EDU 338 Children, Youth & Families
AutumnTerm – 2016
3 credits

Instructor:
Dr. Joanne M. Garrison
308-380-2196
joanne.garrison@doane.edu

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:
From Neurons to Neighborhoods: The Science of Early Childhood Development
Jack P. Shonkoff and Deborah A. Phillips, Editors; Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth, and Families

A PDF of the course text is available free on-line at http://www.nap.edu/catalog.php?record_id=9824

Course Goals and Objectives
Upon completion of this course students will:
• Review and 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
• Review the various community resources available to families and how families can be helped to access these resources
• Evaluate and articulate 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.

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; examinations/quizzes; presentations.

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

Assignments and Projects
1. Readings will be assigned to the class. Students will be expected to have read these and will be able to discuss the material.
2. Students will be responsible for group and individual presentations
3. There will be several exams and quizzes over the eight weeks. All exams and quizzes will be open book; some will be done in class and others will be take-home. The exams and quizzes take the place of a research paper. Exams and quizzes will use a variety of formats including short answer, multiple choice, and essay.

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:
97% - 100%: A+
94% - 96%: A
86% - 93%: B
79% - 85%: C
70% - 78%: D
0% - 69%: F

Late Work
Late work 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**

**Week 1 – Setting the Stage:**
- Chapters 1
  - Introduction; Rethinking Nature and Nurture

**Week 2 – Setting the Stage Continued:**
- Chapters 2 & 3
  - The Challenge of Studying Culture; Making Causal Connections

**Week 3 - The Nature and Tasks of Early Development:**
- Chapter 4 & 5
  - Acquiring Self-Regulation, Communicating and Learning

**Week 4 – The Nature and Tasks of Early Development Continued**
- Chapters 6 & 7
  - Making Friends and Getting Along with Peers, The Developing Brain

**Week 5 - The Nature and Tasks of Early Development Continued**
- Chapter 8
  - Nurturing Relationships; Family Resources

**Week 6 - The Context for Early Development and Knowledge into Action**
- Chapters 9 & 10
  - Growing Up in Child Care; Neighborhood and Community

**Week 7 - The Context for Early Development and Knowledge into Action Continued:**
- Chapters 11 & 12
  - Promoting Healthy Development through Intervention; Conclusions and Recommendations

**Week 8 - The Context for Early Development and Knowledge into Action Continued:**
- Chapters 13 & 14