

This syllabus is only a sample of the structure of the ways this course may be taught in our program. Different faculty may use different approaches and material depending upon their perspectives and expertise. The diversity of our faculty and the perspectives they bring to their courses is part of the strength of our program.



**Department of Educational Policy and Community Studies**  
**ED POL 535, LEC 311 Educating Students At-Risk**  
**3 credits, U/G**  
**Summer session, 2007**

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### Course Description

This course will provide an introduction to the concepts, theories and research in the field of educating students placed "at-risk." We will examine the different ways in which students are placed at risk and analyze the current practices in schools of meeting student needs and attempting to successfully engage all students. We will evaluate the strategies and will learn and develop new strategies and finally develop a plan for meeting student needs.

### Course Objectives

Upon completion of this course, it is expected that learners will be able to:

1. Identify environmental, societal and family factors that place students at risk.
2. Become familiar with the vocabularies and theories surrounding students placed at risk
3. Assess the efficacy of different models of programs addressing risks of school failure.
4. Learn intervention/prevention models that are currently in practice to help students placed at risk.
5. Articulate a personal philosophy relating to teaching students placed at risk.
6. Create and develop new models of intervention or new ways of reaching and teaching students placed at risk.

### Instructional Materials

#### Required Readings

Required readings are on Electronic Reserve and some readings are on the internet.

**Recommended Reading:** *Rethinking Schools*. An educational journal advocating reform of elementary and secondary public schools. By and for classroom teachers and anyone with a serious concern about educational policy and practice. Published in Milwaukee. Available at local bookstores and on-line at [www.Rethinkingschools.org](http://www.Rethinkingschools.org).

Electronic Reserve Available at

(<http://www.uwm.edu.ezproxy.lib.uwm.edu/Library/ERES/horning/EDPOL535h.html>)

Web-Based Environment

D2L (<http://d2l.uwm.edu/d2l/orgTools/ouHome/ouHome.asp?ou=35648>)

## Course Requirements

Course requirements include (1) Online Discussions (this includes an online debate) (2) Online Surveys, (4) Problem-solving (5) Proposal for intervention and (5) Short papers on readings.

### Online Discussions

The course is divided into "topic-centered" units. In each unit, there are modules during which specific readings are assigned. You will be expected to complete reading assignments and participate actively in online discussions. Online discussions will involve asynchronous (do not take place in real time) interactions.

During the asynchronous online discussions, you will be required to respond to questions posted by classmates, and to review and comment on the responses of others through your D2L group conference. These online discussions will provide an opportunity for you to articulate some of the main concepts in the readings and other current literature, and extend your knowledge through interaction with your group.

**You will be required to post approximately three messages per discussion period.** For each discussion period, class members will comment on the assigned readings and pose questions engendered by the readings. Substance and evidence of critical thinking matters.

### Online Debate

In each group the members will decide to take on one side of the debate making sure that the sides are divided evenly. Then each individual will plan and post one argument each either for or against. Then everyone will get a chance to rebut the opposing arguments. Finally, each person will again post to defend his/her own position. The summarizer will post a summary of arguments made. The facilitator will probe the strengths and limitations of the arguments made by each side and post an overall comment.

### Short papers on readings

This assignment asks that you critically consider the article or reading and analyze its contribution and value for the field of education. Consider what points the author made, compare, evaluate and argue in the basis of evidence.

**Final Paper:** A proposal for intervention with students placed at risk in an elementary, middle or high school.

This proposal will comprise several parts. The introduction will introduce the problem and the background of the problem, the review of literature should comprise 5-6 definitive scholars in the field who have worked on this problem or have discussed this problem in significant ways, what is the significance of your proposed intervention or how are you either extending what others have done or contradicting it or duplicating it and why, description of the intervention, how it will be carried out, who will be involved, what problems do you think you will face in implementation and how do you plan to resolve those problems? Finally, conclude with a time line for the proposed intervention and possible means of evaluation.

This paper should be no longer than 8-10 pages in length (normal margins, double-spaced,). Final paper is to be submitted by July 7, 2007.

**Graduate Credit:** Students taking the course for graduate credit will complete all of the above and, in addition, select an extra book related to the course content and submit a 4-5 page written summary and critique of the book. Book reports are due at the same time as the final paper. Book titles will be negotiated with the instructor.

## Assignment Percentage

Introductory Activities:	5 points
Online Discussions:	24 points
Group Debate:	10 points
Individual assignments: (short papers-3)	30 points
Final Paper	25 points

July 7th Face to Face presentation:

6 points

**TOTAL POINTS:**

**100%**

Grading Scale

<b>Grade</b>	<b>Points</b>
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-85
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	64-66
D-	61-63
F	<60