

EDDA 501 At-Risk Issues in School and Community
M.A. in Education Program, Harrisonburg
Fall 2012

Instructor: Eric A. Sents

Home Office: 540 - 578 - 3848

E-mail: esents@harrisonburg.k12.va.us

Class Schedule: Class will meet every Monday September 10 - December 17 from 4:30 - 7:30 pm in the EMU Campus Center Room 234. Class will not meet October 22 as this date is during EMU's fall break. In the event that class would need to be cancelled for any reason it is possible that the makeup date would fall on a Saturday during the semester.

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

Course Outcomes: This course is designed to enable the classroom/community practitioner to:

- Examine the concept of youth, youth development, youth transitions, and youth marginalization (S.1, 1.1)
- 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 (PK.3, PK.5, C.1, CR.2, SE.2)
- Identify models for connecting and empowering schools and communities (1.3, PK.3, CRA, T.6)
- Identify educational, social service, law enforcement, recreational, and health agencies who respond to the needs of at-risk children and youth (PK.5, CR.1, SE.2)
- Identify priorities to help achieve healthier schools and communities through collaboration of community agencies and organizations (CR.4, PK.3)
- Promote oneself as a professional willing and able to initiate change in the delivery of services to at risk learners (PK.3, PK.6, CR.1, CR.2, SE.3, T.3, T.6)
- Explore a social justice model as opposed to a "deficit or welfare model" for youth offenders engaged in antisocial and delinquent acts (S.1, 1.1, PK.3, CR.1, SE.1)

Knowledge Base/Rationale: According to Kritek (1996) scholars and policy makers at every level of government are rethinking educational reform as those

efforts impact schools, families, and communities. While some researchers maintain that a "youth crisis" has been manufactured (e.g. Giroux, 1996; Males, 1996) others report that pervasive poverty and racism are indeed threatening the well being of democracy. Coordination among schools, families, and communities is imperative if youth care workers in particular and society in general are to bring a new focus to social policy. Bronfenbrenner (1979) stated 31 years ago in the ecology of human development that his new focus "must be aimed more at prevention than remediation, at investment in children, at designing children learn and develop." To this end the course seeks to help teachers increase their knowledge of current trends, debates, and program development models that empower collaboration and coordination within communities. To make a difference teachers need to be engaged as major participants in the social policy process.

Required Text: Capuzzi, D., & Gross D.R. (2008). *Youth at risk: a prevention resource for counselors, teachers, and parents*. Upper Saddle River, NJ. Merrill Prentice Hall

Conceptual Framework: "Preparing Caring, Reflective Teachers for a Changing World" The EMU Teacher Education Program has chosen the theme Preparing Caring, Reflective 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 on all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

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.

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace-building in diverse settings.

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

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 professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Disclaimer: The dynamics of this course may necessitate the contents of the syllabus to change, thus the syllabus is subject to change with the approval of the instructor.

Course Requirements:

1. Attendance and Participation - 15 points

2. Chapter Outline/Jigsaw - 45 points (15 points each presentation)

Read selected chapter from the text on an at-risk issue of youth and complete an outline of the chapter including: (Most chapters follow this layout)

Definition

Causation

What does it look like in the classroom?

Prevention and intervention strategies

Other things to consider

Along with outlining the chapter, be prepared to share the most salient points of the chapter (20 minutes)

Week 2 - Chapter 4

Week 3 - Chapter 12

Week 4 - Chapter 14

Week 5 - Chapter 9

Week 6 - Chapters 10, 13

Week 7 - Chapters 5, 6

Week 8 - Chapter 15

Week 9 - Chapter 8

Week 10 - Chapters 7, 11, 16

3. Video Investigation - 20 points - Due October 29

Identify a predominant character in a movie. Write a 2-3 page, double spaced, review of the chosen character including the following: the risk factors, signs of resiliency, and specific interventions identified in the movie and whether the intervention falls under crisis management or prevention.

Possible Movies

Antwone Fisher

Slumdog Millionaire

Freedom Writers

A Bronx Tale

To Sir With Love

Dangerous Minds

October Sky

Remember the Titans

Coach Carter

Stand and Deliver

Knights of South Bronx

Lean on Me

4. Final - 20 points - Due by email to Eric Sents by December 21.

The final will consist of a case study encompassing many of the topics covered in the class and how these topics could be applied in a real scenario. The final will also include a typed, double spaced 2 – 3 page reflective paper covering what you've learned throughout the class and how you can apply that learning towards a particular group.

Course Evaluation:

92 - 100 A

82 - 91 B

72-81 C

62 - 71 D

61 and below NC