FSoS 2101: Preparation for Working with Families  
(2 credits)  
Fall 2013  
Program Requirement for FSOS Majors  
General Elective for All University Learners  

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COURSE DESCRIPTION  
The essential components of this course are the reflection and development of learners in helping relationships, critical thinking skills (Bloom Taxonomy) for practicing thinkers, and advancement of written and multimodal literacy.

This is a Writing Enriched Curriculum (WEC) Course.  
The department of Family Social Science began an ongoing program in 2010 to implement and sustain improvement in undergraduate writing. This initiative acknowledges that writing abilities are a threshold skill to entry into working in the community as well as graduate school.  

Seven writing abilities are desired of graduating seniors.  

- Understand and use standard academic English usage, structure, and organization; capable of writing clearly using language effectively in a written, comprehensible manner, i.e. cohesive paragraphs  
- Communicate in different mediums (i.e. research, reflective, evaluation) appropriate to the content, delivery mechanisms, and audience  
- Access, select, interpret, apply, and evaluate research and non-research based information  
- Use APA style when needed  
- Engages in a process of writing that utilizes revisable drafts  
- Write about complex systems levels  
- Write ethically with honesty, integrity, originality, and contextual sensitivity
At the time of receiving a bachelor’s degree, undergraduate learners:

<table>
<thead>
<tr>
<th>Primary Learning Outcome Addressed in this Course</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can identify, define, and solve problems</td>
<td>Can locate and critically evaluate information</td>
</tr>
<tr>
<td>Can locate and critically evaluate information</td>
<td></td>
</tr>
<tr>
<td>Have mastered a body of knowledge and a mode of inquiry</td>
<td></td>
</tr>
<tr>
<td>Understand diverse philosophies and cultures within and across societies</td>
<td></td>
</tr>
<tr>
<td>Can communicate effectively</td>
<td></td>
</tr>
<tr>
<td>Understand the role of creativity, innovation, discovery, and expression across disciplines</td>
<td></td>
</tr>
<tr>
<td>Have acquired skills for effective citizenship and life-long learning</td>
<td></td>
</tr>
</tbody>
</table>

The essential instructional activity for all learners will be the writing of a critical thinking paper for each chapter in which the learner identifies stimulating learning utilizing the Bloom (1956) and Anderson et al. (2007) taxonomy, inclusive of knowledge, comprehension, application, analysis, evaluation (embedded opposing point of view), and synthesis (creativity).

## ASSESSMENT TOOL EVALUATING INSTRUCTIONAL ACTIVITY

### CONTENT ASSESSMENT

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRADE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>Does not include excerpt from Corey &amp; Corey (2011), with quotation marks and page number. Does not include all six levels of critical thinking.</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>Includes excerpt from Corey &amp; Corey (2011), with quotation marks and page number and all six levels of critical thinking.</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Meets previous standards AND answers are complete and demonstrate a moderate depth of critical thinking and concentration. The answers represent minimum standards for collegiate work (see example).</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>Meets previous standards AND the assignment demonstrates advanced thinking and concentration. The answers go beyond the question in depth and breath. This level is marked by an increase in critical exploration of knowledge and self.</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>Meets previous standards AND the assignment demonstrates superior revelation of the learner’s critical search for knowledge about self and others.</td>
</tr>
</tbody>
</table>
## STYLE/FORMAT ASSESSMENT

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRADE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>Paper is not submitted on time and is not in a readable format such as Rich Text (.rtf) or Microsoft Word (.docx)</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>Paper is not in a 12 point Arial or Times font. Single-spaced with extra space between paragraphs is absent and “Level of Thinking” headings are not bolded.</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Meets previous standards and has ONE of the following: (a) Complete and well organized sentences (b) All words are spelled correctly (c) Uses proper personal pronouns and otherwise demonstrates standard academic grammar</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>Meets previous standards and has TWO of the following: (a) Complete and well organized sentences (b) All words are spelled correctly (c) Uses proper personal pronouns and otherwise demonstrates standard academic grammar</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>Meets previous standards and has THREE of the following: (a) Complete and well organized sentences (b) All words are spelled correctly (c) Uses proper personal pronouns and otherwise demonstrates standard academic grammar</td>
</tr>
</tbody>
</table>

*Note: A combined score of 9 and 10 is required for all grade contracts.*
### At the time of receiving a bachelor’s degree, undergraduate learners:

<table>
<thead>
<tr>
<th>Secondary Learning Outcomes Addressed in this Course</th>
<th>Instructional Activity (not formally assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can identify, define, and solve problems</td>
<td>Learner identifies social problems, interacts with classmates fostering solutions</td>
</tr>
<tr>
<td>Can locate and critically evaluate information</td>
<td></td>
</tr>
<tr>
<td>Have mastered a body of knowledge and a mode of inquiry</td>
<td>Learner explores multiple issues in helping individuals and families in small group exchange</td>
</tr>
<tr>
<td>Understand diverse philosophies and cultures within and across societies</td>
<td>Learner reviews and explores diverse peoples and human service agencies outside of the university setting through listening to lectures, text reading</td>
</tr>
<tr>
<td>Can communicate effectively</td>
<td>Learner identifies and practices five components of basic listening: Non-verbal language, Reflective listening, “I” language, Thoughts differentiated from feelings, and Unhelpful responses</td>
</tr>
<tr>
<td>Understand the role of creativity, innovation, discover, and expression across disciplines</td>
<td>Learner articulates, writes and utilizes six levels of thinking identified by Bloom (1956)</td>
</tr>
<tr>
<td>Have acquired skills for effective citizenship and life-long learning</td>
<td>Learner identifies societal needs, limitations, values, differences; and need for advanced teaching/learning in readiness of human service work over time</td>
</tr>
</tbody>
</table>

### UNIVERSITY OF MINNESOTA DEVELOPMENT OUTCOMES

<table>
<thead>
<tr>
<th>Development Outcomes Addressed in this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Learners progress toward their degree they will develop and demonstrate:</td>
</tr>
<tr>
<td>Responsibility and Accountability</td>
</tr>
<tr>
<td>Independence and Interdependence</td>
</tr>
<tr>
<td>Goal Orientation</td>
</tr>
<tr>
<td>Self Awareness</td>
</tr>
<tr>
<td>Resilience</td>
</tr>
<tr>
<td>Appreciation of Differences</td>
</tr>
<tr>
<td>Tolerance of Ambiguity</td>
</tr>
</tbody>
</table>
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Levels Of Thinking Selected From Chapter</th>
<th>Topic</th>
<th>Assignments And Their Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 9</td>
<td></td>
<td>Introduction to the course, learners, and instructor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>September 16</td>
<td>1</td>
<td>Are the Helping Professions for You?</td>
<td>Levels of Thinking</td>
</tr>
<tr>
<td>3</td>
<td>September 23</td>
<td>2</td>
<td>Knowing Your Values</td>
<td>Levels of Thinking</td>
</tr>
<tr>
<td>4</td>
<td>September 30</td>
<td>3</td>
<td>Helper, Know Thyself</td>
<td>Levels of Thinking</td>
</tr>
<tr>
<td>5</td>
<td>October 7</td>
<td>4</td>
<td>Common Concerns of Beginning Helpers</td>
<td>Levels of Thinking, Contract Grade Sign Up</td>
</tr>
<tr>
<td>6</td>
<td>October 14</td>
<td>5</td>
<td>The Helping Process</td>
<td>Diversity Experience, Levels of Thinking, Digital Story Partner Sign up</td>
</tr>
<tr>
<td>7</td>
<td>October 21</td>
<td>6</td>
<td>Theory Applied to Practice</td>
<td>Levels of Thinking, Digital Story on Families Approval Submission</td>
</tr>
<tr>
<td>8</td>
<td>October 28</td>
<td>7</td>
<td>Understanding Diversity</td>
<td>Levels of Thinking</td>
</tr>
<tr>
<td>9</td>
<td>November 4</td>
<td>8</td>
<td>Ethical and Legal Issues Facing Helpers</td>
<td>Levels of Thinking</td>
</tr>
<tr>
<td>10</td>
<td>November 11</td>
<td>9</td>
<td>Managing Boundary Issues</td>
<td>Levels of Thinking</td>
</tr>
<tr>
<td>11</td>
<td>November 18</td>
<td>10</td>
<td>Getting the Most from Your Fieldwork and Supervision</td>
<td>Levels of Thinking</td>
</tr>
<tr>
<td>12</td>
<td>November 25</td>
<td>11</td>
<td>Stress, Burnout, and Self-Care</td>
<td>Digital Story on Families/Team Project, Individual Digital Story LOT (in addition to weekly LOT), Levels of Thinking</td>
</tr>
<tr>
<td>13</td>
<td>December 2</td>
<td>12</td>
<td>Working With Groups</td>
<td>Levels of Thinking, A Contract Outline</td>
</tr>
<tr>
<td>14</td>
<td>December 9</td>
<td>13</td>
<td>Working in the Community</td>
<td>Levels of Thinking, A Contract Paper</td>
</tr>
</tbody>
</table>
WORKLOAD AND GRADING CONTRACT

Course grades will be rendered on a contract basis and will be determined both by the amount of effort put into the class and the quality of that effort. Lower contract requirements must be satisfactory before electing a higher contract level (e.g. if C contract assignments are not satisfactory, full or partial credit will not be given for work completed at higher contract levels). Incompletes are not an option in this course. Please be aware that this course is considered a hybridized course utilizing aspects of technology (Moodle and Digital Stories) to enhance the learning experience. In addition, in an effort to impress upon the learner the responsibility for his or her own learning, full attendance is not required. However, each learner is invited to attend class meetings as they will augment and assist in successful progress throughout this course. All learners must attend the first class meeting regardless of contract.

C Contract Requirements

- Attend the first class meeting.
- Write a response to weekly reading utilizing the Levels of Thinking, earning grades between 9 and 10. Submit on the Moodle site and bring a hard, or electronic, copy to class. *If a score of 9 or 10 is not earned by Levels of Thinking 5, learner will be rescinded to the C contract.
- Satisfactorily (3.0) complete one diversity experience summary.

B Contract Requirements

- Complete all of the requirements for a “C” grade.
- Attend the first six class meetings.
- Satisfactory involvement in a two-person team, ten hour, Digital Story on Families project (or projects), submitted on the Moodle site, involving a social, economic, policy, ethical, and/or justice issue within the community. (All projects must be approved and display an interactive and systemic quality among and between learner teams and the community. It is estimated that this project would involve at least 10 hours of work for each learner. Each learner must post a team created digital story of their experience. Each learner also submits an individually created levels of thinking paper based on the content of the digital story. Digital stories that are completed without approval will not receive credit.)

A Contract Requirements

- Complete all of the requirements for a “C” grade.
- Complete all of the requirements for a “B” grade.
- Participate actively in large and small group discussions and attend all class meetings
- Complete an Integrative Paper.

Note: To encourage learners to make an honest assessment of the grade contract they wish to work toward, a ½ letter grade penalty will be enacted for learners who contract for A or B grades but only complete lower contract requirements. For example, if learners contract for an A but only complete the requirements of the lower (B) contract grade, a consequence will be enacted. If a grade is in the balance between, for example, a C+ and B-, or A- and B+, the lower grade would be rendered. Learners who do not sign-up for a grade contract by the due date will be enrolled in the C Contract.

Statement Regarding Use of Electronic Devices in FSOS 2101

It is assumed that one of the major goals of learners and professors, in the Department of Family Social Science, University of Minnesota, is to advance the acquisition and application of knowledge in an environment that promotes mutual respect and thoughtful learning practices. All of us are aware of the interruption and distraction an electronic device can produce in a class room, often equal to that of learners arriving late for class, or leaving early. With this in mind we will adhere to the following principles.

1. No electronic devices are to be used by learners during class time. All electronic devices must be unplugged and/or shut off. The nature of this course, as designed by the department, is to engage learners in attentive, here-and-now, thinking.
2. Exceptions to this standard of behavior must be negotiated with the professor within the first week of class.
Tutorial for Completing the Levels of Thinking (C Contract)

While much can be said regarding the acquisition of knowledge (Bloom, 1956), this course will utilize six levels of thinking, and only a skeletal version. Learners wishing to advance their thinking powers are encouraged to refer to Bloom, 1956. The six levels of thinking, along with a brief description, example, and question answered, will follow below. This course then, in part, is designed to bring about fluency in your thinking processes. This articulation will quickly inform you of your level of thinking as well as sharpen your awareness of the various levels of thinking. These levels of thinking will also serve as a template for my evaluation of your thinking on the written page.

Each week there will be a corresponding Levels of Thinking assignment associated with each assigned textbook chapter. You will quote a passage from the week's assigned chapter and address the content at each of the six levels of thinking:

Knowledge
Knowledge communicates that you understand the facts and principles. It is here that you convert, rewrite, generalize, summarize. To the point, it is here that you now restate, in your own words, what the author has said. In Knowledge you also begin to introduce a personal experience that has an interface with the authors’ words. You will elaborate this experience in Comprehension. This will help give coherence to your Levels of Thinking as you proceed to Comprehension, Application, Analysis, and Synthesis. The question answered in knowledge is, what can you say that will prove to the author that I am assimilating what is being said? In sum, restate the quote in your own words and introduce your personal experience.

Comprehension
Comprehension relates to facts and concepts. It is here that you will define, state, match, and reproduce ideas that relate directly to the author's knowledge. You will do this by elaborating on the personal experience introduced in Knowledge. You might begin by saying, “Having read this quote I recall details from an experience I had.....” or “When I read this quote I thought of.....” In sum, Comprehension is where you place your descriptive, prior experience. The question answered in comprehension is, what from your own experience can you use to identify with the author’s words? Therefore, provide an actual example from your life experience that illustrates what the authors are stating.

Application
Application is a demonstration that you will use the information correctly, given an appropriate situation. Your work is to define a situation, utilizing the foundations of the author’s words and your translation of those words. Demonstrate your understanding by applying what the author has said, along with your experience, into a new and concrete situation. The question answered here is, where, with whom, might you use this information? Here you will imagine diverse applications outside of your experience.

Analysis
Analysis involves the recognition of connection and interactions in what you have said. Write about what you are learning, that is, what is different, what new points are to be considered, what is illustrated by your writing. The question answered, what have you learned from making the connections between the author’s writings and your own writings?

Evaluation
Evaluation is where you make an appraisal of what you have read. You compare, contrast, criticize, justify, and/or interpret. The question answered, what would you say in judgment about what you have read, especially in view of other dimensions? Present an opposing viewpoint of an individual you know to your viewpoint.

Synthesis
Synthesis is viewed as putting together numerous elements so as to form a whole. Step back from your writing and examine it as a whole. Write about what new questions might be posed or, what new thinking has occurred to you. The questions answered in synthesis are, standing back in observation, what might you say about what you’ve read and wrote from a larger perspective? What new questions inspire wonderment? Consider questions from diverse economic, gender, religious, sexual orientation, class, ability perspectives.


Example of Levels of Thinking Submission

Quote: “To be able to give to others, it is essential that you take care of yourself” (Corey & Corey, 2003, p. 372).
**Knowledge:** To restate the author’s words in my own words, I would state, I must please myself first, and in return I will gain the skills to truly help others. From a situation with my parents, I have learned that it was okay to say “no.” I love helping people, but I have focused too much on helping others while neglecting myself.

**Comprehension:** Reading this quote gave me peace of mind. My parents have always taught me to be a people pleaser. When I was a junior in high school my parents pushed me to make my boyfriend Albert happy (they liked him a lot) even at the expense of my own happiness. They insisted that I go deer hunting with him and his family. Lately, I have been doing things for myself and making myself happy as I do them. This has disturbed my parents. A couple weeks ago, I was invited to go somewhere I did not want to go. I knew I’d feel awkward and had absolutely no desire to go, so I said “no.” My parents got angry. My new boyfriend reminded me that I need to please myself before I can please others. The Corey and Corey quote assured me that taking care of me is important and necessary.

**Application:** I imagine my client to be a thirty-five year old, stay at home, Southeast Asian mother. She feels unappreciated in relationship to her husband and she most often places his needs before her own needs. I recommend communication skills which would assist her in to talking with her husband. I remind her that she is responsible for taking care of herself and that it is healthy to be self loving.

**Analysis:** Thinking about the author’s words and mine, I have learned that although it seems a bit selfish to worry about myself, it is essential to living life, otherwise I will burn out. It is okay to be angry or annoyed and speak to these feelings, rather than pleasing someone by withholding them.

**Evaluation:** My thinking, and possibly the author’s words could be criticized by my Grandmother Janice because she favors care of others over care of self. My perspective could easily be judged negatively from a religious perspective where care for others at the expense of self is considered saintly and desirable.

**Synthesis:** Thinking about the quote in a larger perspective, I have brought about the following questions: when does taking care of self become selfish behavior? I imagine that I would have to monitor my own sense of what selfish behavior is to me, along with feedback from my peers. The quote says that I need to worry about myself before helping others, but how much do I need to worry about myself? Other questions I can imagine are: where is the balance of self and care for self and do these balances change over the life span? Is it different when I am 20 versus 70? I imagine that age and aging needs may impact how one takes care of self.

You may find the following presentations on critical thinking and levels of thinking helpful:


**Grading Criteria for Levels of Thinking**

Levels of Thinking assignments are due at 11:59pm (Midnight) on the Sunday before each class (for example, for class on September 17, your LOT is due on Moodle at 11:59pm on Sunday, September 16). LOTs that are not uploaded to Moodle by their respective due dates will be given grades of zero without exception. The Moodle site will not permit learners to submit late LOTs. It is the learner’s responsibility to ensure that due dates are met—be sure to consider internet access, work schedules, potential technical issues, etc. when making submission decisions—do not wait until the last minute to submit your LOT. Inability to access the Moodle site or upload an electronic document is not a valid excuse for a late submission unless the University has documented a lapse in the system’s availability.

Grading criteria is found under the University of Minnesota Student Learning Objective for this course at the beginning of this syllabus.

**Alpha Feedback Key for the Levels of Thinking**

A: (Knowledge) - Restate the quote in your own words, then briefly introduce a personal experience/example which you will build upon in Comprehension.

B: (Comprehension) - Describe a specific experience you have had that amplifies the point of view presented by the author. Write how your identified experience reveals your understanding of what the author originally said.
C: (Comprehension) - Be more specific when describing a personal experience/situation. This will help you focus on the more advanced levels of thinking.
D: (Comprehension) - Integrate a personal experience that was introduced in Knowledge.
E: (Application) - Apply this information to a made up situation with an individual client or family that you may deal with one day. Be specific in regards to age, gender, ethnicity, situation, etc.
F: (Application) - Be more specific about who you are working with by identifying his/her age, ethnicity, gender, etc.
G: (Analysis) - What have you learned from the reading? Be specific in describing your personal connection to/interaction with the reading.
H: (Evaluation) - Identify specific/hypothetical individual who would judge, criticize, or see your point of view from a different perspective. Be specific when discussing their criticism.
I: (Synthesis/Creativity) - Be more specific about integrating the different elements from the reading.
J: (Synthesis/Creativity) - Ask questions to challenge yourself and your understanding of the reading.
K: (Synthesis/Creativity) - Ask questions that lead to deeper insight. Think "what if?" or "how could?" or "what else could*" or "what would happen if*?"
L: (Knowledge) - Use first person singular pronouns when you are restating the quote; this indicates that you are beginning to internalize the learning.
M: (General feedback) - Quote from the text is not in APA format or in a complete sentence. See the example LOT for the appropriate format.
N: (General feedback) - Please consider visiting one of the writing centers on campus. The services are free for students and the investment in time now will improve your writing.
O: (General feedback) - This interpretation doesn't appear to be accurate or complete; think about what the author is really saying.
P: (General feedback) - Please schedule an appointment with Dr. Goodman to review directions for the levels of thinking assignments. Bring all of your Levels of Thinking assignments so he can review the feedback with you.
Q: (General feedback) - Put yourself in the role of the helper by using first person singular pronouns. Use "I" language instead of "you" or "us" language.
R: (General feedback) - Discussion at one or more levels of thinking is too brief or could use more specificity.
S: (General feedback) - Document does not adhere to the Content and/or the Style/Format criteria outlined in the syllabus.
T: (General feedback) - Minor grammatical/stylistic issues including typos, improper punctuation, and incorrect sentence structure.
U: (General feedback) – One or more levels not included.

**Tutorial for Completing the Diversity Experience (C Contract)**

This assignment is designed to have you experience race, ethnicity, sexual orientation, age, gender, ability, etc. perspectives in a variety of contexts. You are to participate in an event or an experience that is new to you - this could include attending a religious service different from your own affiliation, participating in a cultural event that is new to you or spending time with someone who lives in poverty or has a disability. You must complete this experience with another member of the class. If you are planning to contract for a B grade, this experience may also count as your initial encounter with the group you wish to work with for your Digital Story on Families assignment. In order for the diversity experience to apply toward your Digital Story project, you must have selected a partner for the Digital Story and attend the diversity experience with this same partner.

Your discussion with your partner/classmate should include:
1. Review of diversity experience
2. How each felt while participating in the diversity experience
3. What both of you learned about others
4. What each of you learned about yourselves
5. How your attitudes toward others has changed as a result of the diversity experience.

**Diversity Experience Summary Submission on Moodle must include the following:**

Your name:
Name or names of fellow learners who participated with you in the diversity experience:
Description of the diversity experience:
Description of what you learned about yourself:
Description of what you learned about others:
Write a paragraph describing how you are different as result of your experience:

*Note: The Moodle submission/write-up portion of this assignment is to be completed individually. Assignments that are submitted as a team or appear to be copied from a partner’s submission will be given a zero.*
## Tutorial for Completing the Digital Story on Families/ Team Project (B Contract)

### GRADING RUBRIC FOR DIGITAL STORIES

<table>
<thead>
<tr>
<th></th>
<th>Excellent (5-4)</th>
<th>Satisfactory (3)</th>
<th>Unsatisfactory (2-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>Story Line is present &amp; complete Storyline is organized &amp; fully developed (has clear introduction, body, conclusion) Storyline is present but is lacking organization Storyline is unorganized and incoherent</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Digital story is visually clear &amp; audible</strong></td>
<td>Exceptional visual and audio quality</td>
<td>Overall good quality with minor visual or audio issues</td>
<td>Major issues with sound and video editing</td>
</tr>
<tr>
<td><strong>Timing &amp; Sequencing</strong></td>
<td>Story is superbly edited and within 7 to 9 minute timeframe</td>
<td>Overall story is nicely edited and under 10 minutes</td>
<td>Story is unedited and goes far beyond 7 to 9 minute timeframe</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Encompasses families/family systems scope Story explores impact on families through multiple perspectives (viewing family as a whole) Clear family/relational connection but lacking a clear family systems focus Little or no connections to family systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction reveals outline/description &amp; motivation by the team on film</strong></td>
<td>Team members are present in the story and motivation is clearly identified</td>
<td>Team members are present in the story but motivation is loosely identified</td>
<td>Team members are absent from the story and little motivation is given for topic</td>
</tr>
<tr>
<td><strong>Evaluation of self &amp; the community is identified by the team</strong></td>
<td>Team identifies points of learning about self and others using multiple &amp; divergent perspectives</td>
<td>Points of learning about self and others from a single perspective</td>
<td>Points of learning not clearly identified by team</td>
</tr>
</tbody>
</table>

There is a Levels of Thinking assignment (in addition to the weekly LOT assignment) for the digital story. For this levels of thinking submission, select a statement (or idea) that you heard while you completed the project from either someone at the experience, yourself, or your team mate. (Identify the person who made the statement and when the statement was made.). Use this statement as your quote and then follow your quote in the usual levels of thinking format.

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### Tutorial for Completing the Integrative Paper (A Contract)

The integrative paper assignment will be an eleven page, typed, double-spaced paper in which you select a theme from your experience in this course. You must then trace that theme through the following items, giving specific references.

A.  The course text.
B.  Class lectures and classroom experiences.
C. The Diversity Experience.
D. Levels of Thinking.
E. Community work completed for the B Digital Story on Families Team Project.

Lastly, you are to integrate the foregoing, and critique your work from an opposing viewpoint. This paper must be completed in APA style. This paper is due, online (Moodle site) prior to the last class meeting.

An outline, bibliography, and copy of the research article used for this integrative paper must be submitted online at least one week prior to our last meeting. Without these items, a week before the paper is due; the paper will not be accepted. Learners will be given approval/disapproval based on submitted outline and reference materials—learners who do not have a successful outline by the second submission will be rescinded to the B contract. Failure to meet due dates/guidelines for the A paper outline will result in a lowering of the contracted grade.

Suggested Outline

Title

I. Introduce your topic using the course text as a foundation, report why this topic is important to your understanding, introduce the sources you will use, and give an overview of what is to follow.

II. Summarize course text information and report how it informs your thinking.

III. Summarize class lectures and experiences and report how they advance your thinking beyond the text.

IV. Summarize your levels of thinking and how they advance your thinking beyond the text, and classroom experiences.

V. Summarize your Digital Story on Families work and how it advances your thinking beyond the text, classroom experiences, and levels of thinking.

VI. Summarize your selected journal article and report how it advances your thinking beyond the text, classroom experiences, levels of thinking, and Digital Story on Families project.

VII. Compare and contrast opinions by the journal author as well as the course text author.

VIII. Offer a critique from a specific vantage point that may challenge your writing, such as, feminist, racial and class equity, gay rights, and social justice perspectives.

IX. Conclude your writing with a summary and review which amplifies what you noted in your introduction.

Criteria for Evaluation of Integrative Paper

Paper must be clearly written and edited for language to be acceptable. The paper must indicate learning, reasoning and critical thinking and achieve at least a 3 on the scoring scale below:

Scoring

1. Identifies points of learning, but offers no thought beyond agreement or disagreement.

2. Identifies points of learning, advances thinking to consider facts and/or values to support agreement or disagreement.

3. Identifies points of learning and offers thinking which not only gives facts/values for agreement or disagreement but applies thought to diverse populations.

4. Identifies points of learning, thought reveals author’s (learner’s) agreement/disagreement, facts/values, application to diverse populations, and offers a critique of a specific aspect of the author’s (learner’s) personal learning.

5. Identifies points of learning, thought reveals author’s (learner’s) agreement/disagreement, facts/values, application to diverse populations, critique of a specific aspect of the author’s personal learning, and addresses the consequences of the learner’s new, emerging learning.

Etcetera

Visit the following site to view FSOS jobs and internships while reading Chapter ten.

http://cehd.umn.edu/ETCS/students/majordeciding/FSoS/default.html

Due Dates/Late Work Policy

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Due dates for each assignment are listed in the syllabus and on each Moodle assignment link. It is the learner’s responsibility to adhere to and be aware of all due dates. As a general rule, late work at the C contract will be given a grade of zero and will not receive feedback of any kind. Learners who fail to meet due dates for the B or A contracts will be enrolled in the C contract. Please note that difficulty accessing or operating technology will not be considered a valid excuse for late work.

University Grading Standards and Policies
It is university policy that learners attend the first class meeting. Learners who do not attend the first class meeting will be asked to drop the course.
http://onestop.umn.edu/registration/prepare/first_day.html
The complete policy statements are available on the web at
Uniform Grading Policy
http://www1.umn.edu/usenate/policies/gradingpolicy.html
Senate policy on academic work expected per credit (see section 4a)
http://www1.umn.edu/usenate/policies/semestercon.html

A achievement that is outstanding relative to the level necessary to meet course requirements.
B achievement that is significantly above the level necessary to meet course requirements.
C achievement that meets the course requirements in every respect.
D achievement that is worthy of credit even though it fails to meet fully the course requirements.
S achievement that is satisfactory, which is equivalent to a C- or better.
F (or N) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Help Centers

ST. PAUL CAMPUS COMPUTER LABS
Classroom Office Building 17 626-1252
Classroom Office Building 135 624-9226
Magrath Library B50 624-3269
McNeal Hall 305 624-5367
You can look up the schedules http://www2.publabs.umn.edu/publab/text/locations.html
WRITING CENTER
The Student Writing Center offers tutoring and a computer lab http://swc.umn.edu

Academic Misconduct

Academic integrity is essential to a positive teaching and learning environment. All learners enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
Within this course, a learner responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Disability Accommodations

Reasonable accommodations will be provided for students with documented disabilities. Please contact the instructor to work out the details for any accommodations. You will also need to work with the Office of Disabilities Services, 12 Johnston Hall.

Credits and Workload Expectations

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. Therefore, for this two credit course, six hours of student academic work per week, including class time, is expected for an average grade.
Classroom Conduct

The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for other may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration canceled).

Harassment

The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help.

Expectations of Learners

- Learners are responsible for all class meetings and materials, including any information contained in the syllabus
- Learners are responsible for being on time and preparing for all class sessions
- Learners are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures
- Learners are responsible for seeking help when needed
- Learners who need special accommodations are responsible for working with the instructor and the relevant University offices
- Learners may not make commercial use of their notes of lectures or University provided materials without the express written consent of the instructor.
- Learners are expected to be attentive during class, ask questions if they do not understand something, and to offer their opinion
- Learners are expected to listen respectfully to other students and their instructor
- Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate forms of expression in this class.

The Fine Print

Note: The instructor may make changes to this syllabus based on the needs of learners and the direction of the course. All learners (being absent does not exempt students) are responsible for knowing and responding to these changes.