

10-15h.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-66h.	R-4/6/10 AP-9/21/10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Kris K. Ramassini	Email Address k.ramassini@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4422

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change
CDFR 323: Family Issues		
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Judalene Bowers</i>	1/22/10
Department Chair(s)	<i>Mary E. Swinber</i>	1/22/10
College Curriculum Committee Chair	<i>Richard Kesheluk</i>	2/22/10
College Dean	<i>Farheen J. Zoni</i>	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schmidt</i>	11/10/10

* where applicable

Received

FEB 25 2010

Liberal Studies

88

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 323: Family Issues

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 224.

Emphasizes an understanding of families and their relationships to other social institutions, especially on current personal and social issues affecting the family. An understanding of the legal issues, policies and laws influencing the well-being of families, including how to help families become advocates for themselves, is stressed. An emphasis is also place on gaining an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice. The theoretical perspectives of child and family studies will be used as underlying frameworks for the understanding of these topics.

II Course Outcomes

Students will be able to

1. Identify variations in languages, socio-economics, beliefs, traditions, customs, culture, and values related to children and learning across and within cultures, including parent-child relationships and the interactions between home and school.
2. Identify how other social institutions affect families and their relationships, including economic, governmental, and educational institutions in society.
3. Examine how families can become advocates for themselves.
4. Describe the impact of culture on one's own beliefs, values, and behaviors.
5. Examine ethical questions and issues related to the family within the field of child development and family relations.
6. Relate legal issues, policies, and laws to the well-being of families.
7. Integrate the theoretical frameworks of child development and family studies into the understanding of the multi-directional nature of family issues and family functioning.

III. Course Outline

- A. Family Issues and theoretical frameworks of child development & family studies (10 hours)**
1. Bronfenbrenner's Ecological Model
 2. Maslow's Hierarchy of Needs
 3. Vygotsky
 4. Symbolic Interaction
 5. Family Systems
 6. Exchange
 7. Structural-Functional
 8. Conflict
 9. Feminist

Exam I (1 hour)

- B. Strategies for becoming cross-culturally competent (10 hours)**
1. Identify variations in languages, socio-economics, beliefs, traditions, customs, culture, and values related to children and learning across and within cultures
 - a. Child rearing practices
 - b. Parent-child interaction styles
 - c. Interactions between home and school

- C. Family law and public policy (5 hours)**
1. What is family policy?
 2. Legal issues, policies, and laws affecting the well-being of families

Exam II (1 hour)

- D. Exploration of how social institutions affect families & their relationships (8 hours)**
1. Economic system
 - a. Impact of poverty on family systems and children's development
 2. Government system
 3. Educational system

E. How culture impacts one's own beliefs, values, & behaviors (2 hours)

- F. Families as advocates (3 hours)**
1. Parent involvement in children's environments
 2. Community linkages

- G. Ethical questions and issues related to the family (2 hours)**
1. Professional ethics

Final Exam – During Final Exam Week

(10 hours)	<p>1. Family tasks and theoretical frameworks of child development & family studies</p> <ol style="list-style-type: none"> 1. Attachment & Ecological Model 2. Maslow's Hierarchy of Needs 3. Piaget's Theory 4. Symbolic Interaction 5. Family Systems 6. Exchange 7. Structural Functionalism 8. Gender 9. Feminist
(1 hour)	Exam I
(10 hours)	<p>9. Strategies for promoting cross-cultural competency</p> <ol style="list-style-type: none"> 1. Family variations in language, socialization, child-rearing practices and values related to children and learning across and within cultures <ol style="list-style-type: none"> a. Child rearing practices b. Parent-child interaction styles c. Interactions between home and school
(2 hours)	<p>10. Family law and public policy</p> <ol style="list-style-type: none"> 1. What is family policy? 2. Legal issues, policies and laws affecting the well-being of families
(1 hour)	Exam II
(2 hours)	<p>11. Evaluation of how social institutions affect families & their well-being</p> <ol style="list-style-type: none"> 1. Economic system <ol style="list-style-type: none"> a. Impact of poverty on family systems and children's development b. Government system c. Educational system
(2 hours)	12. How culture impacts and is impacted by values & behavior
(2 hours)	<p>13. Families as systems</p> <ol style="list-style-type: none"> 1. Parent involvement in children's environments 2. Community linkages
(2 hours)	<p>14. Ethical questions and issues related to the family</p> <ol style="list-style-type: none"> 1. Professional ethics

Final Exam - During Final Exam Week

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

60% - Exams/quizzes. The examinations/quizzes could include multiple choice, true/false, matching, short answer/essay with materials coming from instructor-provided notes, the text(s), videos, and class handouts. These may be offered in class, online, and/or as a take-home exam/quiz.

40% - Graded assignments may include an annotated bibliography, interview, individual or small group project, or a reaction paper. Also, in class, online, and/or take-home assignments based on readings, online resources, class discussions (online or in the classroom), and/or videos may be used.

V. Grading Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60 = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of classes.

VII. Required Textbook(s), Supplemental Books and Readings

Required Texts/Readings:

Downs, S. W., Moore, E., McFadden, E.J., & Costin, L. B. (2009). *Child welfare and family services: Policies and practices*. Boston, MA: Allyn & Bacon.

Jenson, J. M., & Fraser, M. W. (2006). *Social policy for children and families: A risk and resilience perspective*. Thousand Oaks, CA: Sage.

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None

IX. Bibliography

- Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. (Eds.). (2005). *Sourcebook of family theory and research*. Thousand Oaks, CA: Sage.
- Bogensneider, K. (2006). *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- Boss, P. G., Doherty, W. J., LaRossa, R., Schumm, W. R., & Steinmetz, S. K. (Eds.) (1993). *Sourcebook of family theories and methods*. New York: Plenum Press.
- Cabrera, N. J., Hutchens, R., & Peters, H. E. (Eds.). (2006). *From welfare to child care: What happens when mothers exchange welfare for work*. Mahwah, NJ: Lawrence Erlbaum.
- Coontz, S. (1992). *The way we never were: American families and the nostalgia trap*. New York: Basic Books.
- Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York: Basic Books.
- Elkind, D. (1994). *Ties that stress: The new family imbalance*. Cambridge, MA: Harvard University Press.
- Garbarino, J. (1982). *Children and families in the social environment*. New York: Aldine Publishing.
- Kustof, N.D., WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women world wide*. New York: Knopf.
- Zimmerman, S. L. (2001). *Family policy: Constructed solutions to family problems*. Thousand Oaks, CA: Sage.
- Zimmerman, S. L. (1995). *Understanding family policy: Theories and applications*. Thousand Oaks, CA: Sage.

Student Outcome Matrix

Course Objectives	NAEYC Standards	NCFR- CFLE Standards	PDE Competencies
1	7A & C	1	IVB1 IVB3
2	7 A, B, & C	1	IVB2
3	7C	1 8	
4			IVB4
5	7C	9	
6	7C	8	IVB1 IVB2

Part II. 2. SUMMARY OF PROPOSED REVISIONS

- A. CDFR 323 was revised in the following ways:
 - 1. Course description was expanded.
 - 2. Outcomes were re-worded and added.
 - 3. A course outline was included.
 - 4. A bibliography was included.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

- 1. Course description was expanded to describe what is taught in the course and to reflect the National Council on Family Relation's (NCFR) Certified Family Life Educator (CFLE) program certification standards, the National Association for the Education of Young Children's (NAEYC) standards and the State of Pennsylvania's Early Learning standards.
- 2. Course outcomes were re-worded and added to reflect the National Council on Family Relation's (NCFR) Certified Family Life Educator (CFLE) program certification standards, the National Association for the Education of Young Children's (NAEYC) standards and the State of Pennsylvania's Early Learning standards.
- 3. The course outline was added to indicate what is taught in the course and to demonstrate how the course meets the standards of NCFR, NAEYC, and PA's Early Learning standards.
- 4. The bibliography was added to reflect research and publications in the field.

Part II. 4. THE OLD SYLLABUS OF RECORD

The Old Syllabus of Record is not available. The current syllabus is attached.

Part II. 2. SUBSTITUTION FOR THE REVISIONS

1. The course was revised in the following ways:

1. Course description was expanded.
2. Outcomes were re-worded and added.
3. A course outline was included.
4. A bibliography was included.

Part II. 3. SUBSTITUTION FOR THE REVISIONS

1. Course description was expanded to describe what is taught in the course and to reflect the National Council on Family Relations' (NCFR) Certified Family Life Educator (CFLE) program certification standards, the National Association for the Education of Young Children's (NAEYC) standards and the state of Pennsylvania's Early Learning standards.

2. Course outcomes were re-worded and added to reflect the National Council on Family Relations' (NCFR) Certified Family Life Educator (CFLE) program certification standards, the National Association for the Education of Young Children's (NAEYC) standards and the state of Pennsylvania's Early Learning standards.

3. The course outline was added to indicate what is taught in the course and to demonstrate how the course meets the standards of NCFR, NAEYC and PA's Early Learning standards.

4. The bibliography was added to reflect research and publications in the field.

Part II. 4. THE OLD SYLLABUS OF RECORD

The Old Syllabus of Record is not available. The current syllabus is attached.

**CDFR 323: Family Issues
Spring 2008**

Instructor: Kris Ramassini, Ph.D., CFLE
Office: 108 Ackerman Hall
Office Hours: Mondays, 5:30-6:00 pm in Monroeville; Tuesdays & Thursdays, noon – 12:30, 1:45-3:30; or by appointment
Email: k.ramassini@iup.edu
Phone: (724) 357 – 4422 (office)
Time & Place: Lecture: Mondays, 6:00 – 9:00 pm, Monroeville campus

1) Peer Contact: _____

Phone & Email _____

2) Peer Contact: _____

Phone & Email _____

Required Texts:

Cabrera, N. J., Hutchens, R., & Peters, H. E. (Eds). (2006). *From welfare to child care: What happens when mothers exchange welfare for work*. Mahwah, NJ: Lawrence Erlbaum.

Jenson, J. M., & Fraser, M. W. (2006). *Social policy for children and families: A risk and resilience perspective*. Thousand Oaks, CA: Sage.

On a computer, print out or save the following document for use in class:
http://www.developingchild.net/pubs/persp/pdf/Policy_Framework.pdf

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

ADDITIONAL READINGS MAY BE ASSIGNED IN CLASS.

Course Description:

A concentrated study of selected areas of family life, with emphasis on current personal and social issues affecting the family.

Prerequisite: Grade of C or better in CDFR 224

Course Objectives:

1. To understand how events, both external and internal to the family, become issues with which society as well as the family must be concerned.
2. To investigate and discuss these trends, and issues, and to relate them to social policies, interventions, and research agendas.
3. To encourage the student to locate, analyze, and report recent findings in appropriate literature.
4. To relate all of the above to everyday interactions and observations of families.

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Students are expected to attend all classes for the full class time. Attendance and participation in class are essential components of the learning process. The lecture portion of the class will include information from the required texts as well as a variety of outside sources. Graded assignments and exams will cover information in the textbooks as well as information from these outside sources. Therefore, to do well in this class, class attendance is essential. Your attendance and participation in class discussion/activities will help you in your learning and understanding of infant/toddler development.

- ◆ *Sleeping in class* is disruptive and demonstrates a lack of professionalism and commitment to the field of child development and family relations. You will be counted as absent for the day if you sleep through class.
- ◆ The need to miss class because of illness or personal emergency is recognized; these will be considered *excused* if the student presents medical (or other appropriate) documentation.
- ◆ *The total number of unexcused absences should not exceed two (2) class periods.* Unexcused absences, after two, will result in loss of 20 points per class period. The 20 points will be deducted at the end of the semester from your total number of earned points for the class.

Tentative Schedule of Topics & Assignments

- ◆ The course syllabus provides a general plan for the course; deviations may be necessary.
- ◆ Students are expected to have read the corresponding material in the text by the date listed in order to better follow lectures and participate in class discussions.

<u>DATE</u>	<u>TOPIC/ ASSIGNED READINGS:</u>
January 14, Monday	Intro to Course
January 21, Monday	NO CLASS – Martin Luther King Day
January 28, Monday	Chapter 1: A Risk & Resilience Framework for Child, Youth, and Family Policy Family Stress (handout)
February 4, Monday	Family Theories
February 11, Monday	Family Theories
February 18, Monday	“Just Mom & Me” documentary Open-note application of theories & lecture notes to film
February 25, Monday	Chapter 9: Toward the Integration of Child, Youth, and Family Policy
March 3, Monday	Exam I
March 10, Monday	NO CLASS – SPRING BREAK
March 17, Monday	Chapter 2: Child Welfare Policies and Programs Chapter 3: Education Policy for Children, Youth, and Families http://www.developingchild.net/pubs/persp/pdf/Policy_Framework.pdf

DATE

TOPIC/ ASSIGNED READINGS:

March 24, Monday

Chapter 4: Child Mental Health Policy
Chapter 5: Health Policy for Children and Youth

March 31, Monday

Chapter 6: Policies and Programs for Children and Youth
with Disabilities
Chapter 7: Policies and Programs for Adolescent
Substance Abuse

April 7, Monday

Chapter 8: Juvenile Justice Policies and Programs

April 14, Monday

Chapter Presentations for Cabrera et al. (2006)
Chapters 1, 2, 3, & 4

April 21, Monday

Chapter Presentations for Cabrera et al. (2006)
Chapters 5, 6, 7, & 8

April 28, Monday

Chapter Presentations for Cabrera et al. (2006)
Chapters 9, 10, 11 & 12

May 6, Monday

Exam II
6:00 – 8:00 pm.

GRADING AND COURSE POLICIES

Procedures:

The course will be taught by one weekly class period of lecture/discussion, readings, videotapes, class activities, and class presentations. Audio-visual aids and resource materials will be used as appropriate. The variety of activities involved in the course is designed to meet the needs of diverse learners and learning styles.

General Course Policies:

1. You are expected to take tests on the day the test is scheduled. **No make-up exams will be allowed without prior approval of the instructor.**
 - ◆ **You MUST contact me via email or by leaving a message on my office phone BEFORE the start of class on the day of the exam.**
 - ◆ In order to take a make-up exam, you MUST have a documented excuse of a personal emergency, family emergency, or a health-related issue (e.g., a copy of a tow truck receipt, a copy of an obituary, a note from your doctor or your family member's doctor).
 - You MUST have documentation – NO exceptions.
 - ◆ *The instructor reserves the right to assign an "F" grade (zero points) for late assignments or missed tests.*

2. **All written assignments will be due in class on the date assigned; they must be turned in at the BEGINNING of the class period.** Any assignments turned in AFTER I take roll for the class period will be considered LATE. The appropriate points will be deducted (*see the assignment for the specific point deduction*).
 - Assignments turned in late for any reason (unless prior instructor approval given) **will receive a point reduction**, per class, until the assignment is turned into the instructor. NO assignments will be accepted after two class periods (e.g., if it's due on a Tuesday, the next Tuesday is the last day it will be accepted) unless you have a documented excuse. See specific assignments for details.
 - If the student is ill or has special problems and cannot turn in an assignment on time, *the instructor must be **notified in advance** via e-mail, by a message on my office phone, or in person* to make appropriate arrangements.

3. **All assignments must be typed, double-spaced, and stapled (no paper clips!).**
 - Spelling and grammar will be included as part of the grade for all written formal work. Thus, proper spelling and careful proof reading are important.
 - **Students should utilize the APA writing style (5th ed.)** for formatting written assignments.
 - a. **If you need assistance with a writing assignment, please utilize the services offered by IUP's Writing Center.** It is located in 218 Eicher Hall (on Grant Street). The phone number is 724-357-3029; the email address is w-center@iup.edu. No appointment is needed. The Writing Center has a copy of the APA writing manual (5th ed.) for your use on-site.
 - The Writing Center's website is: <http://www.wc.iup.edu/>

GRADING AND COURSE POLICIES

The course will be taught by one weekly class period of 50 minutes. Additional teaching activities class activities and class presentations. Additional class activities will be held as appropriate. The course is designed to meet the needs of diverse learners and learning styles.

Grading Policies

The instructor will be responsible for the overall evaluation. The instructor will be allowed a final, after-appeal, of the instructor. You MUST contact me via email or by leaving a message on my office phone BEFORE the start of class on the day of the exam. It is your responsibility to make-up exams. You MUST have a documented excuse on a form. I will accept a copy of a health-related issue (e.g., a copy of a doctor's note) or a copy of an absence from work (e.g., a copy of your employer's letter). You MUST have documentation -- NO exceptions. The instructor reserves the right to assign a "0" grade (zero points) for lack of completion of assignments.

All assignments will be due in class on the date assigned. They will be turned in at the beginning of the class period. Any assignments turned in after the beginning of the class period will be considered late. The appropriate points will be deducted for the assignment for late submission. Assignments turned in for any reason (unless prior to the start of class) will receive a grade of 0. The instructor will be notified of the instructor's assignments. All assignments will be due on the date assigned. The instructor will be notified of the instructor's assignments. All assignments will be due on the date assigned. The instructor will be notified of the instructor's assignments.

If a student is unable to attend class on the day of an assignment or if the student is unable to attend class on the day of an assignment, the student must notify the instructor in advance. The student must notify the instructor in advance. The student must notify the instructor in advance.

All assignments must be typed, double-spaced, and stapled on the left side. All assignments must be typed, double-spaced, and stapled on the left side. All assignments must be typed, double-spaced, and stapled on the left side. All assignments must be typed, double-spaced, and stapled on the left side. All assignments must be typed, double-spaced, and stapled on the left side.

4. **Students are expected to observe all principles of academic honesty, especially plagiarism and cheating during exams.** Violators of such standards will be dealt with accordingly. (See Undergraduate Catalog.)
 - **Plagiarism** on a written assignment in this course will result in a grade of zero points for the assignment.
 - Information on plagiarism can be found on the following IUP websites:
 - <http://www.lib.iup.edu/instruction/researchmodule/avoidingplagiaris.htm>
 - http://www.lib.iup.edu/instruction/survivor/mod6/mod6_5.htm
 - <http://www.chss.iup.edu/sociology/Student%20Resources/Articles/Earl%20Babbie%20--%20Plagiarism.pdf>
 - **Cheating during an exam** will result in a grade of zero points for the exam.
5. Only work assigned by and submitted to the instructor of record will count toward the final grade in this course. If you have any problems with the course or the materials, please see the instructor prior to or after class to arrange an appointment time.
6. You must turn in your own assignments. You are expected to do your own work on assignments and exams unless designated by myself as collaborative efforts involving two or more students.

Personal Responsibility for Course Material

Students are responsible for all material covered in class (lectures, videos, speakers, etc.) as well as reading assignments. Please contact one of your “Peer Contacts” from the first day of class (see page 1 of your syllabus) about what content was covered and assignments given. It is not my responsibility to re-present class material that was missed.

Classroom Conduct

Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. We each must take the responsibility for preserving an environment conducive to this common goal.

- ◆ **Your cell phones should be turned OFF and ear pieces and phones should be put AWAY (not in your lap or on your desk!) once attendance is taken.**
- ◆ **Text messaging will not be permitted during class.** If I see (or hear!) the sending or receiving of text messages, I will ask you to leave the class and you will not be permitted to return for the current class period. Your absence from class will be counted as an UNEXCUSED absence.
- ◆ Please do not come in late or leave early.
- ◆ Please be attentive and courteous during class. It is disruptive to engage in activities that are unrelated to the class or to hold side conversations with classmates while the professor (or another student who has the floor) is talking.
- ◆ *To request an exception to these policies on a specific occasion, see the instructor before class begins.*

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course. The violation of such standards will result in a failing grade for the course.

- 1. Information on a student can be found on the following URL website: <http://www.cuny.edu>
- 2. The only valid email address for the instructor is professor@university.edu
- 3. The only valid phone number for the instructor is (212) 231-2000
- 4. The only valid fax number for the instructor is (212) 231-2000

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course.

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course.

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course.

Final Exam Preparation

Students are responsible for all material covered in class (lectures, videos, readings, etc.) as well as the assigned readings. Please contact the instructor if you have any questions. The final exam will be held on the date and time listed below. The final exam will be held on the date and time listed below.

Final Exam Information

The final exam is held on the date and time listed below. The final exam is held on the date and time listed below. The final exam is held on the date and time listed below.

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course.

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course.

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course.

Students are expected to observe all principles of academic honesty especially during the final exam. The violation of such standards will result in a failing grade for the course.

Class Discussion

- ◆ In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning.
- ◆ Learning is both about sharing different views and actively listening to those with different views. Students in this class are expected to do both. Remember that it is OK to “agree to disagree” with each other. Learning is maximized when many different viewpoints are expressed in the classroom.
- ◆ Keep the discussion and comments on the topic, not on the individual. Don't personalize the dialogue. Students should try to raise questions and comments in way that will promote learning, rather than defensiveness and conflict in other students.

Course Requirements

Students will be evaluated by their performance on written exams, discussion questions, papers, and an in-class presentation.

Students will earn points in the following manner:

<p>Points Breakdown:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Exam I</td> <td style="text-align: right;">100 points</td> </tr> <tr> <td>Exam II</td> <td style="text-align: right;">100 points</td> </tr> <tr> <td>Jensen Chapter questions (5x7)</td> <td style="text-align: right;">35 points</td> </tr> <tr> <td>Paper for Chapter</td> <td style="text-align: right;">90 points</td> </tr> <tr> <td>Cabrera Chapter questions (10x10)</td> <td style="text-align: right;">100 points</td> </tr> <tr> <td>In-Class Presentation</td> <td style="text-align: right;">25 points</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right; border-top: 1px solid black;">450 points</td> </tr> </table>	Exam I	100 points	Exam II	100 points	Jensen Chapter questions (5x7)	35 points	Paper for Chapter	90 points	Cabrera Chapter questions (10x10)	100 points	In-Class Presentation	25 points	Total	450 points	<p>Course Grade:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">403-450</td> <td style="width: 10%;">=</td> <td style="width: 10%;"></td> <td style="width: 50%;">A</td> </tr> <tr> <td>358-402</td> <td>=</td> <td></td> <td>B</td> </tr> <tr> <td>313-357</td> <td>=</td> <td></td> <td>C</td> </tr> <tr> <td>268-312</td> <td>=</td> <td></td> <td>D</td> </tr> <tr> <td>0-267</td> <td>=</td> <td></td> <td>F</td> </tr> </table> <hr/> <p>The standard IUP grading scale will be used:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">90-100%</td> <td style="width: 10%;"></td> <td style="width: 60%;">= A</td> </tr> <tr> <td>80 - 89%</td> <td></td> <td>= B</td> </tr> <tr> <td>70 - 79%</td> <td></td> <td>= C</td> </tr> <tr> <td>60 - 69%</td> <td></td> <td>= D</td> </tr> </table>	403-450	=		A	358-402	=		B	313-357	=		C	268-312	=		D	0-267	=		F	90-100%		= A	80 - 89%		= B	70 - 79%		= C	60 - 69%		= D
Exam I	100 points																																														
Exam II	100 points																																														
Jensen Chapter questions (5x7)	35 points																																														
Paper for Chapter	90 points																																														
Cabrera Chapter questions (10x10)	100 points																																														
In-Class Presentation	25 points																																														
Total	450 points																																														
403-450	=		A																																												
358-402	=		B																																												
313-357	=		C																																												
268-312	=		D																																												
0-267	=		F																																												
90-100%		= A																																													
80 - 89%		= B																																													
70 - 79%		= C																																													
60 - 69%		= D																																													

1. Exams *200 pts total*

Two exams will be given, and each exam will be worth 100 points. The exams will cover any information presented in class including readings and any videos shown in class. All assigned work is fair game for exams. The exam format may include multiple choice, short-answer, and essay questions.

2. Questions for Chapter 2-8 of *Social Policy for Children and Families* (2006) 35 pts total

- I will provide you with questions for Chapters 2-8 from our text *Social Policy for Children and Families* (2006). I will handout questions to a specific question BEFORE we discuss the chapter in class. $5 \text{ pts} \times 7 \text{ chapters} = 35 \text{ pts}$
- You will write a brief response to each question and be prepared to discuss the questions in class on the day the chapter is covered.
 - Format:
 - Type each question and answer using 12-point font, single-spaced.
- Formatting/Spelling/Grammar: There will be a one-point deduction per mistake, up to two points.
- Your typed answers are due the class period the chapter is discussed. **NO** late assignments will be accepted.

3. Analysis Paper of a Chapter from *From Welfare to Child Care* (2006) 90 pts total

Each student will write an analysis paper of an assigned chapter from our text *From Welfare to Child Care* (2006). Chapters will be randomly assigned the first day of class.

- Your analysis paper is due at the **BEGINNING** of class on Monday, March 24, 2008.
- *20 points will be deducted for each class period the assignment is late. I will not accept any papers after two class periods (Monday, April 8, 2008).*

Please use the following format:

- ◆ Typed, double-spaced, 12-point font, and one-inch margins.
 - ◆ Across the top of the first page, include the reference for your article, using APA format (5th ed), for example:

Ross, C., & Kirby, G. (2006). Welfare-to-work transitions for parents of infants: Employment and child-care policy implementation in eight communities. In Cabrera, N. J., Hutchens, R., & Peters, H. E. (Eds.), *From welfare to child care: What happens when mothers exchange welfare for work* (pp. 19-50). Mahwah, NJ: Lawrence Erlbaum.

Read through the chapter so that you can answer the following questions:

I. Chapter Summary *25 pts total*

- A. Summarize author's ideas *in your own words* (in complete sentences). *Do NOT copy the author's exact words*. Don't evaluate here → "stay true" to "what author(s) wanted to say." *15 pts total*
- You are welcome to do this using the headers found in your chapter (each chapter uses slightly different headers).
- B. Your reaction to the chapter → How did you respond to the author's ideas? – *5 pts*
- ◆ I agree/disagree because _____.
 - ◆ Critique the main idea/points via examples and clear explanations.
- C. Implications & Applications – *5 pts*
- ◆ How does the article relate to class material?
 - ◆ What will you do with the information? Be SPECIFIC.
 - ◆ How can you use what you learned?
 - ◆ I will _____

II. Theory Application *45 pts total*

- A. Apply Bronfenbrenner's Ecological Model to your assigned chapter. *15 pts*
- B. Apply at least two of the theories presented in class (Family Development, Structure-Functional, Systems, Symbolic Interaction, Exchange, Feminist). *15 x 2 = 30 pts*

III. Five Discussion Questions *20 pts total*

- A. Write five discussion questions, based on the chapter, for your classmates. You are welcome to incorporate any of the material from the first half of class. Your classmates will read the chapter and answer your discussion questions. They will turn in their answers to your discussion questions for credit. These discussion questions will provide the framework for your in-class presentation of your assigned chapter.
- B. Answer your own discussion chapters, including why you asked the question. *4 x 5 = 20 pts*

Finally, PROOFREAD your paper!!!

- There will be a two-point deduction for any formatting, grammar, or spelling mistakes up to 24 points.

4. Chapter Discussion Questions from *From Welfare to Child Care* (2006) 100 pts

- You will write a response to each set of five discussion questions written by a classmate; there will be 10 sets of questions for you to complete. *5 questions x 2 pts each x 10 sets = 100 pts*
- Format:
 - Type each question and answer using 12-point font, single-spaced.
- Formatting/Spelling/Grammar: There will be a one-point deduction per mistake, up to four points.
- The questions are due the class period the specific chapter is being presented and discussed. **NO** late papers will be accepted.

5. 30-Minute Class Presentation of Assigned Chapter from *From Welfare to Childcare* (2006) 25 pts

The purpose of your 30-minute class presentation of an assigned chapter from the text *From Welfare to Childcare* (2006) is for you to lead a class discussion about the content of the chapter. Your presentation will begin with a brief overview of the chapter. Next, you will explain how the content of your assigned chapter is related to theory (Bronfenbrenner, Family Development, Structure-Functional, Systems, Symbolic Interaction, Exchange, or Feminist). Finally, you will lead a discussion of your assigned chapter based on the discussion questions you wrote for your classmates. At the time of your presentation, all of your classmates will have read your assigned chapter as well as answered your discussion questions as a graded assignment.

You are encouraged to use the dry erase board, the VCR/DVD, the computer, and/or the document camera during your 30-minute presentation.

Presentation Grading Criteria

1. Brief overview of the chapter 4 pts
2. Explanation of how chapter information is related to theory 4 pts
3. Discussion based on your written discussion questions 8 pts
4. Was the presentation organized? 3 pts
5. Was the presentation interesting and understandable? 3 pts
6. Was the presenter well-prepared and informed? 3 pts