & A area. I will answer your question there so that everyone can see the response.

If you have a question that is personal or confidential, that you just don't want your classmates to see, either see me in class or use the D2L email tool to contact me.

If you have a specific question about how a piece of your work was evaluated and graded, please start with your mentor. Ask her/him for clarification. If you still have concerns, see me or send me an email.