

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPT: Educational Leadership and Cultural Foundations

COURSE SYLLABUS

- 1. Course Prefix and Number:** ELC 688
- 2. Course Title:** Changing Families, Changing Schools
- 3. Credits:** 3
- 4. Course Prerequisites/Corequisites:** Graduate Standing
- 5. For Whom Planned:** Elective course in the Masters of School Administration, the Ed.S. and Ed.D. in Educational Leadership, the Ph.D. in Cultural Foundations, and other departments in the school of education.
- 6. Instructor Information:** Dr. Kathleen Casey

234 Curry

(336) 334-3461

7. Course Purpose/Catalog Description:

8. Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

9. Course Goals and/or Objectives/Student Learning Outcomes: Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)

10. Teaching Strategies: For example, lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.

11. Evaluation Methods and Guidelines for Assignments:

Course Requirements:

- (1) to agree to guidelines for discussion
- (2) to attend and participate in every class
- (3) to hand in summaries of readings on time

*Regular attendance and conscientious participation based on course readings is essential. You are expected to hand in summaries on the date listed on the syllabus.

*Students wishing to receive an A in the course, must, as a minimum, attend all class meetings, participate in all class discussions, and hand in all assignments on time. Please also remember that a grade of A is for exceptional work.

*All papers must be typed, double-spaced, with conventional margins. Do not shrink print smaller than what is on this page (13 point); I cannot read it. A staple in the upper left hand corner is the cheapest form of presentation, and the one which is easiest for me to handle.

*Please leave messages on my voice-mail **only** in case of **emergency**.

*Please do **not** call to tell me you are going to be late for class, etc.

12. Required Text(s)/Readings/References:

1-Articles will be handed out in class.

2-Books will be available at UNCG Bookstore and Addams on Tate Street

Elkind, David. (1994). Ties That Stress: The New Family Imbalance. Harvard University Press.

Hewlett, Sylvia & West, Cornel. (1998). The War Against Parents. New York: Houghton Mifflin

Pipher, Mary. (1996). The Shelter of Each Other: Rebuilding our Families. New York: Grossett/Putnam.

Martin, Jane Roland. (1992). Schoolhome: Rethinking Schools for Changing Families. Cambridge: Harvard University Press.

Toth, Jennifer. (1997). Orphans of the Living: Stories of America's Children in Foster Care. New York: Simon and Schuster.

Quint, Sharon. (1994). Schooling Homeless Children: A Working Model for America's Public Schools. New York: Teachers College Press

13. Topical Outline:

19 August Introduction

26 August **1. Read and summarize:** Wolfe, Alan. (1998). Scholarship on Family Values: Weighing Competing Claims. *The Chronicle of Higher Education* (January 23):

B7-B8.

Cherlin, Andrew. (1998). By the Numbers. *The New York Times Magazine* (April 5):

39-41.

2. Interview an older person on changing families.

2 September 1. **Read and summarize:** Hochschild, Arlie Russell. (1997). There's No Place Like

Work. *The New York Times Magazine* (April 20): 50-55, 81, 84.

Talbot, Margaret. (1997). Dial-a-Wife: The Next Domestic Solution. *The New*

Yorker (October 20 & 27): 196-208.

2. Keep a time diary for two days.

9 September 1. **Read and summarize:** Elkind, David. (1994). Ties That Stress.

16 September 1. **Read and summarize:** DeParle, Jason. (1994). Better Work Than Welfare: But

44+ What If There Is Neither? *The New York Times Magazine* (December 18):

DeParle, Jason. (1997). Welfare to Work: A Sequel. *The New York Times Magazine* (December 28): 14-17.

23 September 1. **Read and summarize:** Toth, Jennifer. (1997). Orphans of the Living

30 September 1. **Read and summarize:** Talbot, Margaret. (1998). Attachment Theory: The

46, 50, Ultimate Experiment. *The New York Times Magazine* (May 24): 24-30, 38,

54.

7 October **Read and summarize:** (pages 1-133) Pipher, Mary (1996). The Shelter of Each

Other.

14 October 1. **Read and summarize:** (pages 134-271) The Shelter of Each Other

21 October 1. **Read and summarize:** (pages 1-72) Quint, Sharon. (1994). Schooling

Homeless Children

28 October **1. Read and summarize:** (pages 73-145) Schooling Homeless Children

4 November Independent Research

11 November **1. Read and summarize:** Martin, James Roland. (1992). Rethinking Schools for

Changing Families.

18 November **1. Read and summarize:** Articles to be handed out in class

2 December **1. Read and summarize:** (pages 1-124) Hewlett, Sylvia & West, Cornel. (1998)

The War Against Parents.

9 December **1. Read and summarize:** (pages 125-266) The War Against Parents

14. Other Information: Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.

15. Recommended Text(s) and/or Readings: A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject area

16. Alignment with State and National Standards: Attach a matrix aligning the course goals/objectives with INTASC and/or NBPTS, DPI guidelines or competencies, standards of your professional organization (CEC, NCTM, NCTE, NCSS, NASD, etc.). See the CUI 553 matrix as an example. **If these were included as part of the course goals/objectives listed #9, you do not have to repeat them in a matrix.**