

Syllabus

NOTE: Be sure to read this syllabus over thoroughly and carefully. Some items are explained in more detail in the Week 1 Learning Module and in your Assignments instructions. 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: 'holdtc' in D2L email tool

Mentors: Robin Chedester, Jeff Shelton - available using D2L email

Course Information

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

Class Meetings: Mondays, Wednesdays: in class from 11:30 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 4th 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* by Annette Lareau, University of California Press, 2003. ISBN-13 #978-0-520-23950-0; ISBN-10 #0-520-23950-4.
- Additional required course materials will be in the form of online readings, links to which will be posted on D2L.
- The 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 and conducting sociological research 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 Rigler 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. Promote Critical Thinking: Thinking analytically.

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

- Summarize the main ideas 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

Through presentation of our research findings, students will learn to:

- Present information to our community partners, visually and verbally
- Create research reports

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 6th-graders at Rigler School in NE Portland, assisting with tutoring and interest-based enrichment programs.
- 2) Working in interdisciplinary teams, we will design and implement research projects with Dreamers and their families.

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. **No exceptions!**
- Our service work will be conducted at Rigler 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 project, 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 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. This is a very large class and it is difficult to accommodate every problem that arises. 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!

For example, if you wait until the deadline evening to attempt to submit an assignment and encounter a problem, the chances are very poor that you will be able to find assistance from me or the Help Desk and you may lose those valuable points. On the other hand, 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.

- 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	10
Reflection paper	10
Research project: design, development, participation	20
Service Work at Rigler	20
Presentation, report: design, development, participation	20
Field Day Project including design, development, participation	20

Total

220 points

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:

NOTE: Detailed instructions are located in the D2L course.

Once evaluated, your written assignment grades will be posted on D2L 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. I refer you to the University's [Student Code of Conduct](#). These policies will be strictly adhered to and enforced should the situation arise.

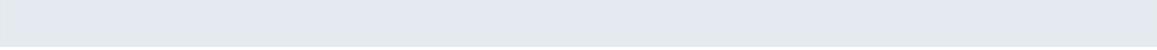
Once again, you should submit your assignment early so that personal, logistic and technical problems do not prevent you from submitting your paper before the deadline. See deadline policy above.

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.



Course Schedule

The following is the **proposed** schedule for our course. Any changes will be announced in class and/or D2L.

Please complete the reading **prior** to the class session date.

wk	date	Reading	topics/activities/tasks	Deadlines
1	3/28	Handouts Syllabus, Schedule – On D2L	Introductions What is “I Have a Dream” Foundation- Oregon? Course overview Background Checks	
	3/30	Capstone Handbook – (handed out in class on 3/28) Journal Assignment – on D2L After School Programs Groupwork handouts	Capstones Journal Writing Working in Groups Brainstorm projects	Journal 1
2	4/4	I Have A Dream Foundation – Oregon website: http://www.ihaveadreamoregon.org/ - About Us main tab, also within About US: Fast Facts tab. Mentoring Immigrant Youth	Meet Community Partner – Becca and Kimber	
	4/6	Search Institute, 40 Developmental Assets Developmental Assets Developmental Assets Lists - Middle Childhood (8-12) Developmental Assets Tools Everyone's an Asset Builder Thriving Sparks Spiritual Development An Engaged Community	Debrief visit Go over readings together Design survey sections Create work groups(?)	Journal 2
3	4/11	Creating survey questions. http://writing.colostate.edu/guides/research/survey/com4a2.cfm http://owl.english.purdue.edu/owl/resource/559/5/ http://owl.english.purdue.edu/owl/resource/559/6/	Research training Plan & design surveys	Svc Work at Rigler starts Survey outlines due
	4/13	Unequal Childhoods Ch. 1 Listening to Latinas: Barriers to High School Graduation http://www.nwlc.org/pdf/ListeningtoLatinas.pdf	Construct research instruments – Class meets in computer lab.	Journal 3
4	4/18	Unequal Childhoods Ch. 2 Moving Beyond Access: College Success for Low-Income, First-Generation Students http://www.pellinstitute.org/files/COE_MovingBeyondReport_Final.pdf	Debrief work at Rigler Construct research instruments – Class meets in computer lab.	Survey drafts due
	4/20	School Connectedness: Strategies for Increasing Protective Factors Among Youth http://www.ok.gov/strongandhealthy/documents/connectedness.pdf Portfolio Assignment instructions – on D2L	Discuss Readings, Portfolio assignment instructions	Journal 4 Final survey due
5	4/25	Tensions between African Americans and African immigrants	Discuss Portfolios	Portfolio

		http://news.medill.northwestern.edu/chicago/news.aspx?id=160650 http://findarticles.com/p/articles/mi_m1077/is_9_63/ai_n27499045/ http://www.roanoke.com/news/roanoke/wb/159336	Conduct surveys at Rigler, via email	Assignment due
	4/27	Unequal Childhoods Ch. 3	Discuss Readings Brainstorm Field Day Conduct surveys at Rigler, via email, collect drawings and writings	Journal 5 Printing and presentation plans
6	5/2	Unequal Childhoods Ch. 4	Plan Field Day Conduct surveys at Rigler, via email, collect drawings and writings	High-level report outline Task assignments due
	5/4	Unequal Childhoods Ch. 5	Discuss readings Plan Field Day	Journal 6 Report section outlines
7	5/9	Unequal Childhoods Ch. 6	Design reports Design presentation How do we talk about the data?	
	5/11	Unequal Childhoods Ch. 7	Discuss Readings Editing, revisions How do we show the results in Qualtrics? Design visuals	Journal 7 Outlines of report sections due at start of class
8	5/16	Unequal Childhoods Ch. 8	Groups edit other group's reports What do they tell us? Assign conclusion writing	report drafts due in class at 1 pm
	5/18	Unequal Childhoods Ch. 9 How to give solid presentations http://www.aresearchguide.com/3tips.html http://www.cob.sjsu.edu/splane_m/presentationtips.htm http://www.youtube.com/watch?v=lciChDu4mvo	Print and copy report over the weekend Discuss Readings Prepare presentation	Journal 8 Final reports due Presentation outline
9	5/23	Unequal Childhoods Ch. 10	Dress rehearsal presentation	Handouts, visual aids
	5/25	Unequal Childhoods Ch. 11 (Thursday is last day of spring programming at Rigler)	Present findings at Dream Central	Journal 9
10	5/30	Holiday – No class.	Holiday – No class.	
	6/1	Unequal Childhoods Ch. 12	Field Day!	Journal 10
Finals		Class Lunch!	Debrief and Celebrate! Peer assessments Project assessments	Reflection Paper due

