Class: Mondays and Wednesdays, 2:30-3:45, 101 Fraser

Instructor: SAMPLE INSTRUCTOR
Teaching assistant: SAMPLE TA

Jennifer’s contact information:
Office: XXX Child Development

If you would like to meet outside of class, feel free to drop by my office hours on Mondays and Wednesdays 12:30-1:30 or contact me to arrange a specific time to meet.

Email is the easiest way to get in touch with Sabine. If you would like to schedule some time to meet with her, drop her a message and she will make the arrangements.

Goal of the course: In this course we will use a developmental perspective to focus on various issues regarding children, teens, and their families in society. Children both influence and are affected by the social contexts and relationships in which they develop, and we will explore some of these complex, multidirectional effects in depth. We will examine how social policies (both formal, such as foster care, and informal, such as the popular media) influence child development and family functioning. Beginning with a brief historical overview of the place of children in society, we will spend most of the semester discussing children and families in contemporary American society. As a writing-intensive course, we will also practice different forms of written communication, emphasizing those that are used to inform society and policymakers about developmental science.

Course Objectives: Through active and thoughtful participation in this course, you should:
- have general knowledge of many of the laws and programs currently affecting children and families in the United States today,
- be a critical and informed observer of the many influences in society that affect children,
- be able to apply research evidence in developmental science to societal issues affecting children and youth, and
- be able to communicate research-based ideas to a more general audience, such as policymakers, professionals, and the general public.
Required books:


Primary source readings: Many of our readings will be from primary sources and links to most of these will be available through our Moodle website. A complete listing of these readings is provided on the last pages of this syllabus.

NOTE: You will never have to pay to access an article—all articles required for this course and its assignments are available free when you search through the library’s website.

Writing intensive course guidelines: Children and Youth in Society is a University Writing Intensive course. In W.I. courses, writing is a way for students to further their understanding of disciplinary goals and concepts. In writing intensive courses, writing is integrated with the course content. The course grade is tied directly to the quality of the student's writing as well as to knowledge of the subject matter; students who do not meet minimal standards of writing competence cannot pass the courses. To meet the writing intensive requirements, courses must meet the following standards:

1. Writing is an integral part of the course. Writing assignments and grading criteria are tied to course objectives and content, and that writing is assigned and discussed throughout a term.

2. Students complete at least ten to fifteen pages of polished writing, beyond informal writing and in-class examinations and exclusive of charts, graphs, etc. This page minimum applies to final drafts only and can be broken into several shorter assignments.

3. Writing instruction is part of the course. Examples of writing instruction activities that are tied to specific assignments include discussion of models, disciplinary formats, informal writing activities, and patterns of common errors, as well as peer response workshops.

4. At least one writing assignment must be revised and resubmitted by the students after feedback by the instructor. Although including peer response activities in WI classes is often extremely useful, feedback on at least one assignment must be offered by the instructor or graduate teaching assistant.

5. Writing assignments must count for at least one-third of students' final course grade.

The Student Writing Center is an excellent resource that provides tutoring and other aid throughout all stages of the writing process. Walk-in sessions are available at 15 Nicholson Hall, or you can schedule an appointment by calling 612-625-1893.

For more information and additional links on writing, see:
U of M Student writing support: http://writing.umn.edu/sws/index.html

This site is helpful for writing in general and using APA style in particular:
https://owl.english.purdue.edu/owl/resource/560/01/
**Course requirements**

* Participation (15 points). Your participation in the class will be graded on the following scales:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>has missed a lot of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>has missed very few or no classes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution in class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>rarely or never asks questions or makes comments (or monopolizes discussion)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>regularly asks questions or makes comments (but does not monopolize discussion)</td>
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<tr>
<th>Activities completed (e.g., various fact-finding missions, micro-papers)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>has failed to complete several activities</td>
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<td></td>
<td></td>
<td></td>
<td>has completed all or nearly all activities</td>
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</tbody>
</table>

* Community engagement project (60 points total: 15 points for each of 3 journal entries, 15 points for conscientious participation at your site). You will regularly participate in a community service project. You and I will work together to connect you with a site serving children and/or their families in the Twin Cities area. The schedule and time commitment will depend upon your particular site, but usually will involve being at the site for a few hours a week for a minimum total of 12 hours. In addition, you will write 3 journal entries reflecting on your experiences and how they relate to the material covered in class. Journal entries will be evaluated based on the extent to which they show thoughtful reflection on your activities at your site (what you do, with whom you work, your feelings about your activities) and your ability to relate them to theories and concepts from class and the readings. As always, writing style and mechanics count. Your journal entries must be typed and each probably will be about 2-3 pages long (double-spaced). More guidance about writing the journal entries will be provided in a separate handout. If you cannot participate in a service project, let me know by February 5 and I will provide you with an alternative program evaluation project of similar scope.

* Empirical article summaries (30 points total). Three times throughout the semester you will write summaries to articles we read for class. You will receive specific instructions in a separate handout.

* Policy Letter (50 points). The goal of this report is for you to share information and a recommendation about an issue that interests you with someone in a position to affect policy. You may choose any issue that interests you; obviously, it must be an issue that affects children or families. You will receive more information about this report in a separate handout.
* Final project and presentation (75 points total: 50 points for the paper, 25 points for the presentation). You will be assigned to 2- or 3-person groups for this project. You will choose from one of a few options for this project. Regardless of the option you choose, group members will individually submit written reports and will jointly present their work to the class during the last days of the semester. Choose from one of the following options (if you have an idea that isn’t described below, let me know; I would be happy to consider it):

- **Program critique.** Critique and consider the viability of an existing intervention program for children and/or families. The program may be one discussed in the readings, in class, or in the on-line resources.
- **Program proposal.** Design a program or curriculum intended to enrich the lives of some specific population of children and/or their families.
- **Website.** The web is a fabulous place for kids, parents, educators, and other professionals to learn about issues that affect the well-being of children. Choose a topic of interest to you, choose a target audience, and then construct a website designed to educate your audience on the topic.
- **Guidebook or pamphlet.** Parents, educators, and other professionals tend to be inundated with information about child development and sometimes the information is conflicting, confusing, incomplete or just plain wrong. Choose a topic of interest to you, choose a target audience, and then construct a guidebook, pamphlet, or other type of written material designed to educate your audience on the topic.

You will receive more information about this project in a separate handout.

**Grading**

Grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>0-59</td>
<td>NC</td>
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</tbody>
</table>

If you are taking this course pass/fail, you must earn at least a 70% in order to pass the class.
## Course Outline *

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>What’s due?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome to the course</td>
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<tr>
<td>Week 2</td>
<td>History of children and families in America</td>
<td>➢ Irreducible Needs by Brazelton and Greenspan (Introduction)</td>
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<td></td>
<td>Social policy: What does it mean? How do we know a good program when we see one?</td>
<td>➢ Children, Youth, and Family Consortium report (2010)</td>
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<tr>
<td>Week 3</td>
<td>Starting strong: Health, nutrition, and medical technology</td>
<td>➢ Irreducible Needs (Chapter 2)</td>
<td>Empirical article summary (Field article) due Wed.</td>
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<td></td>
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<td>➢ Anderson Moore (2009)</td>
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<tr>
<td>Week 5</td>
<td>Mon: Finish poverty discussion</td>
<td>➢ LeBlanc part 1 (through pp. 136)</td>
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<td></td>
<td>Wed: Release day to work on community engagement project</td>
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<tr>
<td>Week 6</td>
<td>Mon: To be determined</td>
<td>➢ Irreducible Needs (Chapter 1)</td>
<td>Policy Letter topics due Wed.</td>
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<td></td>
<td>Wed: Who’s watching the kids?</td>
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<tr>
<td>Week 7</td>
<td>Child care, continued</td>
<td>➢ Bradley (2007)</td>
<td>Empirical article summary (Bradley article) due Mon.</td>
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<tr>
<td></td>
<td></td>
<td>➢ Irreducible Needs (Chapter 3)</td>
<td>Policy Letter draft due Wed.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Spring Break</td>
<td></td>
<td></td>
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</tbody>
</table>
| Week 10 | Staying smart: Education, continued | Neild (2009)  
Balfanz (2009) | Final project topics due Wed. |
| --- | --- | --- | --- |
| Week 11 | Holding on to what works: Resilience  
Wed: Release day to work on community engagement project | Masten (2001)  
LeBlanc parts 2 & 3 (pp. 137-276) | Policy Letter final revisions due Mon. |
| Week 12 | When families break down: Child abuse and neglect | Teicher (2002)  
| Week 13 | Juveniles in the justice system | Bruck & Ceci (2004)  
LeBlanc parts 4 & 5 (pp. 277-406)  
Steinberg et al. (2003)  
| Week 14 | Tues: Tuned in, plugged in  
Jordan (2004)  
Irreducible Needs (Chapter 5)  
Terry-Humen et al. (2005)  
| Week 15 | Tues: Divorce and marital transitions  
Thurs: Wrap up marital transitions or student presentations, depending on what is needed | Roberts (2004) | |
| Week 16 | Student presentations | Irreducible Needs (Chapter 7) | Journal 3 due Mon. |
| Week 17 | **Finals week** | | Final project paper revisions due by Wednesday at 12:30 |

* Dates subject to change depending upon how quickly we move through the material.  
Notes: Author names refer to primary sources. Readings are listed in the order they will be discussed in class.
Regarding attendance, exams, and assignments

- Attendance is required. Class lectures and activities are designed to complement, not duplicate the readings. Therefore, you must come to class to keep up with the material. You are responsible for any announcements regarding assignments, “adjustments” in the calendar, etc., made in class. If you miss class, you are responsible for getting notes from a classmate. I will not provide copies of my notes. Prolonged absences, even if they are excused, may interfere with your ability to complete the requirements of this course and/or receive a passing grade.

- Assignments are due at the BEGINNING of class on the day they are due. After that time they will be considered late (this includes assignments late for ANY REASON, for example, illness, computer crashes). Assignment scores will be reduced by 10% for each day they are late, including weekends. Unless specifically excused in advance, assignments later than one week will not be accepted.

- Keep a copy of all your assignments. Grade changes will not be allowed except in the case of errors in the recording of grades or in the computation of total points. THIS IS WHY IT IS A GOOD IDEA TO KEEP ALL RETURNED ASSIGNMENTS. Requests for grade changes must be made within one week of the return of assignments.

If a student disagrees with a grade received on an assignment, challenges to the grade must be made in writing. Thus, a student who wants to challenge a grade must explain their reason(s) in detail and in writing (email is acceptable). In addition, the student must turn in the original assignment or exam and their type-written justification within one week following return of the paper. Instructors reserve the right to review returned assignments or exams in their entirety and such reviews may result in (1) no grade change (2) losing points, or (3) gaining points.

- Assigned readings should be completed before class. In class we will be able to cover only some of the material from the readings, but you are responsible for ALL material presented in the assigned readings and in the lectures. On the course outline of this syllabus you will find listed the empirical articles we will read in addition to the text chapters. I have listed the articles in the order in which we will discuss them in class.

- You may use a laptop, smartphone, or tablet ONLY if you are using it for course-related purposes. The instructor reserves the right to ban electronic devices that are distracting students or the instructor from engaging in the course material.

- Check the calendar now for conflicts that you already know about (e.g., religious holidays) and contact me as soon as possible (within a week or so) about arrangements.

- In my experience, extra credit work does the student more harm than good, because it distracts energy and attention from the heart of the material. Therefore, I do not offer extra credit.
Commonly Asked "What Happens If" Questions

1) What Happens If.....I have a disability or special need?

- The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu/.

2) What Happens If.....I need to take an incomplete in this class?

- Incompletes are given only on very rare occasions. Incompletes must be requested in writing, but requesting an incomplete does not insure that I will agree to give you one. University policy dictates that incompletes not made up within one semester automatically become F’s.

3) What Happens If.....I get caught cheating?

- Please read the University Student Conduct Code at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html. In addition to the definitions detailed by the University, plagiarism is defined for this course as using five or more words in a row from someone else (e.g., an author or another student) without quotation marks and citations or using ideas or themes without proper citation. In the unfortunate situation that you decide to cheat or plagiarize and I detect it, you will receive a failing grade for the assignment, there may be further deductions in your final course grade, and the matter will be referred to the department’s director of undergraduate studies. Under these circumstances, there will be no opportunity to revise or make up the assignment. When in doubt, please ask. I am more than willing to discuss any ambiguities in this policy.

4) What Happens If.....I have questions, comments, worries, or confusion about anything in the course material?
Ask me! I encourage you to ask questions in class, take advantage of my office hours, or see me by appointment throughout the semester. E-mail is a good way to contact me and you can leave a voice mail on my cell phone. When you leave a message, please leave your name, the day and time you called, and your phone number/email address (please leave this information in every message, even if we are playing phone tag!).

**Primary source readings**

*These articles are accessible through our Moodle site.*


Itasca Project Task Force on Early Childhood Development (2006). The economics of early...


