

**LA&S 101 Learning Community**  
**Careers Working with Children**  
Fall 2008 Syllabus

Seminar Meetings: Mondays; 12:00-12:50; Dole HDC 3048

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**Focus of this LC:**

Interested in working with children? Students in this learning community will build a solid foundation for a career working with children by taking one class related to child development (either ABSC 160 Introduction to Child Behavior and Development or SPLH 261 Survey of Communication Disorders) and one class related to social problems in the US (SOC 160 Social Problems and American Values). The LA&S 101 seminar will focus on understanding how social problems impact the development of children and how social policy should be informed by an understanding of child development. In addition, professions that involve working with children will be explored, including those in education, healthcare, and social policy/child advocacy.

**Goals of this Seminar:**

The goal of this seminar is to (1) tie together the information students are learning about children in ABSC 160 or SPLH 261 and social problems in SOC 160; (2) learn about a variety of different careers working with children to help students identify the career that they are best suited for. The first goal will be accomplished by reading and discussing the book *Child Development and Social Policy*. The second goal will be accomplished through a variety of career focused panels. In addition, students will explore either the impact of social policies on child development through a final research paper OR their own skills in working with children through a volunteer experience and a reflective final paper.

Outside activities will be planned to give students the opportunity to interact with each other outside of class as well as learn about child development and social policies outside the classroom.

**Seminar Requirements:**

1. *Attendance & Participation (affects final grade only if you don't attend & participate)*  
Students are required to attend and participate in all scheduled seminar meetings (or alternative meetings). When readings are assigned, these should be completed prior to class because the class session will focus on discussion of the readings. Please bring your copy of the readings to class. If you miss more than two classes your grade will be decreased by one full letter grade.
2. *Bi-weekly Journal (7 journals x 10 points = 70 points)*  
Biweekly journal questions will be posted on blackboard as a quiz. Students should review the questions before completing the assigned reading. Responses to each question should be brief (i.e., just a few sentences). Each journal assignment will be worth a maximum of 10 points. Grading will be based on the appropriateness of the response (i.e., does the response address the question) and insightfulness/completeness (i.e., does the response show careful reflection about the question). Journal entries must be submitted by **8:00** am on **Mondays**. There will be 7 journal assignments throughout the course.

3. *Final Project (200 points) – Select Option A or B*

a. *Research Review (100 points) & Summary Paper (100 points)*

For this option, you will find and read articles or book chapters on a particular topic of your choosing and write a final summary paper. The topic should explore the relationship between child development and social policy. Students will earn 10 points for each article or book chapter read on the selected topic with an expectation that each student will read 10 articles and/or book chapters. Please obtain approval from Storkel for your individual topic **prior to starting your research**.

In addition, you will write a final paper that summarizes and reflects on what you read. The paper should be approximately 5 typed double-spaced pages and will be due at the final exam time (**Friday, December 19, at 10:30 am**). Additional instructions for the paper are provided at the end of this syllabus.

b. *Community Service (100 points) & Reflective Paper (100 points)*

For this option, you will complete a community service project and write a 5-page reflective paper about the experience. Students will earn 10 points for each hour of service with an expectation that each student will complete 10 hours of service. This averages to volunteering about 1 hour per week for 10 weeks (of the 16-week semester). Your project **must** be an activity that will help you learn about the population you think you would like to work with (e.g., people with disabilities, infants, children, elderly adults) and/or a career you are interested in (e.g., helping a speech-language pathologist with a client, serving as a teacher's aid). Please obtain approval from Storkel for your individual service project **prior to starting the project**. The goal of this project is to help you explore your career interests by getting hands-on experience. In addition, many education and health majors have competitive admission processes. Often, volunteer experience is one area that students are evaluated on. This project will help you build your application for competitive majors.

Resources for finding a service project:

- Center for Community Outreach <http://www2.ku.edu/cgiwrap/ccol/index.php> and click the Programs tab.
- Roger Hill Volunteer Center [www.rhvc.org](http://www.rhvc.org) and click Volunteer Now.
- Alternative Weekend Break <http://groups.ku.edu/~albreaks/weekend.html>.

In addition to completing the volunteer hours, you will write a paper that summarizes and reflects on your service experience. The paper should be approximately 5 typed double-spaced pages and will be due at the final exam time (**Friday, December 19, at 10:30 am**). Additional instructions for the paper are provided at the end of this syllabus.

**Readings:**

Zigler, E. F., & Hall, N. W. (200). *Child development and social policy: Theory and applications*. McGraw-Hill: Boston .

**Website**

Blackboard: <http://courseware.ku.edu>

### **Audio or Video Taping Lecture**

Course materials prepared by the instructor and the peer educator, together with the content of all lectures and discussions presented by the instructor or peer educator are the property of the instructor and peer educator. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

### **Studying**

Significant learning may start in the classroom but it should continue to grow outside the classroom when students become actively engaged with the material. In this course, you will be actively engaged with the material outside of class through completion of readings, journals, projects, and outside activities. As stated in the Faculty Senate Rules and Regulations (5.1.1) "One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered."

### **Written Assignments**

Final projects will entail a written paper. If you need assistance communicating your interpretations in written form, you may wish to consult the KU Writing Center (4017 Wescoe). The following statement from the writing center details the type of assistance available to students.

"Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, we call our student writing centers Writer's Roosts. When you visit, bring your work in progress and an idea of what you would like to work on – organization, support, documentation, editing, etc. The Roosts are open in several different locations across campus; check the website at [www.writing.ku.edu](http://www.writing.ku.edu) for current locations and hours. The Roosts welcome both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or send an e-mail to [writing@ku.edu](mailto:writing@ku.edu)."

### **Academic Misconduct**

Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1):

"Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research." Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

### **Non-Academic Misconduct**

The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration

of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

### **Accommodations**

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed.

If a scheduled exam, lab exercise, or quiz is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

### **Grading**

The University has prescribed definitions for grades. The University Senate Rules and Regulations define grades in the following way:

- 1.2.1.1 The grade of A will be reported for achievement of outstanding quality
- 1.2.1.2 The grade of B will be reported for achievement of high quality
- 1.2.1.3 The grade of C will be reported for achievement of acceptable quality
- 1.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

In this course, quality of achievement will be evaluated through points earned on exams, lab exercises, and on-line quizzes. Points assigned for each requirement will be in-line with the above described scale. The relationship between total points accumulated and quality of achievement is as follows:

Total Points	Quality of Achievement	Letter Grade
242-270	Outstanding	A
215-241	High	B
188-214	Acceptable	C
161-187	Minimal	D
< 161	Inadequate	F

If your level of achievement during this course is falling short of your goal, you are strongly encouraged to consult with the instructor or the peer educator to improve the quality of your learning of course material.

**LA&S 101 LC: Careers Working with Children**  
Fall 2008

August 25	Orientation to this LC; Chapter 2 <i>The Policy Process</i>
September 1	No Class – Labor Day
September 8	Volunteer Opportunities for Option B Final Project (Roger Hill Volunteer Center & CCO)
September 15	Choosing a Major & Succeeding at KU (academic advisor), journal 1 due
September 22	Choosing a Career (Career Center) <b><i>E-mail instructor (<a href="mailto:hstorkel@ku.edu">hstorkel@ku.edu</a>) paper topic or volunteer experience</i></b>
<b>September 23</b>	<b><i>Majors Fair 11-3, 4<sup>th</sup> floor lobby of Kansas Union (optional)</i></b>
September 29	Chapter 6 <i>The Challenge of Child Care</i> , journal 2 due
October 6	Careers in Child Care Panel <b><i>Should have read 2 references or completed ~2 service hours</i></b>
October 13	Chapter 7 <i>Child Health</i> , journal 3 due <b>***FALL BREAK***</b>
October 20	Careers in Health Care Panel (e.g., MD, RN) <b><i>Should have read 4 references or completed ~4 service hours</i></b>
October 27	Chapter 8 <i>Child Abuse and Neglect</i> , journal 4 due
November 3	Careers in Social Work & Clinical Psychology Panel <b><i>Should have read 6 references or completed ~6 service hours</i></b>
November 10	Chapter 10 <i>Making Schools Work</i> , journal 5 due
November 17	Careers in Education Panel <b><i>Should have read 8 references or completed ~8 service hours</i></b>
November 24	Chapter 11 <i>Children with Special Educational Needs</i> , journal 6 due <b>***THANKSGIVING BREAK***</b>
December 1	Careers in Rehabilitation Panel (e.g., OT, PT, SLP, AUD) <b><i>Should have read 10 references or completed ~10 service hours</i></b>
December 8	Chapter 12 <i>Epilogue: From Consciousness to Consensus</i> , journal 7 due
<b>TBA</b>	<b><i>LC Recognition Ceremony</i></b>
<b>December 19</b>	<b>Friday @ 10:30 am Final Projects due</b>

### Option A: Reference Form

Name: \_\_\_\_\_

List the 10 references you read for your paper. Here is a sample format for a journal article:

First Author Last Name, First Initial. (Year). Title of article. *Title of journal*, Vol, pp. xx-yy.

Here is a sample format for a book chapter:

First Author Last Name, First Initial. (Year). Title of chapter. In Editor First Initial, Last Name (eds) *Title of book* (pp. xx-yy). Publisher Name: Publisher City.

When there are multiple authors (or editors), you must list all of them in your reference in the same order as in the article or book chapter.

**REFERENCE 1:**

**REFERENCE 2:**

**REFERENCE 3:**

**REFERENCE 4:**

**REFERENCE 5:**

**REFERENCE 6:**

**REFERENCE 7:**

**REFERENCE 8:**

**REFERENCE 9:**

**REFERENCE 10:**

## Option A: Instructions for Summary Paper

Your paper will have six sections. Each section is described below and should be clearly labeled (i.e., bold and underlined heading with the name of the section). Your paper will need to be approximately 5 typed double-spaced pages, although there is no minimum or maximum length. Generally, your paper should be as long as it needs to be to address the questions/issues listed below. You will need to submit your finished paper using the digital drop box on blackboard. In Blackboard, On the *TOOLS* menu, select *DIGITAL DROPBOX*. Once in the drop box, select *SEND FILE*. In the 1 select users section, select Storkel. In the 2 select file section, type your name and assignment in the title line (e.g., Jones Paper). On the file line, click browse and locate your document on your disk or hard drive. The name of the file location will appear on the file line now. Click send. NOTE: your file must be saved as a Microsoft Word document.

The six sections that need to be included in your paper are described below. Each section provides a series of questions for you to consider. It is fine to include additional details in each section beyond those listed below.

### 1. **Describing the Social Problem**

Describe the problem focusing on the following issues:

- a. What is the problem?
- b. Is this a serious problem? (i.e., provide evidence that the problem is significant)
- c. Why does the problem exist?

### 2. **Impact on Children**

Describe how the problem affects the every day lives of children, focusing on such issues as:

- a. What kinds of children are affected by the problem (e.g., specific age, racial, ethnic, geographic, economic characteristics)?
- b. What areas of development are affected?
- c. How does a child affected by this social problem differ from a child who is not affected by this social problem? Be sure to consider what you have learned in the courses associated with this LC.

### 3. **Professionals**

Examine what professions would work with children affected by this social problem, focusing on such questions as:

- a. What is the role of this profession with children in general?
- b. How would this social problem affect the professional's ability to work with a child affected by this social problem? That is, what would the professional need to do differently for a child affected by this social problem compared to a child not affected by this social problem?

### 4. **Past Solutions by Others**

Examine what has been done to improve this social problem or minimize it's impact on children, focusing on such issues as:

- a. What was the solution?
- b. What was the outcome of the solution? Consider both positive and negative (i.e., what worked vs. what didn't)

5. **Future Solutions by Others**

Examine proposals for future solutions to this problem, focusing on such questions as:

- a. What is a possible future solution?
- b. Why do you think this solution will succeed or fail?

6. **Your Plan**

Consider the question, "How can I be part of the solution" Consider such questions as:

- a. How can I learn more about this problem?
- b. How can I help minimize the impact of this social problem on my community now?
- c. How can I help minimize the impact of this social problem in the future as a professional working with children?
- d. How can I help minimize the impact of this social problem in the future as a concerned citizen?

**Option B: Community Service Activity Form**

Name: \_\_\_\_\_ Total Service Hours (10 required): \_\_\_\_\_

Location for Activity: \_\_\_\_\_

General Description of Activity: \_\_\_\_\_

\_\_\_\_\_

Date(s) & Time(s) of Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOTE: Dates & Times must add up to the Total Service Hours listed above.

Supervisor of Activity: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_

Phone or E-mail Contact for Supervisor: \_\_\_\_\_

## Option B: Instructions for Final Reflective Paper

Your paper will have six sections. Each section is described below and should be clearly labeled (i.e., bold and underlined heading with the name of the section). Your paper will need to be approximately 5 typed double-spaced pages, although there is no minimum or maximum length. Generally, your paper should be as long as it needs to be to address the questions/issues listed below. You will need to submit your finished paper using the digital drop box on blackboard. In Blackboard, On the *TOOLS* menu, select *DIGITAL DROPBOX*. Once in the drop box, select *SEND FILE*. In the 1 select users section, select Storkel. In the 2 select file section, type your name and assignment in the title line (e.g., Jones Paper). On the file line, click browse and locate your document on your disk or hard drive. The name of the file location will appear on the file line now. Click send. NOTE: your file must be saved as a Microsoft Word document.

The six sections that need to be included in your paper are described below. Each section provides a series of questions for you to consider. It is fine to include additional details in each section beyond those listed below.

1. **Describing the Experience**

Describe the experience focusing on the following issues:

- a. What did I do at the agency or program?
- b. What skills did I bring from my past experiences?

2. **Reflection**

React on a more personal level to the experience, focusing on the following issues:

- a. How does this situation relate to my career objectives?
- b. How do I evaluate my own effectiveness in this experience?
- c. What behaviors/skills enhanced or diminished my effectiveness?

3. **Identifying Relevant Knowledge**

Examine academic knowledge which might be applicable to the experience, focusing on the following issues:

- a. What courses or reading have I completed that were relevant to this experience? Be sure to consider how what you learned (or didn't learn) in the courses that are part of this LC related to this experience.
- b. How does my academic experience help me succeed (or not succeed) in this experience?

4. **Examining and Reconciling Dissonance**

Examine more closely points of discomfort, disagreement, or inconsistency in this experience. Focus on the following issues:

- a. How does this experience contradict or challenge my past ideas/beliefs?
- b. What conflict is there between what I "know" and what I "do"?
- c. Are there things that I should have done differently in this experience?

5. **Learning**

Evaluate your learning through this experience, focusing on the following questions:

- a. What are the major lessons I learned from this experience?

- b. What did I learn about myself? About others? About the world around me?
- c. What knowledge or skills did I acquire?

6. **Developing a Plan**

Consider the question, “Where do I go from here both in my work and in my learning?”

Consider such questions as:

- a. Based upon what I have learned, how might I modify my own approach/behavior in similar experiences in the future?
- b. What gaps do I recognize in my knowledge/skills and what can I do to fill those gaps?
- c. How has this experience affected my life/career goals?