# FCS 4840-002 The Disadvantaged Family

Professor: Lisa M. Taylor, Ph.D. Class meetings: Wednesdays 4pm-6:30pm

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Office hours: Tues 6pm-7pm, Wed 2pm-4pm, Thur 1pm-3pm, or by appointment

#### **Course description**

This course will discuss low income and minority group families and their problems, needs, and possible solutions.

#### **Prerequisites**

FCS 1800 (Life Span Human Development) OR FCS 2800 (Family Relationships)

#### **Course objectives**

Upon completion of this course, students should be better able to:

- 1. Identify conditions and phenomena in our society which contribute to a significant portion of our population living in conditions that are deemed at poverty level and many more living marginal lives;
- 2. Identify various groups of disadvantaged persons/families, their values, needs, problems, and possible solutions to these problems;
- Describe social services available to the disadvantaged as well as assess some of the strengths and weaknesses of those services;
- 4. Become sensitive to the differences among people/families, acknowledge value differences, and become more accepting of differences;
- 5. Research certain aspects about disadvantaged persons/families and present that research in a well-organized and professional manner.

#### Teaching philosophy

My teaching philosophy developed from my own experiences as a student. When I was in a class where the instructor was passionate about what he/she taught, I was motivated to learn. When the instructor appeared to be approachable, I was more likely to ask questions and seek assistance when I needed it. Additionally, when given the opportunity to apply the concepts learned in class, I mastered the material more effectively. Thus, my own personal teaching style reflects these three basic concepts. I am passionate and enthusiastic about the topics I teach, I strive to be approachable both in and out of the classroom, and I use a problem-based learning model that encourages critical thinking skills.

#### Course textbooks

Berrick, J.D. (1995). Faces of poverty: Portraits of women and children on welfare. New York: Oxford University Press.

Broussard, A.C., & Joseph, A.L. (2008). Family poverty in diverse contexts. New York, NY: Routledge.

\*Additional course readings will be assigned and made available as electronic reserves on WebCT

#### **Course evaluation**

#### **Exams**

Two take-home exams will be administered during the course of the semester. Each exam will be worth 100 points for a total of 200 points. Exams will cover material from reading assignments, videos, activities, assignments, and class lectures.

#### Class activities and homework assignments

There will be several unannounced in-class activities and out of class homework assignments throughout the semester designed to facilitate a deeper understanding of the material. The number of points assigned for each activity/assignment will vary, but the total amount of points available is 75. Assignments and activities <u>cannot</u> be made up unless the student provides the instructor with documentation of a university approved excused absence. Please note that a doctor's note does not necessarily equate an excused absence.

<u>PSA assignment</u> Students are to work individually or in small groups to create a Public Service Announcement (PSA) that deals specifically with <u>how poverty affects children's development</u>. Specific criteria for this assignment will be provided separately. The PSAs will be presented to the entire class on September 19, 2012 and are worth 25 points. All group members will receive the same grade, so choose your group members wisely! At least three people to a group, but no more than four.

#### **Brochure assignment**

Students will use refereed (e.g., peer-reviewed), academic research articles to research a topic of their choosing (appropriate to the course content and objectives) and develop a brochure to educate a lay audience about their topic. Specific requirements and criteria for evaluation will be distributed separately. This assignment is worth 150 points in total, but parts are due throughout the semester (refer to the course schedule).

#### Class reading assignments

Students are expected to complete reading assignments PRIOR to coming to class. Sometimes more than one reading is assigned. Students need to come to class prepared to discuss the reading material.

#### **Graduate credit**

An additional assignment is required in order to receive graduate credit. The nature of the assignment will vary and will be determined after consultation between the individual student and the instructor (100 points). Consultations need to take place **BEFORE January 23, 2011**.

#### Project LINK: Learn, Integrate, Network, and apply Knowledge

Each student is required to volunteer their time, for at least five hours, at an agency of their choice in the local community. The agency needs to be one that provides some type of service to disadvantaged families. In addition, the class will develop a blog **TOGETHER** that documents their experiences. For the blog, each student will write about their own personal experience with this assignment that will be posted on the website. The web address for the blog will be provided to the class on WebCT. Each student is to submit a printed copy of their individual blog (the whole class will share ONE blog site) to the instructor. Pictures should be included on the blog to help illustrate the service that was completed for the project (however, no pictures should include service clientele as this is a violation of confidentiality). This assignment is worth 50 points and each student will be graded independently. The individual blogs should document what the service activity consisted of, how the service activity reflected concepts learned in class, the networking that took place during/before/after the activity, and the potential effect volunteering at the service provider has on the community.

Evaluation activity	Possible points
In-class assignments & activities	75
<b>Public Service Announcements (PS</b>	A) 25
Project LINK assignment	50
Research brochure assignment	150
Exams (2 exams)	200
TOTAL POINTS POSSIBLE	500

A = 450 - 500 points B = 400 - 449 points C = 350 - 399 points D = 300 - 349 points

#### Policies and procedures

- ♦ Students are expected to **attend class lectures** that will help clarify concepts from the textbook and present supplemental information in reference to the various topics covered in the book. Additionally, lecture material will be included in the examinations and in-class assignment/activity points can only be earned by being present and participating in the discussions and activities.
- Students are expected to ARRIVE TO CLASS AND EXAMS ON TIME. Arriving late is disrespectful to the instructor AND your peers. On days when activities take place at the beginning of class, if students arrive late and their name is not on the activity roster, they will not be allowed to add their names to the roster later on. You must be present at the time the roster is circulated.
- Cell phones and other technology are to be TURNED OFF during class and exams. In addition, TEXT MESSAGING DURING CLASS OR EXAMS WILL NOT BE TOLERATED. The first time a student is caught texting in class, they will receive a verbal warning from the instructor; the second time they will receive a written warning; the third time they will be asked to leave the class for causing disruption, administratively dropped from the course, and sent to the Student Standards Board.
- Students will be unable to make up an exam without documentation of an excused absence. A slip from Health Services does not, necessarily, equate to an excused absence. If you must miss an exam, you must notify the instructor by 9am (via email or phone call/message) of the class day, and follow up with appropriate written documentation. A make-up exam will not be of the same format as those given in the regularly scheduled class period.
- Make-up work for missed in-class assignments and activities is at the discretion of the instructor and only in the case of excused absences.
- All written assignments are to be typed and stapled (NO PAPER CLIPS!). Written assignments that do not follow this format will automatically be docked 20% of the total points. Late written assignments will be docked 20% of the total points for each day they are late including weekend days. Assignments turned in more than one week late will not be accepted. The professor will not be responsible for assignments turned in late or improperly.
- ♦ If you have a **documented disability** and wish to receive academic accommodations or services, please contact Julie or Kathy in the Office of Disability Services at 581-6583. If you need to know where the areas of rescue assistance are located in case the building must be evacuated, please see me.
- ♦ It is assumed that students will honor the tradition of **academic honesty**. Should incidents of suspected classroom cheating or plagiarism occur, University policy as outlined in the "Academic Integrity" section (found under "Academic Regulations) of the 2005-2006 Eastern Illinois Undergraduate Catalog (<a href="http://catalog.eiu.edu">http://catalog.eiu.edu</a>) will be followed. Students need to understand that **PLAGIARISM IS CHEATING** and that your instructor will report all incidents of plagiarism and cheating to the Office of Judicial Affairs.
- ♦ Students are responsible for checking their **WebCT email accounts** regularly (<u>at least</u> three times a week). Any changes to the schedule will be announced via WebCT email. If students have difficulties accessing or using WebCT, it is their responsibility to contact the IT Help Desk at 581-HELP.

### Tentative schedule – REVISED LAST ON August 20, 2012

This schedule is tentative and subject to change. Please check your WebCT email for changes to the schedule on a regular basis. This syllabus will always include a date of revision so you will know whether or not you have the most recent version.

Date	Topic	Reading assignment, exams or assignments due <sup>†</sup>
8/22/12	<ul><li>➤Introductions</li><li>➤How to find empirical research articles</li><li>➤ Winter's Bone</li></ul>	
8/29/12	≽Poverty	Broussard & Joseph, pg. 1-5 Faces of Poverty ch. 1 (Berrick) *Graduate project ideas due
9/05/12	<ul><li>➤ The working poor</li><li>➤ Disadvantaged children</li></ul>	Broussard & Joseph, ch. 2 & 7 † Children in poverty (Moore & Redd)
9/12/12	➤ Healthcare and disadvantage	Broussard & Joseph, ch. 8
9/19/12	Public Service Announcement presentations	*PSA presentations due (25 points)
9/26/12	<ul><li>Geographic disadvantage</li><li>Housing</li></ul>	Broussard & Joseph, ch. 5 *Reference list due (30 pts)
10/03/12	➤Women and disadvantage	Broussard & Joseph, ch. 3 Faces of Poverty ch. 2 (Berrick)
10/10/11	MIDTERM EXAM DUE BY 6:30PM	Submit completed exam via WebCT
10/17/12	➤ Family interactions and disadvantage ➤ Family structure	Broussard & Joseph ch. 11
10/17/12 10/24/12		·
	➤ Family structure  ➤ LGBTQ issues and disadvantage	Broussard & Joseph ch. 11  †Bullying and LGBT youth
10/24/12	➤ Family structure  ➤ LGBTQ issues and disadvantage  ➤ Pride panel 5pm	Broussard & Joseph ch. 11  †Bullying and LGBT youth *Annotated bibliographies due (40 pts)  Broussard & Joseph, ch. 6 †Racial Stigma (Loury)
10/24/12	<ul> <li>➤ Family structure</li> <li>➤ LGBTQ issues and disadvantage</li> <li>➤ Pride panel 5pm</li> <li>➤ Ethnicity and disadvantage</li> <li>➤ Disabilities and disadvantage</li> <li>➤ The elderly and disadvantage</li> </ul>	Broussard & Joseph ch. 11  †Bullying and LGBT youth *Annotated bibliographies due (40 pts)  Broussard & Joseph, ch. 6 †Racial Stigma (Loury) †White Privilege  Broussard & Joseph ch. 8
10/24/12 10/31/12 11/07/12	<ul> <li>➤ Family structure</li> <li>➤ LGBTQ issues and disadvantage</li> <li>➤ Pride panel 5pm</li> <li>➤ Ethnicity and disadvantage</li> <li>➤ Disabilities and disadvantage</li> <li>➤ The elderly and disadvantage</li> <li>➤ Food insecurity</li> <li>➤ Public policy and disadvantaged families</li> </ul>	Broussard & Joseph ch. 11  †Bullying and LGBT youth *Annotated bibliographies due (40 pts)  Broussard & Joseph, ch. 6 †Racial Stigma (Loury) †White Privilege  Broussard & Joseph ch. 8 Broussard & Joseph, ch. 12  †Contrary to entitlement(Sherman, Greenstein & Ruffing)

<sup>&</sup>lt;sup>†</sup>Readings can be found on WebCT (under "Readings")

## Dr. Taylor's classroom ground rules:

- ◆ Absolutely NO TEXTING I will take your cell phone after the first warning – I simply will not tolerate such disrespect in the classroom.
- ◆ Listen with an open mind.
- ♦ Listen attentively, without interrupting or without whispering/carrying on conversation
- ◆ Be respectful and supportive of one another be nonjudgmental
- Ask any questions. No question is dumb.
- Participate as much as possible but share the time.
- ◆ Be proactive about your learning experience.
- ♦ Keep what is said in the classroom confidential. Respect others' right to privacy.
- ◆ Use "I" language (I feel that..., I think that..., In my experience...).
- Avoid making assumptions about other people. If anything, <u>assume diversity</u>.