

FCS 3180 – Family, School and Community Connections

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Office Hours: Online or phone chat or by appointment.

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FCS 3180-090

3 credit hours

Class Website:

U of U Canvas system

Course Description and Objectives: This course is designed to explore the interrelationships among families, schools and the communities where they live. Using a resilience framework, we will identify areas of risk, intervention and solutions. By the end of this course, students will be able to: 1) describe a developmental trajectory, 2) identify potential risk factors in a child's home, school and community, and 3) identify and discuss appropriate prevention and intervention strategies to address risks.

Required Text: You do not need to purchase a textbook for this class. All readings will be available online. I recommend reading online while taking good notes with provided reading outlines, or printing a few weeks' readings at a time and saving them in a binder.

Use of CANVAS: Students will use the University's CANVAS online system for ALL coursework, grading and correspondence. You will need your **university ID and your UNID password** to login. Go to www.cis.utah.edu or click on the "CIS" icon in the upper right hand corner of the main page of the University webpage. If you have trouble logging in, please contact the University helpdesk at 581-4000.

Please visit the site during the first week of class and read the ENTIRE syllabus. You are responsible for the content, assignments and dates discussed in the syllabus.

OVERVIEW of Course Assignments, Point Values and Due Dates

Assignment	Due Date	Point Value	Total Points
Discussion Posts 1. 10 Weekly posts 12 weeks available. Lowest score dropped. 2. Introduction Post (1) 3. Discussion Lead Post (1) <i>Your discussion lead post does not count as your weekly post. You must post twice that week to receive credit for your lead post and your weekly post.</i>	Weekly Posts - due each Saturday by 11:59pm. Intro Post due Sat, by 11:59pm. Lead Post – Due date varies <i>(Your assignment will be posted to your group discussion board during the 3rd week of class)</i>	10 points each Intro Post – 10 Lead Post – 10 Weekly Posts – 100	120
<u>Open Responses (2)</u> OR 1 OR 2	Anytime before Sat, 2/7. Anytime before Sat. 3/7.	30 points each	60
<u>Exams (3)</u> Exam 1 Exam 2 Exam 3	Fri and Sat (2/6-2/7). Fri and Sat (3/6-3/7). Fri and Sat (5/1-5/2).	100 points each	300
<u>Application Paper (1)</u>	Before Sat, 4/25	100	100
FCS 3180 COURSE SCHEDULE			580

	Dates	Class Topic	Assignment DUE dates
Wk	Child Development in CONTEXT		
1	Jan 12 - 17	Ecological Systems Resilience Framework	Read ENTIRE Syllabus, Review Website Intro Post DUE by 11:59PM, Sat. Jan 17.
2	Jan 20 - 24	The FAMILY Context <i>Jan 19 - Martin Luther King Day</i>	Week 2 Post due 1/24. A group discussion board called "Discussion lead Assignment" will be posted this week. Look here to see which week you are assigned as the "Discussion Lead". Dr Van will do the "lead post" for Week 2.
3	Jan 26 - 31	The SCHOOL Context	Week 3 Post due 1/31.
4	Feb 2 - 7	The COMMUNITY Context	Week 4 Post due 2/7. OR #1 Due before 11:59pm, 2/7. Exam #2 available Fri-Sat (2/6-2/7).
INTERVENTIONS and SOLUTIONS			
5	Feb 9 - 14	IN THE COMMUNITY: Community Partnerships Positive Youth Development	Week 5 Post due 2/14.
6	Feb 17 - 21	IN THE SCHOOL: Positive Behavior Support (PBS)	Week 6 Post due 2/21.
7	Feb 23 - 28	IN THE SCHOOL: Access to Education School Engagement	Week 7 Post due 2/28.
8	Mar 2 - 7	IN THE HOME and COMMUNITY: Family Life Education (FLE)	Week 8 Post due 3/7. OR #2 Due before 11:59pm, 3/7. Exam #2 available Fri-Sat (3/6-3/7).
IDENTIFYING RISKS			
9	Mar 9 - 14	Risks: Bullies and School Violence	Week 9 Post due 3/14.
10	Mar 16 - 21	<i>Spring Break</i>	
11	Mar 23 - 28	Risks: Physical Development (Obesity)	Week 11 Post due 3/28.
12	Mar 30 - Apr 4	Risks: Poverty	Week 12 Post due 4/4.
13	Apr 6 - 11	Risks: Cognitive Development	Week 13 Post due 4/11.
14	Apr 13 - 18	Risks: Parenting	Week 14 Post due 4/18. Optional OR (<i>not required</i>) DUE before Sat. 4/18.
15	Apr 20 - 25	Risks: Sexual Development	Week 15 Post due 4/25. Application Paper DUE before 11:59PM, 4/25.
16	Apr 27 - May 2	Resilience Overview	Week 16 Post due 5/2. Exam #3 available Fri - Sat (5/1-5/2).

COURSE REQUIREMENTS (Assignments)

Evaluation Methods and Criteria: Your grade is based on your performance on the following assignments:

1) 12 Discussion posts, 2) 2 Open Response Papers, 3) 3 Exams, and 4) 1 Application Paper.

1. **Discussion Postings (12 total)** – Students are required to post to their GROUP discussion board at least 12 times: 1) the Intro Post, 2) the Lead Post and 3) weekly posts for weeks 2 through 15 (graded on 10 out of 12). The lowest two "weekly post" scores will be dropped. There are 12 weeks of "weekly posts", but your grade will be based on only 10 posts. Your "lead post" DOES NOT count as your "weekly post". During the week you do the "lead post", you must post a second time to earn credit for your "weekly post". **Scores from the "Lead post" or "Intro post" will not be dropped. Only the 2 lowest scores for "weekly posts" will be dropped.**

Posts are intended to be loosely structured opportunities for students to comment on the course content. Because of the open nature of discussion posts there is very little I use as grading criteria outside of length, so be very careful to meet the minimum requirement. ALL graded posts must be **at least 150 words** (including the lead post and intro post). Shorter posts will be **severely** docked. While you are graded on one post each week, you are free to comment as often as you like in short or long posts. Discussion posts are due by Saturday night of the specific week and **cannot be submitted late**. If have not completed your discussion post by the deadline, you will receive a zero. **LATE discussion posts will not be accepted.**

WHERE DO I POST? To your assigned discussion Group

At the beginning of the 2nd week of class, you will be assigned to a discussion group of about 10 students. All of your graded discussion posts **MUST** be submitted to your group discussion board. The discussion board is intended to provide a place where students can connect with a small group of fellow students, please use it as such. You will be expected to log in regularly and check the discussion board. This will help you stay current with the reading, discussion and conversation with your fellow students. I highly encourage you to use your graded discussion posts to **RESPOND** to another student's lead post and to really get a dialogue going.

Instructions for your INTRO DISCUSSION POST:

The Intro post is a way to introduce yourself to your discussion group and to get to know your other group members. Your post should answer the following FIVE questions and should be at least 150 words:

- 1) What is your major?
- 2) What is your class rank (junior, senior, etc),
- 3) Why you are taking this class?
- 4) Why you are taking this class online?
- 5) How much you currently interact with school-age kids?

Instructions for your DISCUSSION LEAD POST and RESPONSE:

The Discussion Lead post is a way for students to lead and focus the group discussion. A Discussion Lead post is a commentary or critique about any topic from that week's reading. Your post must also include at least one question for discussion among the group. Your assigned week to lead the online discussion will be posted to your discussion group during the 2nd week of class. **During your assigned week, you must post by TUESDAY of that week.** This allows time for students to respond to the same topic in the same week. You must also post a **RESPONSE** to your own lead post. You can do this by answering the question you presented to the group or you can respond to another student's comment. The response is how you will earn credit for that week's required weekly post.

Instructions for your WEEKLY POSTS:

Each week you are required to post to your group about that week's topic. The topic is determined by the "lead post". Lead posts will be completed by Tuesday. If no student has posted, you are welcome to post about any topic of interest from that week's reading. When it is your week to lead the discussion, you must also post a response to that post. The response is how you earn credit for that week's discussion.

Grading Criteria for your GRADED DISCUSSION POSTS:

Your graded discussion posts must adhere to the following criteria:

1. The post **must be AT LEAST 150 words**. This is long enough to really develop a thought, any shorter than this is just not enough space to really write something substantive and much longer tends to not be read by other group members.
2. The post **must RELATE to the coursework**. This should be assumed, but you'd be surprised how some students think some interesting, but not related posts should count (like how they really liked hot lunches at school as a kid, which might be interesting, but needs to be connected to what we are reading about nutrition or school lunch).

2. **Open Responses (OR's) (2)** – Students must complete two OR papers. An Open Response (OR) is a short written analysis of a selected class topic. OR's must be **400-500 words and must DIRECTLY refer to course material** (this means you MUST have an APA citation referencing the class readings in the text of your OR). Outside sources are not necessary for this paper. They are allowed but only AFTER you use the readings from this class.

What do you write about? Each week, you will be given several sample OR topics found in the weekly outlines. You select only ONE of the suggested topics from any ONE of the weeks of study for that section. You do not have to submit your OR during the week we are studying that topic.

OR's are due at the end of that section of class but you are free to submit your OR any time before then. I very much encourage early submission of your OR's, this will prevent problems with late work due to computer trouble, broken cars, lack of Internet access or any other last minute problems. If have not completed your OR by the deadline, you will receive a zero. **OR's are worth 30 points each. LATE OR's will not be accepted.**

OR's should be submitted to the "Open Responses" section of the website which is a link from the main page. The following rubric will explain your grade on your OR and will help you earn the highest grade possible:

A GREAT OR (26 - 30 points) is at least 400 words, mentions a concept from the readings and then relates that concept to an experience or example the individual has observed; and includes a CORRECT APA citation in the text of your writing and in your reference list. The OR is internally logical and is sensitive to diversity.

A GOOD OR (22 - 25 points) is barely 400 words, makes vague references to a concept from class but most of the writing is spent describing a personal experience or opinion. Uses APA incorrectly or does not use a referencing style at all.

An AVERAGE OR (20 - 21 points): is not 400 words or does not reference course material.

A BELOW AVERAGE OR (19 or fewer points): is incomplete or unrelated.

*****THE OPTIONAL OR***** – For those students who are interested in gaining a few extra points, you may complete ONE additional OR which acts as up to 10 points extra credit. You can select ANY OR topic from any week during the semester. Same grading requirements apply. Submit the Optional OR in the same place as your other OR's **BEFORE Apr 18**, which is three weeks before the end of the semester. If you miss this deadline, please do not ask to submit this assignment late. You have thirteen weeks to complete this OR if you would like the extra credit.

3. **Exams (3)** – Students must complete THREE exams during the semester. One exam for each of the three sections of study. Exams consist of 50 multiple choice questions and are timed for 45 minutes. Exams should be your individual work and should be completed without any other resources outside of your own notes and the course readings. Exams are completed online through the course website. You do not need to register for the exam but you should verify that you have a reliable Internet connection for the duration of the exam. Exams are worth **100 points each**.

The exams are not comprehensive, but resilience theory (week 1) and interventions (from section 2) will be included in future exams. If you have a scheduling conflict with the exam date, it is possible for you to take the exam early and occasionally later. If you miss an exam, without making arrangements with me beforehand, you will receive a zero. **There is NO MAKE UP for missed exams.**

4. **Application Paper (1)** – Students will write ONE Application Paper. This paper is your chance to demonstrate that you can APPLY the interventions we discuss in class, to the risks also discussed in class. This paper will include your own analysis and heavy referencing to class readings. Papers should be 4-5 pages, double spaced and must use APA citation. Outside sources are not necessary for this paper. They are allowed but only AFTER you use the readings from this class. **Application papers are worth 100 points.**

What do you write about? In your Application Paper you select ONE of the risks identified in class (see section 3) and describe how ONE of the interventions discussed in class (see section 2) can address this risk. You should use resilience theory as the explanation for HOW change will occur.

***This paper should demonstrate that you can APPLY the concepts from class, not just repeat them. ***

Your paper should answer this question:

"How can resilience theory explain the risk of _____ being addressed using _____ intervention?"

HOW THIS COURSE WORKS

*****IMPORTANT, Read this ENTIRE section*****

1. CONTACTING ME:

*****PLEASE remember you are NOT taking this class from a computer, you are taking this class from a teacher. Use that resource as needed.*****

I believe online courses should be approached as directed-study courses. It is my job to focus and direct your study. It is your job to learn the course content from the assigned readings and outlines and show that learning through exams and assignments.

Using Canvas – ALL communication for this course will run through Canvas. Please use Canvas email during the semester. I will check the class site more often than I check my university email address.

*****It is very important for you to regularly check your Canvas email.*****

When can you contact me? – Anytime. I will be online nearly every day and will check my class email and discussion board postings. If you have questions, please contact me immediately.

If you EVER feel confused or overwhelmed, please contact me early on. I am happy to hold online office hours where we can have a real-time discussion in a Canvas-based chat room or over the phone.

The phone number on this syllabus is my cell phone. You can text me or call me. If I don't answer, leave a voicemail and I will text, call or email you back.

Contacting your TA – Your TA Rachelle is a former student in this class. She was selected by her ability to think critically about the topics from class and express that clearly in their writing in her posts, OR's and Application Paper. Rachelle also did very well on the exams. She is an excellent resource regarding class topics, how to prepare for exams and how to structure your writing. Rachelle knows how to prepare for exams, how to use your outlines and how to be successful in this class.

Using the discussion board – The discussion board is a tool for students to ask questions to me, your TAs and other students. We will answer all questions posted to the discussion board under the "Course Questions" heading. We may also occasionally post clarifications and announcements. Check the discussion board regularly (at LEAST once per week) and post questions you might have about readings or assignments.

2. COURSEWORK FOR THIS CLASS (how are you supposed to learn?):

Weekly readings – Each week you will receive an email from me which will include announcements and an introduction to that week's topics. Each week you are expected to read 1-3 articles, watch occasional posted videos or listen to audio clips and take notes on what you learn. I believe one of the most important skills for a college student is how to review a broad topic and pick out the key ideas. You will find outlines for each week on the class website which will help you do this. Exams are taken directly from these outlines.

3. KEEPING UP WITH COURSEWORK:

It is CRUCIAL that you do not fall behind in your coursework. The exams come very quickly and it will be nearly impossible to cram for them in a few days. We do not require weekly quizzes or assignments because we trust that students are responsible enough to budget their own studying and time use.

5. COMPUTER TROUBLE:

All of your coursework for this class will be submitted online which means you MUST have access to a reliable Internet connection throughout the semester. If you do not have access to the Internet at home, you may use the University computer labs. It is especially important that you choose a computer with reliable access for your exams.

Work that is submitted late because of computer trouble will not be accepted. Think of the assignment due dates as submission windows which close on the due date. I highly encourage early submission, this way if you do have computer trouble; you still have time to work out the details before the deadline. If your computer crashes at 11:45M, on the due date, there is little that we can do to accommodate you. Again, we highly encourage early submission of your assignments.

COURSE POLICIES

1. Grading Scale

CANVAS grade calculations: You SHOULD NOT use the grade calculations in the Gradebook on CANVAS to determine your grade for this class. While the individual assignment scores will be accurate, CANVAS will not drop your lowest posts and will not calculate extra credit from the Optional OR. You should always calculate your grade by adding up your earned points and dividing by the total available points.

Letter grades are determined based on total points earned by the end of the semester, using the following percentage structure. I do not curve assignments or final grades.

A = 93 – 100%	B+ = 87.0 – 89.9%	C+ = 77.0 – 79.9%	D+ = 67.0 – 69.9%	E = less than 60.0%
A- = 90.0 – 92.9%	B = 84.0 – 86.9%	C = 74.0 – 76.9%	D = 64.0 – 66.9%	I = with permission only
	B- = 80.0 – 83.9%	C- = 70.0 – 73.9%	D- = 60.0 – 63.9%	

2. Late Work

Discussion posts, OR's and exams cannot be submitted late. Please do not ask. Instead let's make arrangements in advance. All late Application Papers will receive a late penalty. If you receive permission in advance, your paper will receive at least a 5% deduction for each day the assignment is overdue. If you do not obtain permission in advance, late work will receive at least a 10% late penalty every day it is late.

3. Academic Dishonesty (cheating, plagiarism)

All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and submitting the same work for more than one course without permission of both instructors. I will not tolerate cheating. **Plagiarism is cheating.** DO NOT submit any written assignment that is not your own work created for this class.

If you include information from outside the class or quotes in your written assignments, you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations. If it is discovered that you have engaged in academic misconduct of ANY TYPE in this course, **the Family & Consumer Studies departmental policy states that you will be given a FAILING grade in the course** and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion from the University. For further information about the University of Utah's policies regarding academic misconduct, please refer to the online version of the Student Handbook and look for "University Code": <http://www.acs.utah.edu/sched/handbook/toc.htm>

*****Do not use notes, papers or exams from students in this class from ANY semester. This is clearly cheating. Do not collaborate on exams. Do your own work. Do your own exams.*****

4. Students with Special Needs (ADA Statement)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (www.sa.utah.edu/ds, 162 Union Building, 581-5020 (V/TDD)). CDS will work with you to make arrangements for accommodations for this class.

5. University Drop and Withdrawal Policies

You may *drop* this class without penalty or permission until Wed, Jan 21. You may *withdraw* from the course without permission through Mar 6. A "W" will be recorded on your academic record, and applicable tuition and fees will be assessed. After Mar 6, you will not be allowed to withdraw from this course. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808.

6. Incompletes

In order to qualify for an "Incomplete" in any University of Utah course, you must complete no less than 80% of the course work *and* be in good standing (i.e., have earned at least a C on all completed work) *and* receive permission from the instructor. The FCS Department Policy is that students who do not complete the remaining work within 1 year will automatically receive a failing grade. No exceptions will be made to this policy.

7. Civil Respect Statement

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University's Student Code, which states:

"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."

8. Sensitive Topics

Some of the writings or discussion topics in this course might include material that some students may find offensive. Please review the syllabus carefully to see if this is a class you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

*****In all cases, the policies of the University of Utah will be followed.*****

STUDENT and FACULTY RIGHTS and RESPONSIBILITIES

Instructor Responsibilities: The instructor will...

1. Use a variety of teaching methods, including readings, outlines, discussion, exams, and written work in an effort to create a stimulating learning environment and accommodate different learning styles.
2. Provide feedback on assignments in a timely manner.
3. Be available for individual consultation by appointment, online or at my University office.
4. Reply to email within 48 hours, not including weekends or holidays.
5. Follow all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
6. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students. For the full list of faculty responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>

Student Responsibilities: You are expected to...

1. Spend 2-3 hours per credit hour in preparing for this class, including completing reading assignments, written assignments, and studying for exams. As this is a 3 credit hour course, you should plan to spend 6-9 hours per week in preparation for this course in addition to class time.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time, or make alternate arrangements for completing assigned work with the instructor in advance of assigned due dates.
4. Log in to the class website frequently and participate in class discussions.
5. Treat one another, the instructor, campus staff, and the classroom with respect, even online.
6. Seek help from the instructor (and other resources such as the Center for Disability Services or the WritingCenter) whenever necessary, and before minor problems become major barriers to learning.
7. **Refer to the syllabus and the class webpage for important information** pertaining to exams, written assignments, and class policies.

For the full list of student rights and responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

NOTE: This syllabus may be modified by the instructor during the semester. Students will be given reasonable notice of any modifications.