

Course Offering

Pre-Session

Instructors

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COURSE DESCRIPTION

This course is designed to familiarize the students with the circumstances and particular needs of families in impoverished conditions. The cultural, economic and political structure of the impoverished society will be studied with the intention of understanding the dilemmas inherent in poverty and developing an attitude of sensitivity and connectedness with those in this plight. Students complete a field experience under the supervision of the faculty member.

COURSE GOALS/OUTCOMES

	GOALS AND OUTCOMES	INSTRUCTIONAL STRATEGIES	ASSESSMENT PROCEDURES AND PRODUCTS
KNOWLEDGE OUTCOMES			
The student will demonstrate knowledge of:			
K.01	Her/his personal ethical values.	Presentations, Discussion, Readings, Speakers,	Midterm and Final Examination Course Journal, Integration Paper
K.02	The factual nature of poverty in America.	Presentations, Discussion, Readings, Speakers, Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
K.03	Poverty as a social, cultural, and political construct.	Presentations, Discussion, Readings, Speakers, Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
K.04	The personal, social, political and cultural causes and consequences	Presentations, Discussion, Readings, Speakers, Field	Midterm and Final Examination, Course Journal, Integration Paper

	of poverty in America.	Experience	
K.05	The moral and ethical issues involved in poverty in America.	Presentations, Discussion, Readings, Speakers	Midterm and Final Examination, Course Journal, Integration Paper
K.06	The successful measures taken to combat the impact of poverty and possible scenarios for their implementation.	Presentations, Discussion, Readings, Speakers, Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
K.07	The impact of assumed privilege and consumerism on the impoverished both locally and globally as well as intentional measures to diminish this.	Presentations, Discussion, Readings, Speakers, Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
SKILLS OUTCOMES			
The student will demonstrate skills in:			
S.01	Critical thinking.	Presentations, Discussion, Readings, Speakers, Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
S.02	Ethical thinking.	Presentations, Discussion, Readings, Speakers, Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
S.03	Staged writing.	Independent Research and Instructor Feedback	Integration Paper
S.04	Looking at poverty in terms of causes and consequences.	Presentations, Discussion, Readings, Speakers, Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
S.05	Formulating their own personal response to a number of issues brought about by poverty	Personal Reflection and Field Experience	Midterm and Final Examination, Course Journal, Integration Paper
S.06	Developing behaviors to diminish the local/global ramifications of consumerist society	Presentations, Discussion, Readings, Speakers, Field Experience and Personal Reflection	Midterm and Final Examination, Course Journal, Integration Paper
DISPOSITIONS OUTCOMES			
The student will demonstrate valuing of:			
D.01	Development of respect for and relationships with victims of poverty, locally and globally.	Presentations, Discussion, Readings, Speakers, Field Experience and Personal Reflection	Course Journal, Integration Paper, Involvement in Field Experience
D.02	Involvement in community efforts to administer assistance to the impoverished of the community.	Presentations, Discussion, Readings, Speakers, Field Experience and Personal Reflection	Course Journal, Integration Paper, Involvement in Field Experience
D.03	Development of behaviors to diminish impact of consumerism and nurture sustainability for the environment and the local/global community.	Presentations, Discussion, Readings, Speakers, Field Experience and Personal Reflection	Course Journal, Integration Paper, Involvement in Field Experience
D.04	Research-based decision-making in understanding and responding to poverty.	Presentations, Discussion, Readings, Speakers, Field Experience and Personal Reflection	Course Journal, Integration Paper, Involvement in Field Experience
EXPERIENCE OUTCOMES			
The student will demonstrate experience in:			
E.01	Researching and defending a personal response to a poverty issue in America.	Independent Research and Classroom Discussion	Integration Paper
E.02	Interacting with victims of poverty in the Hinton, W. Virginia community.	Field Experiences	Course Journal

E.03	Struggling with ethical decision-making concerning each of several issues of poverty in America.	Classroom Discussion	Course Journal
E.04	Adapting behaviors and practices to minimize the impact of consumerism, locally and globally.	Field Experiences	Course Journal, Integration Paper

COURSE REQUIREMENTS

SUMMARY OF COURSE REQUIREMENTS			
REQUIREMENT	DUE DATE	EXPECTED NUMBER OF PAGES	MAXIMUM POSSIBLE SCORE
Meeting Review and Reflection	(~May 10 th & ~May 16 th)	3-4 pages for each of these two assignments (6-8 pages)	20
Daily Review and Reflection	Weekly	1-2 a day = 10 total entries (10-20 pages)	100
Poverty in Selected Population Paper			
Stage 1 – Topic	May 16th	1	10
Stage 2 – Paper Beginnings and Literature Review	May 25th		(36)
Cover Page		1	2
Abstract		1	4
Introduction		1	10
Literature Review		5	20
Stage 3 – Presentation and Paper on Poverty in a Particular Population	June 1 & 2		(90)
Definition and Description of Particular Population		3	10
Circumstances of Poverty for this Population (Political, Social, Psychological and Economic)		3	40
Efforts and Programs Initiated to Alleviate the Poverty; the Effectiveness of these Programs		5-7	40
Stage 4 – Integration of Course Experiences and Conclusion	June 12th		(60)
Integration of Course Experiences		4-6	30
Conclusion		5	30
References		1	(5)
Grammar and Spelling			(5)
PERSONAL JOURNAL OF COURSE EXPERIENCES	June 25 th	15-20	80

Total	61-82 pages	406 points
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CLASS SCHEDULE

[NOTE: In the following schedule, the outcomes are taken from the COURSE GOALS/OUTCOMES section above.]

Meeting One; (~April 23rd)

Complete:

Reflection: Reflect on experiences you have had that have shaped your views and beliefs in regards to poverty. What is your reaction when you encounter someone who is in need because of poverty? What behaviors do you see that promulgate the cycle of poverty economically, politically and socially?

Presentation: Statistics on Poverty in America, definition, populations and effects.

Possible speakers; Dr. Bergman, Dr. Harris, Mr. Ken Reed-Bouley

Reading: *Radical Compassion* by Gary Smith s.j.

Assign:

- Begin Course Journal with the above entry, then an addition of any new perspectives and insights gained from this meeting. Include as well reflection on desired outcomes of this experience.
- Continue reading the assigned readings in the two books
- Continue with journal entries as perspectives, insights and experiences cause reflections on this topic.

FORMAT: Presentation/Discussion/Writing

OUTCOMES ADDRESSED: K.1, K.2, K.3, K.4, K.5, K.6 S.1, S.2, S.4.

POSSIBLE SPEAKERS: Tim Sully

Meeting Two; (~April 30th)

Complete:

Reflection: What has changed in your thoughts, beliefs, possibly behaviors since the first meeting? What brought this about? How might this help you in the experience/opportunity we are heading into? What apprehensions do you have? What expectations do you have? What value do you feel you may hold for those we will be working with?

Presentation: Orientation to the community in Hinton, West Virginia.

- The community of the area, economically, politically, educationally, socially.
- The community of those that assist the people of the area
- The community specifically at Bethlehem Farm

Discussion: Members of the Bethlehem Farm Community

Reading: Continue with chosen text.

Assign:

- Continue Course Journal with today's entry, then an addition of any new perspectives and insights gained from this meeting.
- Continue reading the assigned readings.
- Continue with journal entries as perspectives, insights and experiences cause reflections on this topic.

FORMAT: Presentation/Discussion/Writing

OUTCOMES ADDRESSED: K.1, K.2, K.3, K.4, K.5, K.6 S.1, S.2, S.4.

POSSIBLE SPEAKERS: Members of the Bethlehem Farm Community

Field Experience: (May 16th -June 3rd)

In the course of the next 2½ weeks students will be immersed in the community in Hinton, West Virginia. They will encounter the people here as they work in several venues. Those venues include;

- Home repair – assisting the BF staff as they repair homes of those in the community. This includes fixing roofs, putting up siding, re-building damaged sections of homes...and in the process, getting to know the people and their circumstances, joining them in meals and conversation.
- After school assistance – tutoring students as they do homework in an after school day care. This involves working with children at their level of ability in the areas of Math, Reading, Science and

Social Studies. It also provides interaction with the students, as well as the teachers, families and the educational institution in the area.

- Wellspring Organization – This organization provides services to the poor, in a number of ways. They provide a place to shower, do laundry, have a meal and rest. They also have clothing and some furniture and appliances to give to those just getting started in a home. They have contacts for medical and social needs that they tap into if need be. Working with this organization provides insight into a variety of circumstances and how this organization responds to them.
- Community Nights – Involvement in this event allows interaction with many community members and the ability to know them on a different level than solely as someone providing assistance. Because of this stance, insights and different perspectives are gained into the understanding on the dilemmas faced due to poverty.

During this time, we will be living with the staff at Bethlehem Farm. They will assist in providing the background information needed to be most beneficial in helping the community, as well as providing pertinent information in gaining perspective and understanding of the issues that contribute, socially, economically and politically to the poverty of the area.

The schedule of a typical day would be as follows;

- Community prayer and reflection on a particular topic
- Breakfast and chores
- Various projects at worksites
- Lunch and interaction with people at worksites
- Continue work at sites
- Tutor at the after school program
- Return to BF for dinner
- Topic presentation, discussion and reflection. Topics will include;
 - Spirituality of concern for “neighbors” (local and global)
 - The effects of lifestyles on local and global circumstances
 - Local and global instances of the cycle of poverty
 - The behaviors and impact of sustainable living
 - The ideals of service

During this time, the students would be required to;

- Maintain their journals. The journals would need to address the issues of how the students feel professionally, personally, civic-ly and spiritually throughout the experience.
- They would also be responsible for taking one aspect of the population and research more closely the cycle of poverty specific to that group. (Examples would be coal miners, children, elderly, under-educated...). In this paper, (their integration paper) the student would be required to define the population, the apparent manifestations of poverty specific to this population, efforts made to alleviate the poverty for this group, and the effectiveness of the efforts. They will state as well what makes an effort successful or not, given their observations, research and experience. Finally, students would describe a project they would devise to diminish the impact or break the cycle of poverty for the population they are studying. It would be based on their work and exposure at BF, as well as their research and experience.
- The students would be required to be involved in all aspects of the work and living at BF and the surrounding community.

Meeting Three: (June 2nd)

Complete:

Presentation:

Each student will present to their peers and the staff at BF the findings for the particular population they have been researching. They will describe the population, the particular circumstances leading to the lifestyle of the population, the impact of the poverty faced, the barriers to alleviating the poverty (social, political...), the attempts and current efforts being made and their effectiveness. This will be presented to the group as well as handed in.

Reflection ;

- Students will reflect and write in their journals the comparisons and contrasts they observe after hearing the presentations of their peers. They will articulate any common grounds and describe any insights into strategies for alleviating the poverty. They will differentiate between treating the symptoms of poverty and dealing instead with the root causes of the issue.

- The students will summarize their thoughts and insights as experienced through their work and relationships in this class. They will describe any changes they have gone through in their realizations of the issue and how that has affected them personally, professionally and spiritually.

Discussion: Students, Members of the Bethlehem Farm Community

FORMAT: Presentation/Discussion/Writing

OUTCOMES ADDRESSED:

- The paper and presentation represents a summary and integration of the whole class, I would expect then that it would address all the outcomes in either a direct or indirect manner.
- After all students have presented, students will integrate into their paper other aspects they have learned from their peers as well as their own thoughts on the integration of their learning into circumstances and populations at home and in their profession.

SPEAKERS: Students

Meeting Four: (~June 25th)

Complete:

Reflection ;

- Students will reflect on their experience, changes they have made and intend to make on their return to their own home and lifestyle based on the way they live, as well as any involvement they have or would like to begin in the community. This will reflect the three areas addressed throughout the experience; namely; personal, professional and spiritual growth. Options will be offered to enable continued work along the same lines as were available at BF. This journal will be handed in approximately three weeks after returning home in order to give them the experience of assimilating back into their “normal” life with new insights and perspectives.

Discussion: Students

FORMAT: Discussion/Writing

OUTCOMES ADDRESSED; The Integration paper will be handed in, this is an assimilation of the work and experience and so involves the majority of the outcomes. (S 01-S 06; D 01-D 04; K 01-K07; E01- E07.)

SPEAKERS: Students

RESOURCES FOR COURSE WORK; We will be taking a number of books with us, specifically ones the students find that will be particular to their study. There is also a library room at Bethlehem Farm with books that would be useful for this type of work. There is also a library in Hinton, and there is access to the internet.

Calculation of Final Grade

A student’s final grade for this course will be based upon the cumulative total points that the student earns. The following is the chart that the instructor will use to determine a student’s final grade.

FINAL GRADE	PERCENTAGE OF POSSIBLE POINTS	POINTS NECESSARY FOR THIS GRADE
A	100-94 (93.51)	406-380
B+	93-92 (91.51)	379-371
B	91-86 (85.51)	370-347
C+	85-84 (83.51)	346-339
C	83-78 (77.51)	338-315
D	77-70 (69.51)	314-282
F	69-00	281-000

Attendance

The student is expected to have made a commitment to this course, and will be required to be present each day at the work sites as well as the seminar sessions in the morning and evening.

Reflection Questions

Ten (10) Reflection entries will be required as noted in the course schedule. The entries will be expected to articulate the student’s thoughts, insights, perspectives and experiences in regards to their exposure to poverty. The entries are also expected to describe their development personally, professionally and spiritually in the course of working in the circumstances of poverty. These essays also provide the opportunity for the student to express his/her beliefs and understanding regarding issues related to poverty in America. The essays will be

submitted weekly as noted in the syllabus. Each essay will be awarded a maximum of ten (10) points for content and integration of experiences.

Personal Journal of Course Experiences (maximum of 80 points)

The student is required to spend approximately 5 hours a day working at sites and interacting with the local population in addition to the time spent in the seminars and presentations addressing the particular dilemmas and situations of the impoverished local community. At the beginning of the course, the instructor will meet individually with each student to determine a topic for her/his Poverty in Selected Population Paper. At that time, the instructor will assist the student in finding opportunities in the community to gather insights for the paper. In response to these activities, the student will record the activities, time spent, and insights gained in a Personal Journal of Course Experiences. The student should also use this journal to record thoughts and reactions to the course readings, as well as whether those readings are accurate in relating to the circumstances being experienced in the field. It will be helpful if the student places entries in the journal each day. This journal is also required to articulate the student's thoughts as they return to their typical life and how that has been impacted by the experience away. The student should elaborate on the changes they intend to make and the difference in their insights into their own personal, professional and spiritual growth and direction. This journal should be 15-20 pages in length. **To be completed by June 25th.**

Poverty in Selected Population Paper (maximum of 206 points)

The student will select a specific population within the community and will prepare a scientific literature and personal course experience review of the dynamics of that issue, concluding with a personal ethical position on the issue. The student will use her/his knowledge of social and behavioral science (Core D) and ethical perspectives (Core A) to reach conclusions from the scientific literature and the personal course experiences. This paper will enable the student to carefully review a particular group within the community and the impact of poverty on that subset of the population, looking at the causes and consequences through a review of literature on the subject, the discussions and presentations within the BF community and through personal course experiences. This paper will also include a statement of the student's ethical foundations, the ethical issues involved in poverty, and her/his personal response to the issues, consistent with her/his ethical foundations. In this assignment, dynamics means the causes and consequences; scientific literature means research from journals that are referred in terms of evaluation of the research; personal course experiences equate to course readings, course discussions, course lectures, course field work and interactions within the community.

Stage 1: The student will choose a specific subset of the population to study based on personal interest and discussion with the instructor. This discussion with the instructor will also result in suggestions where the student can gain some personal experiences with victims of poverty in this subset. **To be completed by May 10th.**

Stage 2: The student will prepare a Cover Page, an Abstract, an Introduction, a Literature Review, and a Reference page. The **Cover Page** will contain the preliminary title of the paper, the name of the student, and the course prefix and number. The **Abstract** will appear on its own page and will be a 3-5 sentence preliminary summary of the content of the paper. The **Introduction** will begin the paper and introduce the reader to the content of the paper, justifying the importance of the topic and preparing the reader for what will follow. The Introduction is expected to be at least one page in length. The **Literature Review** will be a comprehensive look at the scientific literature related to the specific impoverished population. This review will extend to the disciplinary literature of psychology, sociology, economics, and health. The review will be presented in APA citation style (*Publication Manual of the American Psychological Association, 5th Edition*) and organized in terms of themes within the literature. Citations will need to be from referred journals, and the complete citation of each of these will be included in a reference section. It is expected that this review will be at least 5 typed pages. The **Reference** section will contain the complete citations of each of the references cited in the Introduction and the Literature Review. The instructor will use the following grading rubric to evaluate this stage and will make narrative comments throughout what is submitted. **To be completed by May 16th.**

While Stage 2 is being read by the instructor, the student should begin on Stage 3. Once Stage 2 has been critiqued and returned, the student is expected to incorporate the instructor's comments, and the rubrics feedback into Stage 3, before it is submitted as Stage 3.

Stage 3: The student (A) identifies and describes her/his specific population, and (B) presents the impact of the poverty in terms of the educational, social, psychological and economic consequences, and (C) demonstrates the factors leading to the poverty in terms of the political, economic, educational and social concerns of those involved, and (D) lists the efforts and programs implemented to alleviate the poverty,

their strengths, weaknesses in their effectiveness. The instructor will use the following grading rubric to evaluate this stage, and to reevaluate the components of Stage 2, and will make narrative comments throughout what is submitted. **To be completed by June 1st.**

While Stage 3 is being read by the instructor, the student should begin working on Stage 4. Once Stage 3 has been critiqued and returned, the student is expected to incorporate the instructor's comments, and the rubrics feedback into Stage 4, before it is submitted as Stage 4.

Stage 4: In this stage, the student will (1) carefully incorporate the instructor's comments from Stage 3 into the body of the paper and (2) articulate the response and actions they will take to address similar situations in the areas they will be involved in within their professions. These will be integrated into the Staged Paper. This integration will move material from the course readings, lectures, guest speakers, class discussions, field observations and field interviews into the final form of the paper. In addition, the student will polish the paper based upon suggestions from the instructor and add a Conclusion to the paper. The Conclusion will summarize the contents of the paper in 1-2 pages. It is possible that the paper will require appendices containing material gathered on the subject from field experiences. **To be completed by June 10th.** This final rendering of the paper will be evaluated using the following rubric. Throughout the writing process for this paper, it is expected that the student will continue to advance up the grading scale toward the target evaluation for each component of the paper.

ATTENDANCE POLICY

Most of the class sessions will be conducted on site in West Virginia. Attendance consists of being part of the group and participating in the discussions and group activities while there. Your attendance and involvement is important not only for your benefit, but also for the experiences and ideas you bring to share with the class. We will all be traveling to West Virginia together as well as to all the work/activity sites together. Obviously, if a person is sick, they will need to remain at the home site to recover, but other than that, there will be no need to miss any of the work/activity sites or the discussions and class sessions leading up to and/or following these. Since the instructor will be living and working at the same sites, it will be clear if a student is sick. If attendance at a work/activity or discussion is missed for any other reason that has not been previously cleared with the instructor, the student will lose 20 points from the class total.

ACADEMIC HONESTY STATEMENT

Statement of Student Responsibility

The university exists for students and learning. It maintains that students are personally responsible for learning. Students are responsible for completing all requirements and are expected to maintain appropriate standards in academic and personal lives. Students, like all members of an academic community, have the responsibility to create and support an educational environment.

Each student possesses the right to learn and should be treated with respect and dignity while not infringing upon the rights of others. Given those rights, it is the responsibility of academic communities to promote those opportunities, protections, and privileges for its students that provide the optimal climate for learning.

Policy on Academic Honesty

"...[the University] expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

'Academic or academic-related misconduct' includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another's ideas as one's own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examination or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter an academic record; or

engaging in any conduct which is intended or reasonably likely to confer one's self or another an unfair advantage or unfair benefit respecting an academic matter".

(Please refer to the web site (<http://www2.creighton.edu/fileadmin/user/CCAS/docs/acadhonesty.html>) for any other questions regarding this policy and the procedures enforcing it.)

If a student in SRP 538 commits an act of academic dishonesty, he or she will receive an "F" for the assignment, and the act of dishonesty will be reported to the Chair of the Education Department and to the Dean of the Creighton College of Arts and Sciences for inclusion in the student's record.

Integrity Pledge

Rationale

The students and faculty of the Creighton College of Arts and Sciences comprise an academic community established within the framework of Jesuit ideals and firmly rooted in the concept of integrity.

In an effort to instill integrity in those attending this College and to reaffirm its significance along each student's academic journey, the College has set in place an Integrity Pledge. Your instructor's will from time to time present the Pledge for your signature on tests and quizzes and ask you to include it with your signature on writing assignments you submit.

The pledge promotes shared culture of integrity amongst Creighton students, while also acknowledging in its language that each of use holds him- or herself accountable for any attenuation or neglect of the conventions that define academic integrity.

The intent of this Pledge is not to act heavy-handedly. The College's students and faculty strongly believe that each student intends to present his or her own original work. But the Pledge serves as a regular reminder of Creighton University's commitment to the very highest standards of integrity – not only academic but also personal integrity.

The Pledge

The Pledge reads as follows:

Academic Integrity Pledge

In keeping with Creighton University's ideals and with the Academic Integrity Code adopted by the Creighton College of Arts and Sciences, I pledge that this work is my own and that I have neither given nor received inappropriate assistance in preparing it.

Signature: _____

Date: _____

NOTE: This pledge should be attached to the final rendering of the Staged Paper and then signed by the student prior to submission of the paper on June 10th.