Instructor: Diane Schott
Email: diane.schott@unco.edu NOTE: include your full name and the class you are in when emailing me
Office Location: Cand. #2008
Office Hours: MWF: 9:30am—10:30am

The test of the morality of a society is what it does for its children.
Dietrich Bonhoeffer

Everything you need to know to get started in this course is addressed in this syllabus. If you have ANY questions, please feel free to contact me. You are responsible for the information, dates, and deadlines found in this syllabus.

COURSE OVERVIEW AND INTRODUCTION:

GETTING STARTED: Please click on the “Start Here” button and review the various course components and learn how the course is organized. You will learn what’s expected of you in terms of hours expected to invest in this class, technical skills, etc. You will also learn what to expect from me in terms of interacting with you and how to reach me. You will find very useful information under the “Assignments” button which provides “netiquette” rules, grading policies, test-taking tips, and much more. Also, please click on the “Course Schedule” button and print out a summary of the required readings, assignments, and due dates.

PURPOSE OF THIS COURSE: This course is designed to teach students how to apply sociological theories to contemporary issues related to childhood and adolescence. This will be accomplished through the assigned readings, PowerPoints, and by visiting various websites. We will also explore policy and societal issues related to childhood and adolescence as well as discuss the ways in which societal problems affect children. This will be accomplished through the assigned readings and discussion boards. Exams will be used to measure learning objectives and a research/social policy paper will be required to demonstrate understanding of childhood issues and policies.

NETIQUETTE: It should go without saying that the same standards of behavior that you would follow in “real life” apply in an on-line course. Please review netiquette standards in “Assignments.” There is no tolerance for unacceptable behavior or cyber bullying. Class netiquette mandates that you do your best to act within the normal expectations of human interaction while interacting with your classmates on-line.
INSTRUCTOR AND STUDENT INTRODUCTION: You can learn about me, my teaching philosophy and credentials by clicking on the “Faculty Information” button. You will be asked to introduce yourself to the class and upload a picture during the first week of class.

REQUIRED TEXT:

COURSE LEARNING OBJECTIVES:
After completing course students will be able to:

- Define and apply core sociological concepts to the study of childhood and adolescence.
- Examine, discuss, and critique human behavior and social structure from a sociological perspective, including but not limited to childhood and adolescence.
- Apply sociological theoretical perspectives current social issues, particularly issues related to childhood and adolescence.
- Collect and analyze scholarly literature relevant to current social issues regarding childhood and adolescence.
- Develop effective communication of sociology through written work.
- Compare social issues children and adolescents face in U.S. society to other cultures.
- Compose a synthesis of research findings on one particular issue pertaining to children and/or adolescents.

SUMMARY OF COURSE REQUIREMENTS:

1. **Participation:** Reading assigned readings, viewing PowerPoints, viewing videos and/or visiting assigned websites prior to participating in discussion boards. In each learning unit there will be a course material discussion board. Each discussion board will require that you answer a question and discuss a new topic by posting a new thread and replying to a classmate’s posting. There is also an introduction discussion board in the first unit to participate in. Discussion board participation will be worth 10 points each learning unit—80 points available to earn.

2. **Learning Unit Writing Assignments:** There will be various types of written assignments to complete; specific instructions will be included with each assignment. There will one assignment in each learning unit. Each assignment will be worth 20 points—120 points available to earn.

3. **Social Issue/Social Policy Research Paper:** A minimum six page paper that demonstrates your ability to research and synthesize the information garnered, report and critique that information, and offer potential solutions to a childhood or adolescent issue—100 points available to earn. Specific instructions in the “Assignments” folder.

4. **Exams:** Two multiple choice/true-false/ short answer exams over material from the assigned readings, PowerPoints, video’s, websites and discussion boards—100 points each for a total of 200 points.
LEARNING UNIT OBJECTIVES: To meet the learning objectives of the course, each learning unit in this course will typically cover two chapters of the required readings, will require you complete an assignment, participate in a discussion board, and complete a combination of any of the following activities: view a powerpoint presentation of the material, watch a video, and/or visit and peruse a website. Points are awarded for discussion board participation and assignment completion in each learning unit and once a learning unit has concluded, participation for that unit CANNOT be made up. Please print out and refer to the course schedule under the “Course Schedule” button for specific learning objectives for each learning unit and due dates.

MEETING THE LEARNING OBJECTIVES: The following explains how to complete the course requirements thereby meeting the learning objectives.

PARTICIPATION: Reading the assigned material and viewing PowerPoints are important requirements of this course. Also, there will also be occasions where websites must be visited and perused and videos must be watched. Completing the activities is essential to learning and takes the place of the activities in a traditional face to face class. These requirements must be completed at the beginning of each learning unit to facilitate accurate and meaningful online participation in discussion boards. One critical aspect of participation is participating in the discussion boards. Regular and consistent participation in the discussion boards is crucial to your success in this course. This is an on-line course, you do not have to attend a class, so your participation with the discussion boards is equivalent to attendance in class.

The discussion boards are an arena to discuss ideas, ask questions, and seek clarification, as well as learn about the sociological significance of and issues related to childhood and adolescence. The discussion boards are designed for me to be able to assess how you meet the learning objective of your ability to define, identify, and apply core concepts and also how I get to know you as a person. NOTE: in each learning unit the discussion boards have a limited time frame, be aware of the posted deadlines.

OTHER ASSIGNMENTS:

Learning Unit Writing Assignments:

Each learning unit will have a writing assignment to complete. Assignments vary from researching websites on a particular topic to observing children in their setting. Detailed instructions for each assignment will be in the “Assignments” folder.

The unit writing assignments are designed for me to be able to assess how you meet the learning objective of being able to develop effective communication of sociology, particularly in the area of childhood and adolescence, through written work.
Social Research/Social Policy Paper:

This is a minimum six page, college level quality research paper. You will select a topic, something that negatively affects children and/or teens, research and present the findings on specifically how it negatively affects children and/or teens. You will also present current social policies or laws that address this issue. Then, you will present a new idea for addressing the negative issue. Detailed instructions for this assignment will be in the “Assignments” folder.

The Social Research/Social Policy paper is designed for me to be able to assess how you meet the learning objective of being able discuss and critique human behavior and sociological structure, particularly as it relates to gender, from a sociological perspective, and also to assess your ability to apply sociological theories to current social issues, particularly those related to gender.

The paper assignment will be submitted through a link in the “Assignment” folder on blackboard. DO NOT email this assignment to me. Only assignments submitted through Blackboard will be graded.

NOTE: All submitted papers are automatically scanned by the SafeAssign program which automatically scans your paper for plagiarism and archives a copy of your paper for UNC. You can write your assignment in another program and then attach your word document into SafeAssign. It is important to remember to hit the submit button when the assignment is finished. It is also strongly recommended you keep a copy of your assignment in case it is not transmitted properly. This may help prevent you from having to re-write the assignment. This paper is worth 100 points.

Exams:

There will be two exams worth 100 points each. These will cover material from reading assignments, PowerPoint presentations, videos, websites, and discussion boards. Tests will consist of multiple choice, true/false, and short answer questions. Each exam will be available from 9:00am until 11:00pm the exam day and will have a specific time limit in which to complete it. It is very important that you complete and submit the exam before the time limit has expired. The time limits are posted with each exam. NOTE: The exams will be challenging so be sure you know the material well for the exams. No make-up exams will be given without documentation of a university accepted excuse for missing exam—200 points available to earn.

Please view test takings tips available under “Assignments” and also view the “online test taking tips” under “Academic Resources” in Blackboard Support.
GRADING:
Your grade will be based on the following:

15% **Discussion Boards:** 70 points, 10 points each board (5 possible for new thread, 5 possible for reply).

25% **Learning Unit Assignments:** 120 points, 20 point each assignment

20% **Social Issue/Social Policy Paper:** 100 points

40% **Exams:** 200 points

Total: 490 points

A = 90% or higher (441 points or more)
B = 80% - 89% (392-440 points)
C = 70% - 79% (343-391 points)
D = 60% - 69% (294-342 points)
F = 59% or lower (293 points or less)

I do not use a plus/minus grading system.

Grades can be checked from your student tool button. When checking your grades, you should find a numerical score. If you see a “!” symbol, that means that the assignment or test has not been graded yet. There are many students in this class so please be patient about seeing your grade. All grades will be posted as soon as possible. If you see a symbol that looks like a page of paper, this indicates that the assignment or test was not sent, or was sent but never went through properly. In this case, you need to email me for instructions on what needs to be done so that a grade can be given for the assignment or exam.

**Late work:** I do not normally accept late work unless you have a university approved reason for missing a deadline such as a death in the family, severe illness, etc. However, if I do accept your work past the deadline, you will be docked 10% of the total points per day late.

**WHAT I EXPECT FROM YOU:**
I expect that you will begin each learning unit in a timely manner, read the required materials, visit websites when included, view any PowerPoints, all prior to completing assignments and participating in discussion boards. I expect that you will participate fully in the course material discussion boards. Please click on the “Assignments” button to view the grading rubrics that will help you understand how to meet the learning objectives and how you will be graded on meeting the learning objectives.

**EXPECTED TIME COMMITMENT:**
This course is conducted entirely online but is not a self-paced course. There are deadlines and due dates in each learning unit and once discussion boards are closed, they will not be re-opened. This course proceeds quite quickly and because it is entirely online, you must be able to work hard on your own and be self-disciplined. Do not just complete the readings, study and learn the material so you can discuss specific issues, findings, and concepts on the discussion boards and in assignments. Remember that in a traditional face-to-face course you attend class three hours per week and an additional six hours per week outside of class for reading and assignments. So, just as in a face-to-face class, schedule your time wisely and schedule time to "attend" this online class and spend the same amount of time as you would in a traditional face to face class.
REQUIRED TECHNICAL SKILLS:
It is expected the student will have an understanding of: navigating within blackboard, opening assignments in blackboard, submitting assignments in blackboard, viewing web links in blackboard, and taking exam in blackboard. Blackboard has information about how to make sure your computer is compatible for the course. Please click on the “Blackboard Support” link under “Academic Resources.” It is also recommended that you go the blackboard “Help” at the very top of the screen, click on student to find answers to most blackboard questions.

COMPUTER COMPATIBILITY AND OTHER TECHNICAL ISSUES:
Blackboard has information about how to make sure your computer is compatible for the course. Please click on the “Blackboard Support” link under “Academic Resources.”
I am not an IT technician. I cannot help you upload assignments, tell you what’s wrong with your computer, or give you an extension because of any computer related problems. You are in an online class, so you are solely responsible for figuring out how your computer is compatible with Blackboard and ensuring that you see confirmation that your assignments are uploaded successfully before they are due. Contact an IT technician IMMEDIATELY at 970-351-HELP if you have problems. I CANNOT accept any email attachments as your submitted assignments.

UNIVERSITY OF NORTHERN COLORADO POLICIES

Plagiarism
Plagiarism or any form of cheating will not be tolerated. Please visit this link to understand what consists of plagiarism and UNC’s policy regarding such behavior. http://www.unco.edu/dos/academicIntegrity/students/definingPlagiarism.html

UNC’s Policies
UNC’s Policies – UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/handbook/index.html

Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Students with disabilities:
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.
Library Services for Distance Education and Off-Campus Students: Obtaining Materials from UNC Libraries

Off-campus students residing within 50 miles of the UNC campus are required to come to the library and borrow materials in person. Students residing more than 50 miles from campus may request that materials be delivered to them. All requests must include complete citations. We will supply materials from the UNC Libraries, as well as materials from other libraries obtained via Interlibrary Loan. Articles will be delivered via email. Books will be mailed first class. Delivery time by U.S. postal service is approximately 1 week. It is the responsibility of the student to return books by the date due. UNC does not pay return postage on books. For information on document delivery, call (970) 351-1446.

Requests for materials may be made through the following methods:
Online: http://www.unco.edu/library/forms/distancerequest.htm
By email: library.ocp@unco.edu
By fax: (970) 351-2540

I realize this is a tremendous amount of information. I am here to answer any question you may have, please do not hesitate to ask. I want you to succeed in this course, and more importantly, I want you to LEARN.

The following is the Course Content and Schedule. A detailed course schedule is available under the button “Course Schedule.”

COURSE CONTENT AND SCHEDULE:

Unit #1: Introduction to Studying Childhood, theories examining childhood—1/12—1/18:
- Read Corsaro; Chapters 1 and 2.
- View powerpoint on traditional theory
- View powerpoint on structural perspective
- Participate in introduction discussion board and course material discussion board.
- Complete assignment—1.

Unit #2: Sociological study of childhood, history of childhood—1/19—1/25:
- Read Corsaro; Chapters 3 and 4.
- View PowerPoint on researching children.
- View powerpoint on historical studies of children
- Visit “Childstat.gov”—link provided.
- Visit “ICRYNet” website—link provided.
- Participate in course material discussion board.
- Complete assignment—2.
Unit #3: Social change—effects on children, children’s peer cultures—1/26—2/1:
- Read Corsaro; Chapters 5 and 6.
- View PowerPoint on societal changes on children.
- View PowerPoint on children’s peer cultures.
- Participate in course material discussion board.
- Complete assignment—3.
- Complete Exam #1

Unit #4: Children’s play, conflict and differentiation—2/2—2/8:
- Read Corsaro; Chapters 7 and 8.
- View PowerPoint on sharing and control.
- Participate in course material discussion board.
- View video: “Breakfast Club.”
- Complete assignment—4.

Unit #5: Pre-adolescent friendship, changing family structure—2/9—2/15:
- Read Corsaro; Chapters 9 and 10.
- View PowerPoint on pre-adolescent peer culture.
- Participate in course material discussion board.
- Complete assignment—5.

Unit #6: Social Problems children face, the future of childhood—2/16—2/20:
- Read Corsaro; Chapters 11 and 12.
- View PowerPoint on children, social problems, and society.
- Participate in course material discussion board.
- Complete assignment—6.
- Complete and submit Social Research/Social Policy Paper
- Complete Exam #2