

EDDA 501: At-Risk Issues in School and Community
Eastern Mennonite University Lancaster
Master of Arts in Education

Instructor: James M. Cox, Ed.D.
Home: 717-354-4942
Cell: 717-572-3267
Email: peacocks563@frontiernet.net

Summer Session: June 25-29, 2012
Class Schedule: Monday Through Friday, 8:00 AM – 5 PM
(Includes a ½ hour lunch)
Class Time: 42.5 hours
Credit Hours: 3 graduate credit hours

Course Description:

This course serves as a forum for engaging dialogue among educators, counselors, law enforcement personnel, social service agents, and other community members regarding at-risk issues. The class emphasizes current trends and program development models empowering collaboration within communities.

Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme “*Preparing Caring, Reflecting Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes

1. **Scholarship:** to acquire advance knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**
2. **Inquiry:** to generate questions and to use critical thinking to self-asses, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**
3. **Professional Knowledge:** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**
4. **Communication:** to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**
5. **Caring:** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

6. **Leadership:** to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. (L)

Course Outcomes: Students successfully completing this course will:

1. critically examine personal assumptions about teaching and learning (I)
2. establish a research perspective on resiliency and at-risk factors among children and youth (I, PK)
3. examine current educational practice within school settings with attention to students who are disenfranchised from schooling and in danger of failing to complete their education (S, I, PK)
4. identify educational, social service, law enforcement, recreational and health agencies who respond to the needs of at-risk children and youth (S, PK)
5. identify models for connecting and empowering schools and communities (L)
6. identify priorities to help achieve healthier schools and communities through the collaboration of community agencies and organizations (C, L, Ca)
7. explore a social justice model as opposed to a “deficit or welfare model” for youth offenders engaged in antisocial and delinquent acts (C, Ca, L)

Text:

Students are to choose **one** text from the following recommended list. Students should notify the instructor as to their selection prior to purchasing the book, as only one student report per text is being planned. If you have a text related to an “at-risk” issue that you would like to read, please contact the instructor for approval. In addition, please bring a copy of your school district’s Discipline Handbook. Please note that some district’s list their handbook in the school calendar.

1. **A Framework for Understanding Poverty:** by Ph.D., Ruby Payne – ISBN: 1-929229-48-8
2. **A Bright Red Scream: Self-Mutilation and the Language of Pain:** by Marilee Strong – ISBN: 0-14-02-8053-7
3. **Odd Girl Out: The Hidden Culture of Aggression in Girls:** by Rachel Simmons – ISBN: 0-15-602734-8
4. **Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying:** by Sameer Hinduja and Justin W. Patchin - ISBN: 978-1-4129-6688-7
5. **Judging Children as Children:** by Michael A. Corriero - ISBN: 1-59213-168-9
6. **Coming Out, Coming In: Nurturing the Well Being and Inclusion of Gay Youth in Mainstream Society:** by Linda Goldman – ISBN:978-0-415-95824-0
7. **Homeless Children Problems and Needs:** by Panos Vostanis and Stuart Cumella - ISBN: 1 85302 595 X
8. **Out of Sight Out of Mind:** by Yvonne Vissing – ISBN: 0-8131-0872-1
9. **All Grown Up and No Place to Go:** by David Elkind – ISBN: 0-201-48358-8
10. **Dropping Out: Why Students Drop-out of High School and What Can Be Done About It:** Russell W. Rumberger – ISBN: 978-0-674-06220-7
11. **Lost Boys:** by James Garbarino, PhD – ISBN 0-385-49932-9
12. **Chasing the High:** by Kyle Keegan - ISBN 978-0-19-531472-4
13. **Monochrome Days:** by Cait Irwin – ISBN 978-0-19-531005-4

Participation Requirements:

- **Attendance:** Since this course is taught in a compressed time period, absences must be kept to a minimum. Please contact your instructor if any absence is anticipated. University policy includes lowering of grade for a day or part of a day. An “A” grade cannot be earned by any student who misses a day or its equivalent.
- **Student Participation:** You will be expected to function in a leadership capacity at various points in the course. This may involve activities, such as, giving a presentation, leading a discussion group, or participating in workshop activities.
- **Text and Assigned Readings:** In preparation for class discussions you will be expected to read a text. Additional outside reading on selected topics will be required.
- **Text Presentation:** You are asked to read a text from the selected list of at-risk related books before the first day of class, June 25th. You will be responsible for a 60-90 minute interactive class presentation on your selected text sometime during the week. Handouts from your presentation should be prepared for each member of the class.
- **Reflections and Questions:** Daily one to two page reflections from any topic discussed in class. In addition to the reflections, response to two other reflections is required.

Proposed Week Plan (subject to change):

Monday, 6/25

Ecology of At Risk Youth

Environmental and Social Factors

Legal and Ethical Issues

Aggression and Bullying

Abby 2 PM

Bullying Beyond the Schoolyard presentation (Alysha)

Odd Girl Out presentation (Bev)

Lost Boys presentation (Paul)

Tuesday, 6/26

Finish Aggression and Bullying presentations

School Dropout issues

Inside Out Program Video presentation

Depression and Suicide

Bright Red Scream presentation (Jodi)

Monochrome Days presentation (Shirley)

Wednesday, 6/27

Substance Abuse

Caron Foundation Jill Prevas

Delinquency and Violence (Jodi Swartz-Rankin out)

Judge Rod Hartman

Judging Children as Children presentation (Kathryn)

Thursday, 6/28

Risky Sexual Behavior

Lost Children of Rockland County Video

Coming Out Coming In presentation (Lori)

Poverty and Homelessness (Lori Clark out)

Out of Sight, Out of Mind presentation (Sarana)

Teaching with Poverty in Mind presentation (Cristy)

Homeless Children Problems and Needs presentation (Vic)

Friday, 6/29

Role of impact of family

Effective Schools

Resiliency

Community Interventions

Under-resourced Learners presentation (Jennifer)

Communities that Care

Evaluation:

To receive an “A” in this course, complete all Course Requirements to the highest level of competency. Attendance at all times and highly interactive participation is required.

To receive a “B” in this course, complete all Course Requirements to adequate competency. Attendance at all times and interactive participation is required.

To receive a “C” in this course, you haven’t done what you needed to do and I will be letting you know ahead of time that you are in trouble.

Knowledge Base:

This course begins with the assumption that the perspective through which practitioners, schools, and communities identify and address at-risk issues must be explored and understood. The purpose is to engage educational practitioners in a critical examination of issues impacting students, schools, and communities where they work. Participants take an active role in the class sessions as they complete assignments according to their needs and interests.

Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a “record of Academic Dishonesty” filed in the graduate dean’s office. Students are asked to meet with the instructor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style:

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references.

Candidates citing references in Power Point references are also expected to use APA style.

Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Appendix A
Writing Standards – Graduate Level

<u>Criteria</u>	<i>A excellent</i>	<i>B good</i>	<i>C minimal expectations</i>	<u>Comments</u>
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<u>Grade</u>

Appendix B
Eastern Mennonite University EDDA 501 Presentation Rubric
Summer Session 2012

Category	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because presenter because sequence of information is minimal.	Presenter presents information in logical sequence which audience can follow.	Presenter presents information in logical, interesting sequence which audience can follow.	
Introduction and Closure	Presenter does not display clear introductory or closing remarks.	Presenter clearly uses either introductory or closing remarks, but not both.	Presenter displays clear introductory and closing remarks.	Presenter delivers introductory and closing remarks that capture the attention of the audience and set the mood for the presentation.	
Content Knowledge	Presenter does not have grasp of information; presenter cannot answer questions about subject.	Presenter is uncomfortable with information and is able to answer only rudimentary questions.	Presenter is at ease with content and meets all requirements, but fails to elaborate.	Presenter demonstrates full knowledge (more than required) with explanations and elaboration.	
Additional Information	Presenter does not provide additional information on topic other than content knowledge.	Presenter provides a community resource or program, but it is not connected to content knowledge.	Presenter provides a community resource or program tied to content knowledge.	Presenter provides several community resources or programs tied to content knowledge and help the audience integrate this additional information with their current practice.	
Visuals and Interaction	Presenter used no visuals and presentation did not involve the audience.	Presenter occasionally used visuals and interaction with the audience that rarely support text and presentation.	Visuals and interaction with the audience were related to text and presentation.	Presenter used visuals and interaction with the audience to enhance or elaborate text and presentation.	
Mechanics	Presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings and/or grammatical errors.	

Summer 2012: EDDA 501 Eastern Mennonite University Presentation Rubric

Delivery	Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of the class to hear. Use of a monotone voice does not hold the interest of the audience.	Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation. Presenter displays some level of inflection throughout the delivery.	Presenter's voice is clear and all terms are pronounced correctly and satisfactory level of inflection is apparent throughout the delivery.	Presenter used a clear voice and correct, precise pronunciation of terms. Use of fluid speech and inflection maintains the interest of the audience.	
Poise	Presenter displays tension and nervousness is obvious and the presenter has trouble recovering from mistakes.	Presenter displays mild tension and has some trouble recovering from mistakes.	Presenter makes minor mistakes, but quickly recovers from them. Displays little or no tension.	Presenter displays relaxed, self-confident nature about self, with no mistakes.	
				Total →	

Comments: