EDU 338 Children, Youth & Families
Winter Flex Term – 2014
3 credits

Instructor:
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Course Description
A study of human development based on the theory that primary caregivers have the greatest influence on the growth and development of children and youth with a strong orientation to the contexts of family, parenting styles, school programs, and other vehicles of socialization.

Intended Audience
EDU 338 fills a general education requirement for Contemporary Issues and Liberal Learning.

Readings:
No textbook is required for this course. There will be a course packet of selected readings available for purchase through Doane. Students will also research and read a variety of on-line research journal and internet site articles.

Course Goals and Objectives
Upon completion of this course students will:

• Analyze basic human development theory and the influence of parents, and family on the development of children and adolescents
• Understand the affects of various family issues on the development of children and adolescents and how this affects the larger community
• Explore the various community resources available to families and how families can be helped to access these resources
• Understand the connection between parent and community engagement and student academic success; the potential benefits this partnership provides and the problems it faces
• Analyze and articulate the influence of other socialization processes on the development of children and adolescents and how this intersects with the larger society

Course Structure
The course goals and objectives will accomplished through a variety of strategies. Class will consist of Lecture, Cooperative Learning, Discussion, Presentations, Reflection, and Application. There will be time for group work as well as individual. The class
will be interactive and engaging with many opportunities for student input and participation. The foundational text of the class will be Jack Shonkoff’s *From Neurons to Neighborhoods* which looks at early brain development and the first three years, with additional reading coming from Huttenlocner’s *Neural Plasticity* and Marzano, Waters and McNulty’s *Balanced Leadership* which looks at the variables that influence student achievement. This last text suggests that parents/extended family play a much greater role in influencing academic achievement than is typically believed. Students will have the opportunity to do their own on-line research through journal and internet site articles to deepen and extend their understanding of the subject matter.

**Methods for Assessment of Student performance**

Student participation and interaction in the class will be a part of the final grade. Students will complete a variety of assignments to meet the stated objectives of the course. Each assignment will correspond to one of the five stated course goals and objectives. Students will be evaluated on: class participation; written projects; class assignments; examination/quiz; presentations.

**Writing Expectation**

All assignments must be keyboarded, grammatically correct and follow APA style.

**Assignments and Projects**

a. Readings will be assigned to the class. Students will be expected to have read these and will be able to discuss the material.

b. Students will be responsible for group and individual presentations.

c. There will be four exams for the course. The exams take the place of a research paper. Each exam will be short answer and multiple choice.

**Attendance Policy**

Students are expected to attend all classes. Each student is responsible for all work missed, regardless of the reason for the absence. If there is going to be an absence the student is expected to contact the instructor prior to the absence. Since this course is taught once a week it is critical that students attend every class. It will be very difficult to make up a class that is missed. Absence from class may jeopardize a student’s understanding of the course and may result in a reduction of grade.

**Grades will be based on the following Grading Scale:**

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97% - 100%</td>
<td>A+</td>
</tr>
<tr>
<td>94% - 96%</td>
<td>A</td>
</tr>
<tr>
<td>87% - 95%</td>
<td>A-</td>
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Late Papers
Late papers will be accepted but there will be a significant reduction in points corresponding to each day late, at the discretion of the instructor. Students are strongly encouraged NOT to turn in later assignments but to turn in all work on the due date.

Academic Integrity Policy
The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.

Class Schedule

Sunday, January 5th - 1:00 PM. From Neurons to Neighborhoods pgs. 226–244
Understanding Parenting/Attachment Relationships/Links to Development School Leadership pgs. 76-91 Doing the Right Work/Guaranteed and Viable Curriculum/Challenging Goals and Effective Feedback/Parent and Community Involvement/Safe and Orderly Environment/Collegiality and Professionalism/Instructional Strategies/Classroom Management/Classroom Curriculum Design/Home Environment/Learned Intelligence and Background Knowledge/Motivation. From Neurons to Neighborhoods pgs. 89-109 The Nature and Task of Early Development/Acquiring Self-Regulation/Early Regulatory Tasks/Emotional Development

Monday, January 6th - From Neurons to Neighborhoods pgs. 244 - 266 Encouraging Exploration and Learning/Parenting Practices and the Transmission of Cultural Values/Disruptions in Parenting/Early Development and maternal Depression/Abuse and Neglect/Orphanage Rearing and Later Adoption/Efforts to Improve Parenting.

Tuesday, January 7th – From Neurons to Neighborhoods pgs. 109-123 Learning to Understand and Regulate Emotions/Regulation of Attention and

Wednesday, January 8th - From Neurons to Neighborhoods pgs. 123-142 Communicating and Learning/Language Acquisition and Communication/ Language Learning is a Resilient Process/Not all Language Learning is Resilient/The Impact of Linguistic Input on Language Learning and Production