



**EDCI 502.01W
TEACHING AT-RISK STUDENTS
SUMMER I 2014**

Instructor: Sherri R. Colby PhD
Office Location: Ed Sowers South 232
Office Hours: By appointment
Office Phone: 903-468-6067
Office Fax: 903-886-5581
University Email Address: Sherri.Colby@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Benard, Bonnie. (2004). *Resiliency education: What we have learned*.
San Francisco: West-Ed.

Optional:

Brendtro, L. K., Mitchell, M. L., & McCall, Herman J. (2009). *Deep brain learning: Pathways to potential with challenging youth*. Albion, Michigan: Starr Commonwealth.

Long, N., & Morse, W. C. (1996). *Conflict in the classroom: The education of at-risk students*. (5th edition). Austin: Pro-Ed Press.

Recommended Resources:

American Psychological Manual of Style – 6th Edition

Course Description:

This course involves the examination of instructional and managerial strategies to help close the achievement gap between students in at-risk situations and other student populations. Emphasis is given to recognition and identification of factors which can lead students into at-risk status and to implementation of methods of enhancing learning for those students.

Student Learning Outcomes:

1. identify characteristics of the student potentially in an at-risk situation.
2. identify situations which are risks to learning and opportunities to enhance learning.
3. plan programs which will maximize the climate for learning.
4. identify potential crises facing students and minimize the negative effects of such problems.
5. plan ways to teach students behaviors and skills which promote further learning and reduce the chances of involvement in destructive behavior.
6. explain the teaching strategies most appropriate for use with the student in an at-risk situation.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Childhood/ Adolescence Reflection:

Write a reflective essay (1000 to 3000 words) discussion your personal views and assumptions about the nature of childhood or adolescence (depending upon the level you teach), and in particular, issues relative to the difficulties associated with this time in life. You may consider depicting an experience involving yourself, your students, or your colleague. Consider how your perceptions of childhood/adolescence guide you as an educator. I highly encourage students to express themselves creatively with this assignment. The essay may include poetry, literary references (examples from favorite stories), personal meta-narratives (embedded stories with dialogue), and media references (music, video, etc.). The questions below are designed to generate possible ideas for the narrative:

1. How did you experience childhood/adolescence? What other experiences have shaped your views of this time of life?
2. What are your values, philosophy, and views regarding how, why, and in what ways we choose to educate children/youth?
3. What do you desire for, think about, fear for, or consider relative to educating modern children/youth?
4. In particular, what are your beliefs and experiences relative to struggling children/youth school?

Generally, essays become more powerful when considering the following questions:

1. How are the important themes/ ideas communicated in the essay?
2. Does the essay focus on pertinent ideas to allow for more complete development?
3. How does the essay employ symbolism and figurative language to paint a picture or discuss pertinent ideas?
4. How is voice used in the essay? Does the author portray an authentic experience without sounding pedantic, lifeless, preachy, or flamboyant?

Remember to write from your heart and to consider the human aspect of your essay.

5. Does the author draw the reader into his or her essay? And does the author end with a powerful conclusion? Does the action begin *media res* (in the middle) or does the author need to establish context?

The essay shall be accompanied by an art piece that represents the overall meaning. The authors may choose but are not limited to poetry selections, digital photo essays or colleagues, collection of original or popular music, paintings (scan or include a .jpeg image), sculptures, handicrafts (quilts, leather work, etc.), video recordings (of still images or of dramatic performances). You may either embed your art component into the essay or include as a separate piece with a caption.

The reflection shall be assessed using the following guiding questions:

1. Did the author provide a meaningful, compelling narrative?
2. Does the essay follow a logical, consistent organizational style?
3. Are the ideas in the essay well-supported and developed?
4. Does the author effectively use personal voice to communicate his or her message?
5. Is the essay stylistically, grammatically sound?
6. Does the art piece powerfully compliment the essay?

Troubled Children/Youth Presentation:

Investigate a topic of interest relative to the struggles of modern children/youth. Topics may include but are not limited to:

depression;
suicide;
mental health;
family challenges (divorce, unique circumstances, etc.);
homelessness;
immigration;
illiteracy;
poverty;
economic privilege and troubled youth;
teenage pregnancy;
substance abuse;
other forms of abuse (mental, emotional, physical, sexual);
teenagers and work (for example, teens who are the sole breadwinners);
social isolation;
violence;
bullying;
diversity (racial, ethnic, linguistic, etc.) issues associated with youth and trauma;
body image;
self-esteem;
stress management and teens;
sexuality.

For references, I highly encourage the use of credible print and online material. For online materials, electronic journals (viewed through TAMU Commerce libraries), such as *Teaching*

Tolerance, Journal of Adolescence and Youth, or Journal of Adolescence, or organizations, such as Healthy Teen Network, National Resource Center for Youth Services, or National Runaway Switchboard, Child Welfare League of America, constitute credible sources.

Prepare a presentation using multimedia software (such as Prezi, imovie, Movie Maker, Premier Pro) offering helpful information, resources, and insights for educators. You may consider sharing the presentation with colleagues in a teacher in-service meeting or other forum. The presentation should include a reference list. The presentation may include audio/ video narration, a written transcription, or an explanatory paper. I highly recommend exploring creative options for this assignment.

The presentation should integrate the principles of resiliency described *Resiliency: What We Have Learned*. Please reference specific quotes from the text. The information portion of the presentation should last anywhere from 15-30 minutes. At the end of the presentation, please prepare a discussion prompt or activity for the class to participate in. Please submit your presentation in the drop box, and then upload your presentation with the discussion/ activity using the link "Troubled Youth." As part of this assignment, you will be asked to post a response to at least 3 of your peers' presentations.

The presentation should integrate the principles of resiliency described *Resiliency: What We Have Learned*. Please reference specific quotes from the text. As appropriate for your topic, the presentation should reference the case studies found in *Uncertain Lives: Children of Promise, Teachers of Hope*. Again, please be specific with quotes and textual references.

Please see the following link for the electronic version of the book:

<http://liblion.tamuc.edu/search~S1?/abullough%2C+robert/abullough+robert/1%2C2%2C17%2CB/frameset&FF=abullough+robert+v+1949&9%2C%2C9>

The following guiding questions will be used to evaluate the workshop presentation:

1. How does the presentation provide meaningful information and insights?
2. How well did the presenters explore and develop their ideas?
3. Did the presentation demonstrate a powerful, cogent rationale using research?
4. How clear and understandable was the presentation?
5. Did the presenters use a dynamic format that involved their audience?
6. Did the presentation follow the specified guidelines?

Weekly Readings, Lectures, and Chats:

Each week, students will need to view the online lectures, post comments on the discussion boards, complete the assigned readings (with accompanying journals), and participate in the chats. Attending the chats is *strongly* encouraged; however, the chats will be archived for later

viewing. Students electing not to attend the chats are still responsible for viewing the material and completing the alternate assignment by the deadline.

Final Essay Examination

I shall post the questions for the final examination. The exam will consist of essay questions regarding the readings and lectures from class. You will be asked to demonstrate your thoughtful considerations of the content, and the essays must reflect your specific interpretations of the ideas. The exam will be open note; therefore, specific references to the readings and lectures are critical to the effective discussion of pertinent themes. In part, the exam is designed to provide critical reflection and writing experiences to help students prepare for their comprehensive examinations.

Grading

Learning in an online environment necessitates regular (daily) involvement in class materials and activities. The final average will be assessed according to the following learning opportunities:

Childhood/ Adolescence Reflection – 25 %
Troubled Children/Youth Presentation – 25%
Participation in chats, discussion boards, journals – 25%
Final Exam – 25%
Final Average: 100% total

The grading scale will constitute: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% or below). Letter grades translate into mathematical scores as follows: A++ (100%), A+ (97%), A (95%), A- (92%), A-/B+ (90% or 89% as deemed by instructor), B+ (87%), B (85%), B- (82%), B-/C+ (80% or 79% as deemed by instructor), C+ (77%), C (75%), C- (72%), C-/D+ (70% or 69% as deemed by instructor), D (65%), D- (62%), F (59% or below as deemed by instructor).

Assignment Submission Policy: The instructor reserves the right to change course assignments, projects, and examinations throughout the semester. Each assignment/project must be completed and turned in by the due date given. **All assignments are due by the dates indicated on the calendar. All assignments are submitted electronically on Ecollege.**

The instructor maintains a strict late work policy. Late assignments will be received for a 70, ½ credit, or non-acceptance per instructor discretion. The students have forty-eight hours after the submission of an electronic assignment to verify that the assignment was received on time. Regarding performances, students are expected to present on their assigned day. Modifications to the performance schedule must be made at least a week prior. In the case of unexpected emergencies, students must bring written documentation regarding their missed performance. The instructor reserves the right to deny make-up opportunities, especially in cases of negligence. It is expected that all course assignments/projects (inside and outside of class and including examinations) will be completed at mastery level (as designated by the instructor). If (in the professional opinion of the instructor) an assignment/project is not satisfactorily completed, it may be returned to the student, and the student may be required to re-do the work until it is at mastery level. The instructor reserves the right to limit the number of times an assignment/project may be re-submitted and to establish a reasonable time frame for resubmissions. If any course assignment/project is not completed at a mastery level by the final resubmission deadline, the instructor reserves the right to assign the student a grade of "I" or "F" for the assignment and/or course--at the instructor's discretion.

TECHNOLOGY REQUIREMENTS

Due the nature of the course, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources,

students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program.

Hardware

Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.

Windows

98/NT/2000/ME/XP

Pentium (2 GHz or greater)

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

Macintosh

OS 9.1 to OS X; G3, G4, or higher

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

Software

Word Processor

Microsoft Word is preferred. Microsoft Works, WordPerfect, and AppleWorks are acceptable.

Connectivity

Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high-speed internet is available. If you have dial-up, you may experience problems.

Web Browser

Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download areas at www.microsoft.com and www.netscape.com, respectively.

Note: Browsers that are part of the MSN and AOL software are not acceptable, because they include proprietary modifications that may not work correctly with resources. Students may continue to use AOL or MSN as their Internet service provider, but once connected to the Internet, they should minimize the AOL or MSN window and launch Internet Explorer or Netscape.

Adobe Acrobat Reader

Available at www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.

Adobe Flash Player 9.0 Available at www.adobe.com. This allows you to view any content delivered in Flash.

Video Players/Plugins: It is available for free download Quicktime, www.apple.com/quicktime.

RealPlayer, available at www.real.com, and Windows MediaPlayer 11.0, available at www.microsoft.com/windows/windowsmedia/download.

Real Player

Lecture files will be viewed using Real Player. A free copy can be downloaded from www.real.com.

Java Applet

Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at <http://java.com/en/index.jsp>.

Virus Protection

Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can

hinder performance, crash the computer, or damage files and hard drives—permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.

Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

ACCESS AND NAVIGATION

The course requires the use of ECollege accessible through students' My Leo accounts. To login, students will need their valid student ID number and password.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511. If you have a dial-up connect, you may experience problems uploading and downloading. If you feel your connection is not adequate, please use the lab at your site to upload documents.

COMMUNICATION AND SUPPORT

Email

Access to a reliable email service through an established Internet service provider (ISP) is critical to the online learning experience.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact via email.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00a.m.-5:00p.m. Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Instructor Policies:

The instructor reserves the right to change course assignments, projects, examinations, and due dates throughout the semester. Each assignment/project must be turned in by the due date given. Late assignments/projects will be subject to a point deduction or non-acceptance at the instructor's discretion. Class participation and attendance will be considered in assigning the final course grade.

Cheating and Plagiarism Policy:

The Student GuideBook provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the

university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Code of Ethics:

The Curriculum and Instruction Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Calendar:	Topic:	Weekly Activities:	Assignment Deadlines:
Week 1	At-Risk Students Resiliency	Read Benard Chs. 1, 4. View online lectures and post responses to discussion board.	Weekly postings and reading journal are due by the following: TBA
Week 2	Understanding Childhood Reaching Children/ Adolescents	Read Benard Chs. 2-3. View online lectures and post responses to discussion board.	Childhood/Adolescence Reflection due: TBA Weekly postings and reading journal are due by the following: TBA Participate in chat
Week 3	School, Family, Community Partnerships	Read Benard Chs. 5-7. View online lectures and post responses to discussion board.	Weekly postings and reading journal are due by the following: TBA Participate in chat
Week 4	Emotional Intelligence	Read Benard Chs. 8-9. View online lectures and post responses to discussion board.	Troubled Children/Youth Presentation due: TBA Weekly postings and reading journal are due by the following: TBA. Participate in chat: TBA.
Week 5	Final Exam		Final Examination (and deadline for all coursework): TBA

