IDS 101.614: Poverty, Children, and Families
Spring 2____
3 credit hours
TR 12:30pm-1:45pm
SO (Social Science) 206

NOTE: Service Learning component highlighted in red.

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Phone: (314) 984-7982

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Instructional Materials
The following reading materials are required and available at the SLCC Bookstore, on-line, or on reserve at the library:

3. Register with the New York Times to access articles used in class (http://www.nytimes.com/register)

Course Description
In this course, students will be introduced to historical and contemporary experiences of children and families living in poverty. Students will learn about the outcomes of poverty and recent attempts to reduce and ameliorate its effects. Students will have opportunities to practice writing and critical thinking skills and to analyze how beliefs and biases about poverty are socially constructed. Additionally, students will confront poverty directly by working with agencies that serve the needs of poor children and families by engaging in a service learning project.

Course Objectives
This course will provide students the opportunity to:
1. explore past and present ideologies regarding poverty;
2. examine and discuss personal views, beliefs, and biases;
3. use research as a tool to investigate myths, assumptions, and beliefs about poverty; and
4. actively engage course content with college orientation and study skills.

Course Outcomes
By the end of this course, students will be able to:
1. define poverty and discuss historical and contemporary views, beliefs, and biases;
2. explain the effects of poverty on children and families;
3. analyze personal beliefs, biases, and values that contribute to cultural and institutional classism;
4. describe how child, family, and systemic attributes increase or decrease the risk of developmental problems as a result of poverty;
5. evaluate recent policies and programs designed to reduce poverty or limit its effects;
6. use writing and computer technology as communication tools and avenues for improving and developing knowledge;
7. read texts, articles, and internet sources more deeply;
8. manage school, work and life demands to meet prescribed deadlines and goals;
9. participate in small and large group discussions as an active, contributing member;
10. utilize library resources and other college services;
11. demonstrate new presentation skills with confidence; and
12. prepare effectively for course examinations.
Course Format
This course will be taught using an active, interactive, and experiential format. Students are expected to participate fully in this class by asking questions and contributing ideas to class discussions. A combination of discussions, lectures, assignments, and projects will be used to facilitate learning. In addition, students will have a special opportunity to apply what they are learning through either a service learning project or an intensive, in-depth analysis of the research literature. This is an important part of this course because it allows students to more deeply understand how poverty affects children and families.

Academic Integrity
Violating academic integrity is considered a serious offense by the College and is treated accordingly. Violation of academic integrity includes, but is not limited to, all of the following: cheating on exams or assignments, having unauthorized possession of exams, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the College.

Student Accommodations
The ACCESS Office has been designated by the College as the primary office to guide, counsel, and assist students with disabilities. The ACCESS Office can assist students with such services as special testing arrangements, note taking, or other accommodations. Please make an appointment with the instructors as soon as possible to discuss approved accommodation needs. Bring the "Instructor Notification Memo" provided by the ACCESS Office to the appointment. Any information students share is confidential.

Classroom Etiquette
As this class requires students to actively participate, respecting one another is of utmost importance. We may not always agree with others' thoughts or perspectives, but we must strive to maintain the classroom as a safe environment for everyone to express their thoughts.

Additionally, all cell phones must be turned OFF at the beginning of class. No laptops are allowed in class.

Course Communication
There are two avenues in which the instructors will contact students throughout the semester. The first way is via Blackboard (http://www.stlcc.edu/Blackboard). Please be sure to know how to log into Blackboard as to be able to access all the course information. For information regarding Blackboard, please contact 314-539-5934. The second way of communication is through email. SLCC has implemented customized email accounts for students. In order to receive emails from the College and instructors, students must activate your email. To do so, visit http://www.stlcc.edu/studentemail.

Course Requirements
Grades for this course will be based on a combination of assignments. Thus, there are numerous and varied opportunities to earn points. All work submitted should be computer generated. Throughout the course, students will become familiar with the various campus learning labs to advance their computer skills or receive assistance. The Blackboard site will be used for some course discussions.

Assignments (280 points): (No late or emailed assignments are accepted. All assignments are due at the start of class. All assignments are to be typed, double-spaced, and in 12 point font (Courier or Times New Roman)):

Service Learning Assignment (see attached document below for more information): This assignment includes a service learning component with a selected organization which serves poor families and children. This assignment is worth as much as 160 points.

Reading Responses (see attached document for more information): To facilitate reading, students will be provided with discussion questions for each week’s readings. The reading response assignments are worth 120 points total, or 10 points each.

Exams (100 points):

Midterm and Final: The exams include short answer and essay questions. Reading Response questions and answers will serve as the study guide for the midterm and final. Each exam is worth 50 points, for a total of 100 points. There are no make-up exams.
Attendance and Participation:

Attendance and participation are expected. Students are allowed four (4) absences for the semester before their grade is affected. For each absence after this, the student’s final grade will be dropped one letter grade.

Grading Criteria

There will be a total of 380 points possible in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90% and higher)</td>
<td>342 - 380 points</td>
</tr>
<tr>
<td>B (80%-89%)</td>
<td>304 - 341 points</td>
</tr>
<tr>
<td>C (70%-79%)</td>
<td>266 - 303 points</td>
</tr>
<tr>
<td>D (60%-69%)</td>
<td>228 - 265 points</td>
</tr>
<tr>
<td>F (59% and below)</td>
<td>0 - 227 points</td>
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</tbody>
</table>

Course Outline

Note: Additional current articles will be assigned from the New York Times. The course instructors will announce in class and on the Bb site additional readings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
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<tbody>
<tr>
<td>January 19 &amp; 21</td>
<td><strong>Topic:</strong> Introduction to Course and Service Learning</td>
</tr>
</tbody>
</table>
| January 26* & 28 | **Topic:** Understanding Poverty  
Reading: Chapter 1 (FP) and Part I (EP)  
*READING RESPONSES DUE (January 26) |
| February 2* & 4   | **Topic:** Who Is Poor and What Does Poverty Look Like?  
Reading: Chapter 2 (pgs. 26-31 and 41-48) (FP) and Chapter 4 (EP)  
NY Times Reading:  
*READING RESPONSES DUE (February 2)  
*BEGIN SERVICE LEARNING ASSIGNMENT (February 2) |
| February 9* & 11  | **Topic:** Measuring Poverty  
Reading: Chapter 2 (pgs. 31-41)  
*READING RESPONSES DUE (February 9) |
| February 16* & 18 | **Topic:** Why Are People Poor? Understanding Theories of Poverty  
Reading: Chapter 4 (FP) and Chapter 1 (EP)  
*READING RESPONSES DUE (February 16)  
*JOURNAL SUBMISSION #1 DUE (February 16) |
| February 23* & 25 | **Topic:** Consequences of Poverty – Work  
Reading: Chapter 9 (EP)  
NY Times Reading:  
Film: Roger and Me  
*READING RESPONSES DUE (February 23)  
*JOURNAL SUBMISSION #2 DUE (March 2) |
| March 2*          | **Topic:** Consequences of Poverty – Family  
Reading: Chapter 3 (FP) and Chapter 5 (EP)  
NY Times Reading:  
http://www.nytimes.com/2008/02/18/opinion/18krugman.html  
*READING RESPONSES DUE (March 4) |
| March 4*          | **Topic:** Consequences of Poverty – School  
Reading: Chapter 8 (EP)  
NY Times Reading:  

The instructors reserve the right to change the syllabus as necessary. You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 11*</td>
<td>*reading responses due (March 9)</td>
</tr>
<tr>
<td>March 15-21*</td>
<td>*midterm exam (March 11)</td>
</tr>
</tbody>
</table>
| March 23*, 25, & 30 | topic: consequences of poverty – health  
                          film: sicko  
                          *reading responses due (March 23)  
                          *journal submission #3 due (March 23) |
| April 1* & 6 | topic: consequences of poverty – housing and neighborhoods  
                          reading: chapter 6 (EP)  
                          NY times reading:  
                          *reading responses due (April 1) |
| April 8* & 13* | topic: TANF and programs/policies for families  
                          reading: chapter 5 and 6 (FP) and chapter 7 (EP)  
                          NY times reading:  
                          http://www.nytimes.com/2010/01/03/us/03foodstamps.html?emc=eta1  
                          *reading responses due (April 8)  
                          *end of service learning assignment (April 13)  
                          *journal submission #4 due (April 13) |
| April 15*  | topic: can poverty be eliminated?  
                          reading: chapter 7 (FP)  
                          *reading responses due (April 15)  
                          *food drive completion (April 15) |
| April 20* & 22 | topic: changes in poverty/lessons learned  
                          reading: chapter 10 (EP)  
                          *reading responses due (April 20) |
| April 27* & 29 | topic: presentations  
                          *service learning reflection paper due (April 27) |
| May 4 & 6  | topic: presentations                                                   |
| May 13*  | final exam (May 13)                                                    |

**IDS 101**  
Service Learning Assignment (160 points)  
Spring 20____

**Service Learning Assignment Overview:**

Students will engage in an intensive, semester-long service learning project composed of four parts. **No late or emailed assignments are accepted. All assignments are due at the start of class. All assignments are to be typed, double-spaced, and in 12 point font (Courier or Times New Roman), unless specified differently.**

**Part One (Worth 40 points with various due dates):**

Students will be involved in a 20+ hour service learning project at **Circle of Concern** (www.circleofconcern.org). This agency provides emergency and long-term assistance to low-income families and individuals who live within the Parkway, Rockwood, and Valley Park School District areas. Students will assist the agency in a variety of ways through office work, observing intake interviews with new clients, stocking shelves in the food pantry, organizing food items, preparing food boxes for clients, or responding to current agency needs. Students will sign up for 2-3 hour blocks of time each week depending on their schedule. Students may car pool from campus. **All students will begin the service learning project the week of February 2nd and the 20 service learning hours must be completed by April 13.**
Each week students will record in their Blue books (purchased at the Bookstore):
1. Service performed for the agency
2. Detailed observation information about the agency, volunteers, and clients
3. One to two paragraphs discussing course concepts presented in class each week and additional insights or reflections on poverty, children and families
4. **Blue books will be submitted four times throughout the semester (February 16, March 2, March 23, and April 13)** (Each journal submission is worth 10 points, for a total of 40 points)

**Part Two (Worth 50 points and due April 15):**

As a class, students will address the issue of hunger by creating a class project which will culminate with a food drive. Students will discuss together how to tackle the problem of collecting food items needed by Circle of Concern. This is a team leadership project guided by the course instructors but led by the class. Several portions of class sessions will be set aside for planning and organizing the project.

Students will be graded on the following criteria:
1. In-class participation
2. Leadership and project participation
3. Collaboration and teamwork
4. **The food drive should be completed by April 15 (the project can be completed earlier)**

**Part Three (Worth 50 points and due April 27):**

Students will write a 3-page reflection paper highlighting the service learning project, the class food drive, (organization, structure, participation, and outcome) as well as detailed insights and reflection upon course concepts and the relationship of poverty and hunger.

Students will be graded on the following criteria:
1. Quality of the report
2. Writing skill
3. Incorporation of course materials
4. Students are required to visit the College Writing Center prior to turning in their reflection

In addition to the 3-page reflection paper, this assignment should include the following documents:
1. Blue book with 20 documented service learning hours
2. Signed time log by your supervisor
3. Green sheet from the College Writing Center
4. **The reflection paper is due April 27**

**Part Four (Worth 20 points with various due dates):**

Students will engage in a 10-minute class presentation in which students will discuss their experience with the service learning assignment, food drive, and connections to course material.

Students will be graded on the following criteria:
1. Presentation skills
2. Organization of presentation
3. Incorporation of course material
4. Length of presentation
5. Students are required to visit the College Communication Center prior to their presentation date and to include proof on the date of their presentation
6. **Presentations will take place on April 27, April 29, May 4, and May 6. The order for presentations will be decided in class on Thursday, April 22.**
There will be written assignments covering each chapter in which you will answer/explore key concepts and ideas. There is a minimum of 1 page per reading response. A scoring guide is posted below. **No late or emailed assignments are accepted. All assignments are due at the start of class. All assignments are to be typed, double-spaced, and in 12 point font (Courier or Times New Roman):**

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Points</th>
<th></th>
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<tbody>
<tr>
<td><strong>Points</strong></td>
<td><strong>8, 9, or 10</strong></td>
<td><strong>5, 6, or 7</strong></td>
<td><strong>1, 2, 3, or 4</strong></td>
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<tr>
<td></td>
<td><em>All questions are answered correctly.</em></td>
<td><em>Some questions are answered correctly.</em></td>
<td><em>Most questions are not answered correctly.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The student actively uses the text to support responses and develops ideas fully.</em></td>
<td><em>The student uses the text to support their responses adequately, but without depth.</em></td>
<td><em>The student does not use the text as a resource.</em></td>
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<tr>
<td></td>
<td><em>Personal opinion is not used unless requested.</em></td>
<td><em>The student cites the text infrequently.</em></td>
<td><em>The student does not cite the text.</em></td>
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<tr>
<td></td>
<td><em>The student cites the text often.</em></td>
<td><em>Level of writing skill needs improvement – Students should visit the Writing Center for help.</em></td>
<td><em>Level of writing skill is poor – Students should visit the Writing Center for help.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The student displays college level writing skills.</em></td>
<td><em>The level of writing may display grammatical or spelling errors – Students should visit the Writing Center for help.</em></td>
<td><em>Excessive spelling or grammatical errors – Students should visit the Writing Center for help.</em></td>
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<tr>
<td></td>
<td><em>The student uses correct grammar and spelling.</em></td>
<td><em>Page limits are met.</em></td>
<td><em>Page limits are not met.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Page limits are met.</em></td>
<td><em>All papers are computer generated.</em></td>
<td><em>Papers are handwritten.</em></td>
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</table>