
Course Title

SOCS 5750.W1 Poverty and Schooling

Course Number

SOCS 5750

Instructor

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Course Description

This course examines poverty and the effects of poverty on schooling. Students reflect on the historical development of poverty and the changing dynamics of families in the United States. Research on poverty's effect on learning will be examined, along with effective ways to eliminate the achievement gap. Practices and strategies that can be implemented to counter these challenges in schools will be evaluated.

Course Prerequisites**Course Objectives/Expected Learning Outcomes**

Students will gain an understanding of poverty and its relationship to learning and schooling through reflection, analysis and synthesis of current research and practice.

Students will be able to:

- Discuss the historical foundations of poverty and its relationship to schooling.
- Define the psychological principles behind poverty.
- Understand the relationship of poverty to community, school and home.
- Study various strategies and practices in schools that have resulted in dramatic academic increases.
- Discern various strategies and practices for classroom implementation.
- Study various models focusing on improving the learning of students of poverty.
- Analyze current trends of addressing the needs of poverty and plan for the integration in curriculum programs.
- Plan for the integration of and implications for addressing the needs of poverty in the classroom.

Week One: Introduction to Poverty

Week Two: History of Poverty

Week Three: Role of Language in Poverty

Week Four: Hidden Rules Among Classes

Week Five: Generational Poverty

Week Six: Role Models

Week Seven: Support Systems

Week Eight: Discipline

Week Nine: Creating Relationships

Week Ten: Instruction and Improving Achievement

Week Eleven: Closing the Achievement Gap

Week Twelve: From Theory to Practice

Week Thirteen: No Child Left Behind

Week Sixteen: Final Projects Due

Required Textbooks/Readings

Payne, Ruby K.(2003). A framework for understanding poverty. Texas. Aha! Process, Inc. .

Optional Textbooks/Readings

- Kotlowitz, Alex. 1991. There Are No Children Here: The Story of Two Boys Growing Up in the Other America. New York: Anchor Books.
- Kozol, Jonathan. 1991. Savage Inequalities: Children in America's Schools. New York: Crown Publishers.
- Lomotey, K. (Ed.). (1990). Going to School: The African American Experience. Albany: SUNY Press.
- Nieto, Sonia. (1995) Affirming Diversity: The Sociopolitical Context of Multicultural Education (2nd Ed.). New York: Longman Publishing.
- Ogbu, J. (1978). Minority Education and Caste: The American System in Cross-Cultural Perspective. New York: Academic Press.
- Spring, Joel. (1990). The American School; 1642-1990 (2d ed.), New York: Longman.
- Stern, Joyce. (1994). The Condition of Education in Rural Schools. Washington, D.C.: Dept. Of Education, Office of Educational Research and Improvement (OERI).
- Weiner, Lois. (1993). Preparing Teachers for Urban Schools: Lessons from Thirty Years of School Reform, NY: Teachers College Press.
- Wilson, William J. (1987). The Truly Disadvantaged: the Inner City, the Underclass and Public Policy. Chicago: Univ. of Chicago Press.
- Yeo, F. (1996). Inner City Schools, Multiculturalism and Teacher Education: The Search for New Connections, New York: Garland Press.

Supplementary Textbook/Readings

See library e-reserves

Course Requirements

Students will successfully complete the following projects for this course:

- Answer weekly discussion questions for the course.
- Read, respond, and create vignettes dealing with poverty and schooling.
- Research and report about someone from poverty that achieved fame or success and what made the difference for their accomplishments.
- Conduct a comprehensive evaluation of a school district and determine its relevance to state and national standards as well as the individual school community.
- Create a profile of school poverty for a school or district.
- Design a unit of study to incorporate principles that impact the achievement of students of poverty.

Online Participation Expectation

Students must log on and have active participation with questions and answers in weekly discussions at least 3 times per calendar week (Mon-Sun). Your discussions will account for 30% of your course grade. All discussion questions and responses should be grammatically correct, not offensive and well conceived

Assignments Submission

You are required to submit all assignments in a timely manner via WebCT Assignments area. WebCT will stamp your submission date/time automatically. If you are encountering technical problems in WebCT submission, please [contact technical help desk](#). You are also recommended to contact your instructor right away and submit your assignments to your instructor personal email account as suggested.

Policies on Late Assignments

Students are expected to be on time and not miss assignments. If work is posted late it may not be accepted and the professor has the option of deducting points off of your score.

Feedback Schedule

Graded work will be returned in a timely basis. The instructor will log on 5 days a week. Real-time chat sessions will be set up in advance so students may plan their schedule around the course work.

Course Grading

30% Discussion/Participation in Activities

25% Unit of Study Incorporating Principles that Impact Achievement

25% Assigned Activities that Relate to Poverty and Schooling

20% Three to Five Year Plan for Addressing Poverty in a School

Resources

- <http://www.questia.com/Index.jsp?CRID=poverty&OFFID=se1&KEY=poverty>
- <http://www.ask.com/>

Policies on Plagiarism or Cheating

The same policies on plagiarism and cheating for traditional classes should apply to your online course as well.

The syllabus is subject to change.