EDU 338 Children, Youth & Families
Winter II Term – 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

The complete text can be downloaded (free of charge) as a PDF at the following website: http://www.nap.edu/openbook.php?isbn=0309069882

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 Reading Schedule
Week 1 – I Setting the Stage:
- Read the Executive Summary, pages 1-15
- Read Chapter 1 Introduction, pages 19 – 32

Week 2 – Setting the Stage Continued:
- Read Chapter 2 Rethinking Nature and Nurture, Pages 47-50 (Shared and non-shared environmental effects and box 2-1)
- Read Chapter 2 Rethinking Nature and Nurture, Pages 53-56 (Brain development and conclusion)
- Read Chapter 3 The Challenge of Studying Culture, Pages 57-69
- There are no readings from chapter 4

Week 3 – The Nature and Tasks of Early Development:
- Read Chapter 5 Acquiring Self Regulation, Pages 93-123

Week 4 – The Nature and Tasks of Early Development Continued
- Read Chapter 6 Communicating and Learning, Pages 124-162

Week 5 – The Nature and Tasks of Early Development Continued
- Read Chapter 7 Making Friends & Getting Along With Peers, Pages 163-181
- There are no readings from chapter 8

Week 6 – The Context for Early Development Continued
- Read Chapter 9 Nurturing Relationships Pages 219-266
- There are no readings from chapter 10
- There are no readings from chapter 11

Week 7 – The Context for Early Development
- Read Chapter 12 Neighborhood and community Pages 328- 336

Week 8 –
- Read Chapter 13 Promoting Healthy Development Through Intervention Pages 337- 380