COURSE DESCRIPTION
In-depth study of the variability among students in schools and other settings from preschool to adult learning. Special focus is on the identification of and programming for at-risk students.

This is a fully online, twelve-week course. We will not meet face-to-face at any time.

OBJECTIVES
Upon successful completion of this course, students will be able to:
- Identify the subgroups that make up school groups.
- Identify risk factors for young people (e.g.; gangs, teen pregnancy, violence, etc.).
- Describe cultural factors that affect classroom performance.
- Investigate social class and how it affects school performance.
- Make connections from the greater community to schools.

Course Materials
No text is required, but you will all be asked to copy articles (or read online) from EBSCOhost, and borrow or rent three videos. For an A grade you will need to borrow or buy a book. All of these are listed later in the syllabus.

INSTRUCTOR CONTACT INFORMATION
Dr. Sue Enright
Phone (602) 866-7758 (Pacific Time)
enrights@ottawa.edu

INSTRUCTOR BIO
Dr. Sue Enright has a BA from Arizona State University, and an MA and Doctorate from Northern Arizona University. She worked in a Phoenix elementary school district for 30 years as a Teacher, Principal, Curriculum Director, and Asst. Superintendent for Educational Services. My district was in a lower working class area. We had great diversity, as well as many social ills represented in the district. My jobs there gave me both experience in working with low income
students and a heart for their problems. I've enjoyed and valued all my jobs in education, but teaching remains my favorite. I am an Arizona native and have been teaching for Ottawa University since 1995.

**PARTICIPATION**
In fully online courses, student participation takes place in the text-based, asynchronous discussion forum. More information is available in the Assignments Overview below as well as in the Participation Policies and Expectations portion of the Info & Policies section of our cyber classroom in Blackboard.

**ASSIGNMENTS**
Assignments refers to questions posed about the reading assignments (articles, websites, videos) and occur weekly. Answers should be submitted by, or before Sunday midnight. Factual information from the material is required, as I want to know that you read/viewed the material. A very short editorial comment or tiny bit of personal experience is acceptable. Credit will be given for correct responses. Further questions may be asked to clarify information, or for more detail, although concise answers are the basic rule. Submit all written work via the appropriate link in Course Materials in Blackboard. (5 points)

VIDEOS: Students must view three movie videos during the course. These can be borrowed from libraries or friends, rented from Netflix or video stores, purchased from Wal Mart, Best Buy, etc. On the three weeks that you have a video, one of the Discussion Board question choices will be on the video topic. It will give you another opportunity to add opinion and reflection. The three videos are: "Million Dollar Baby" for session 4; "Crash" for session 7; and "Whale Rider" for session 10. Answers should be submitted by Sunday midnight. (5 points per video) Submit all written work via the appropriate link in Course Materials in Blackboard. (5 points)

DISCUSSION: Credit will be given for participation in class discussion. Responses to the discussion question, and two responses to other students, are required. Your response to my question must be posted between Monday and Wednesday, and replies to two students must occur between Thursday and Sunday. The weekly discussion question is in Course Discussion on Blackboard. You only need to respond to one of the questions posed each week. When you title your thread, use a keyword for the question you are answering. Entries are dated. (5 points for discussion entries)

Occasionally, a student asks a question, or posts information that is of value or is of interest to the whole class. If that occurs, I will label the "new thread" as "ALL READ". Please be sure to read those entries.

FINAL ESSAY: Write and submit a Final Essay during the final two weeks of class. The paper should cover information you have learned in class regarding the 5 items listed in the Course Objectives. Be sure you cover all the areas, but
focus on one area you think is most important to your understanding of your students, and your role as an educator. (2-3 pages) This paper may be submitted any time during the last two weeks of class, but no later than midnight on Saturday of week 12. (15 points)

BOOK REVIEW
Choose one of the following books and write a report answering the questions listed below the book. Include a title page in addition to 5-8 pages of text. Use of the APA style manual is required. Details are in the Session 10 folder in Blackboard. Due Sunday midnight of week 10. (30 points)

**Nickel and Dimed.** Barbara Ehrenreich, 2001. Available at most bookstores, libraries and Amazon.com.

**Savage Inequalities.** Jonathan Kozol, 1991. Out of print, but widely available at bookstores, libraries and Amazon.com (for under $3.00).

**Class Matters** Bill Keller, 2005. Available at book stores, libraries, and Amazon.com. You can read the book for free on the www.nytimes.com/class website. You have to register on the site (it's free), then the chapters will be available to you.

**Course Schedule At-A-Glance**
Plan now to acquire the movies you will need in weeks 4, 7, and 10. Also, you might want to copy out several weeks' worth of articles at a time, in case your printer is down, or some other inconvenience keeps you from getting them in a timely manner.

**Session 1**

**Session 2**

**Session 3**
"Unequal School Funding in the United States", Berliner and Biddle, Educational Leadership, May 2002.

**Session 4**
Video, "Million Dollar Baby". (PG13)
"Dropout Nation", Thornburgh, Time, April 17, 2006.
Session 5
www.washingtonpost.com/blackman

Session 6
www.pbs.org/race

Session 7
Video, "Crash". (R: violence, sex, language)
"Reframing the Achievement Gap", Evans, Phi Delta Kappan, April, 2005.

Session 8
"What Should We Call People?" Hodgkinson, Phi Delta Kappan, October, 1995.
www.tolerance.org

Session 9
Educational Leadership, March 2003
Olweis, "A Profile of Bullying at School",
Garbarino, "Words Can Hurt Forever",
Cooper, "Bullying - Not Just a Kid Thing".
"Keeping Adolescents Alive and Kicken' it": Addressing Suicide in Schools",
www.stopbullyingnow.hrsa.gov

Session 10
Video, "Whale Rider". (PG13)

Session 11
Educational Leadership, December 2002/January 2003
Jobe, "Helping Girls Succeed",
Taylor, "Helping Boys Succeed".
Newsweek, January 30, 2006, Tyre, "The Trouble With Boys"
Time, August 6, 2007, Von Drehle, "The Boys are All Right"

Session 12
All online weeks run from Monday to Sunday, except the last week, which ends on Friday. All assignments are due at midnight Central Time. (All submissions to the Blackboard system will be date/time stamped in Central Time).

### Assignments At-A-Glance

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<th>Assignment</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
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<tr>
<td>Discussion</td>
<td>12</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Weekly Assignments</td>
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<td>10</td>
<td>70</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Final Essay</td>
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<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Book Review</td>
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<td>30</td>
<td>30</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
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<td><strong>200</strong></td>
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*Please refer to the Info & Policies menu for more information about our Course Discussions.*

### Grading Scale

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<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>180-200</td>
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<tr>
<td>B</td>
<td>80 to 89%</td>
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<tr>
<td>C</td>
<td>70 to 79%</td>
<td>140-159</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>120-139</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
<td>&lt;119</td>
</tr>
</tbody>
</table>

### Important Policies

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies folder in the Info & Policies section of Blackboard. You are responsible for reading and understanding all of these policies. **All of them are important.** Failure to understand or abide by them could have negative consequences for your experience in this course.

### Late Assignments

Late work will be accepted up to one week late, and will receive half credit (ex. 3 of 5 points, 5 of 10)

### Editorial Format for Written Papers

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.
**Academic Integrity**
Please refer to **Academic Honesty** in the **Info & Policies** section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**
Please refer to your student handbook for all university regulations. The **Resource Room** on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see **Info & Policies** in Blackboard for additional university policies.

**Blackboard Technical Support**
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost.

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

*Best wishes for successful completion of your online course with Ottawa University!*