Practicum in Human Development
Syllabus

Practicum Outcomes

- Capacities for critical analysis of organizational settings & experiences
- Practice with field methods applied to understanding organizational settings
- Integration of prior coursework and outside readings with practical experience
- Key research skills
- Reading, thinking, discussing, and writing skills
- Intellectual and professional collegiality with your fellow LOC majors
- A rigorous and proud field research paper

Typical Class Schedule

1. Writing: A week in review at your site [10 minutes]
2. Discussion: Weekly memo [100 minutes – 8 minutes per student]
3. Break [5 minutes]
4. Discussion: Fieldnote swappers meet [15 minutes]
5. Writing: Questions on the assigned readings [5 minutes]
6. Discussion: Research training [30 minutes]
7. Writing: Braindump ahead of next memo [5 minutes]

Schedule of Classes, Readings, & Assignments (subject to adjustments)

1. Friday, January 11th
   Introduction: Seminar organization and requirements
   Writing: Introduce yourself + A week in review at your site
   Break
   Discussion: The logic of research: Topics, data, methods, findings, concepts, theories. The distinction between empirical and normative claims.
   Discussion: Reading

Monday, January 14th, 4pm: Week 1 Fieldnotes due (workdays: beginning to 01/10)

2. Friday, January 18th
   Writing: A week in review at your site
   Discussion: Week 1 fieldnotes
   Break
   Discussion: Finding sources: types of literature
   Writing: Braindump ahead of gut curiosity memo
Monday, January 21st, 4pm: Week 2 Fieldnotes due (workdays: 01/14 to 01/17)

Wednesday, January 23rd, 4pm: Gut Curiosity Memo + Week 2 Fieldnote Swap Reaction due

3. Friday, January 25th
Writing: A week in review at your site
Discussion: Gut curiosity memos
Break
Discussion: Fieldnote swappers meet
Discussion: Finding sources: evaluating information
Discussion: Coding
Writing: Braindump ahead of coding memo

Monday, January 28th, 4pm: Week 3 Fieldnotes due (workdays: 01/21 to 01/24)

Wednesday, January 30th, 4pm: Coding Memo + Week 3 Fieldnote Swap Reaction due

4. Friday, February 1st
Writing: A week in review at your site
Discussion: Coding memos
Break
Discussion: Fieldnote swappers meet
Discussion: Research questions
Writing: Braindump ahead of research questions memo

Monday, February 4th, 4pm: Week 4 Fieldnotes due (workdays: 01/28 to 01/31)

Wednesday, February 6th, 4pm: Research Questions Memo + Week 4 Fieldnote Swap Reaction due

5. Friday, February 7th
Writing: A week in review at your site
Discussion: Research questions memos
Break
Discussion: Fieldnote swappers meet
Discussion: Outlining + Literature review
Writing: Braindump ahead of literature review memo

Monday, February 11th, 4pm: Week 5 Fieldnotes due (workdays: 02/04 to 02/07)

Wednesday, February 13th, 4pm: Literature Review Memo + Week 5 Fieldnote Swap Reaction due

Friday, February 15th: Bring Midterm Evaluation to class

SESP 387-0-22: Practicum in Human Development
6. Friday, February 15th
Writing: A week in review at your site
Discussion: Literature review memos
Break
Discussion: Fieldnote swappers meet
Writing: Question on White (2005)
Discussion: Citation styles
Writing: Braindump ahead of initial findings memo

Monday, February 18th, 4pm: Week 6 Fieldnotes due (workdays: 02/11 to 02/14)

Wednesday, February 20th, 4pm: Initial Findings Memo + Week 6 Fieldnote Swap Reaction due

7. Friday, February 22nd
Writing: A week in review at your site
Discussion: Initial findings memos
Break
Discussion: Fieldnote swappers meet
Writing: Question on White (2005)
Discussion: Revising your writing
Writing: Braindump ahead of introduction memo

Monday, February 25th, 4pm: Week 7 Fieldnotes due (workdays: 02/18 to 02/21)

Wednesday, February 27th, 4pm: Introduction Memo due + Week 7 Fieldnote Swap Reaction due

8. Friday, March 1st
Writing: A week in review at your site
Discussion: Introduction memos
Break
Discussion: Reviewing + Presentations

Sunday, March 3rd, 4pm: Rough Draft due
Wednesday, March 6th, 4pm: Peer Reviews due

9. Friday, March 8th
Writing: A week in review at your site
Discussion: Reviewers and reviewees meet
Break
Presentations: Five students. For each, 12 minutes of presentation, 10 minutes of Q&A.

Friday, March 15th: Bring Final Evaluation to class

10. Friday, March 15th
Writing: A week in review at your site
Presentations: Three students. For each, 12 minutes of presentation, 10 minutes of Q&A.
Break
Presentations: Four students. For each, 12 minutes of presentation, 10 minutes of Q&A.
Friday, March 15th, 11:59pm: Site Evaluations due

Thursday, March 21st, 4pm: Final Paper due

Happy Spring Break!

Practicum Materials

Practicum materials are available on Canvas.

Practicum Requirements

- Memos (12%)
  Memos are meant to: [1] provide a basis for our weekly discussions and for ongoing feedback between you and me, [2] avoid procrastination, and [3] move a research paper forward one step at a time. You will submit 6 memos throughout the quarter. I will provide feedback within 24 hours of submission and we will discuss them in class. Each memo should be no longer than 2 pages. This might seem a lot, but you will soon realize that it goes smooth. Plus, by the end of the quarter, you will have up to 12 pages of substantive written stuff on top of your fieldnotes. Each memo will be marked as strong, o.k., or weak, based on criteria of: completeness (i.e., you are addressing the prompt), clarity and flow in laying out your ideas, and adequate grammar and spelling. When final grades are calculated, the overall quality of memos will be evaluated according to a 12-point scale. Those who consistently wrote strong memos will receive 12 points; those who consistently wrote weak memos won’t receive points. Detailed prompts are in the attached sheet.

- Weekly fieldnotes (12%)
  From Weeks 1 to 7, you are required to turn in your fieldnotes on a weekly basis, by the indicated deadlines. (You can certainly turn in fieldnotes after Week 7 as well.) I will provide feedback within 24 hours of submission. In addition, from Weeks 2 to 7, each set of fieldnotes will be instantly circulated to one peer for review. Each set of fieldnotes will be marked as strong, o.k., or weak. When final grades are calculated, the overall quality of fieldnotes will be evaluated according to a 12-point scale. Those who consistently wrote strong fieldnotes will receive 12 points; those who consistently wrote weak fieldnotes won’t receive points. Detailed instructions are in the attached sheet.

- Fieldnote swap reactions (6%)
  From Week 2 to 7, each student will be assigned one peer’s fieldnotes for review. You will read the fieldnotes and write up your candid reaction to them. Each reaction should be around half a page. Email your reaction to me and to your peer by the indicated deadlines; you will also discuss them in class. A detailed schedule is in the attached sheet.

- Rough draft (15%)
  The rough draft of your paper should put together the different elements that you’ve worked on through your memos and fieldnotes and organized as a research article (no longer than 10,000 words, including abstract [200 words] and references). If you don’t
have all these elements yet, do indicate in your draft which elements are still missing or need to be developed (e.g., by using brackets). These drafts will be instantly circulated to two peers for review.

This draft will be marked as strong (15 points), o.k. (7.5 points), or weak (0 point), based on criteria of: providing a discussable basis, awareness of what needs to be done in order to end up with a fine final paper, and adequate grammar and spelling.

- Peer reviews of rough drafts (4%)
  Each student will be assigned two peers’ rough drafts for review. You will read the drafts and write up critical, constructive feedback. Each review should be around 2 pages. Email each review to me as well as to each peer; you will also discuss them in class.

- Presentation (3%)
  You will deliver a conference-like presentation of your paper during Week 9 or 10.

- Final paper (30%)
  The final paper (between 7,000 and 10,000 words, including abstract [200 words] and references) needs to be an improved version of the rough draft. Your grade will be based on the quality of the paper as well as on your ability to process feedback. Submit along with your final paper a 1-page report about how you did (or did not) incorporate the feedback from your two peers and me. A detailed rubric is in the attached sheet.

- Active and engaged participation in class (4%)
  The practicum provides an experiential learning opportunity. In each class, you will learn through sharing, comparing, and analyzing each other’s experiences. Come prepared to participate in class activities and to talk about your week, share observations, frustrations, successes, insights, and ongoing questions about your placement and your research paper. In doing so, I expect all students to treat one another with respect. At the same time, keep in mind that conflict and discomfort are often a part of growth: make sure to differentiate between feelings of discomfort and experiences with conflict and being unsafe.
  All in all, we will make sure to form a safe and collaborative space, in which intellectual rigor, empathy, generosity, and collegiality are critical.

- In-class written assignments (8%)
  [1] At the beginning of each class, you will write about your week at your site, based on guiding questions (on a provided sheet, communicated in advance as well). [2] When a reading is assigned, you will write a paragraph that engages it/them before our discussion, based on guiding questions (on a provided sheet, communicated in advance as well). [3] During the last five minutes of most classes, you will dump your brain ahead of your next memo (on a provided sheet). The point of these written assignments is to [1] have you evaluate your week at your site and communicate any concerns, [2] make sure that the required reading(s) is/are completed, enliven and elevate our discussion, [3] have you kick start your thinking for your next memo… take attendance and have an additional means of ongoing feedback between you and me. Each assignment will be marked as strong, o.k., or weak. When final grades are calculated, the overall quality of assignments will be evaluated.
according to an 8-point scale. Those who consistently wrote strong assignments will receive 8 points; those who consistently wrote weak assignments won’t receive points.

- Midterm evaluation (2%), Final evaluation (2%), Site evaluation (2%)
Supervisors are required to complete a midterm and a final evaluation. The supervisor and the student are then expected to discuss it, including what the student is doing well and where they could improve. Both need to sign it. Midterm evaluations are due in class in Week 6 and final evaluations in Week 10.
Students evaluate their sites so that future students can read about their experiences. Site evaluations are due electronically by the end of the day of the final class.
Each evaluation will be evaluated as they provide evidence of successful completion of your practicum experience.
All evaluations need to be completed and turned in before you can get your practicum grade.

**Attendance Policy**

Due to the collaborative and professional structure of the practicum, attendance at all classes is required and will be taken at the beginning and end of each class.
Note that participating in a practicum site-related activity is not a valid reason for missing class (if necessary, please refer site supervisors to the practicum contract).
If you are unable to attend a class, you must have a valid excuse (e.g., sickness, childcare emergency) and, if possible, appropriate documentation. If you know you will have to miss a class, please let me know ASAP.
Any unexcused late arrival will result in a 1-point deduction from the practicum grade; any unexcused absence will result in a 4-point deduction from the practicum grade.
Any missed in-class written assignment must be submitted by email by 11:59 pm on the day of class. Any failure to do so (whether the late arrival or absence is excused or not) will result in a 2-point deduction from the practicum grade for each missed written assignment.

**Policy on Deadlines**

Due to the collaborative and professional structure of the practicum, deadlines are strict and cannot be changed. Any late assignment will result in a 1-point deduction from the practicum grade every 24 hours. Any unturned assignment will result in a 4-point deduction from the practicum grade.
Allowance will be made for cases in which genuine emergencies (e.g., medical treatment, bereavement) prevent you from completing assignments on time. Having a heavy workload or extracurricular commitments cannot normally be considered emergencies. Each instance will be evaluated on a case-by-case basis. If you already know that completing assignments on time will be a problem, or if such an issue arises during the quarter, please come talk to me about it ASAP.

**Laptop Policy**

Discussion of peers’ memos: You may use your laptop to access your notes when it is your turn to talk or to email any comment or reference to a peer. Otherwise, out of respect for your peers, please close your laptop.
Other class activities: You may use your laptop for anything practicum-related
(including, for instance, jotting down ideas for your paper as they arise during our discussion). On the one hand, there is evidence that electronic note-taking is less effective for short-and intermediate-term memories than taking notes by hand. On the other hand, electronic notes are easier to search, save, and share with others. Because you are adults, you are competent to decide what best serves your learning and to monitor your own use. Just make sure using your laptop does not disengage you from our discussion, and keep in mind that we know when you are on social media because it shows.

**Formatting & Submission Guidelines for Take-Home Written Assignments**

Use 12-point Times New Roman font  
Use .pdf, .doc, .docx, .rtf, or .odt format (no .pages)  
Name file “YourFirstName NameOfAssignment” (e.g., “Fulano Gut Curiosity Memo”)  
Single-space, one blank line between paragraphs  
Number each page  
Use one-inch margins  
Give your assignment a title  
Include your name and date at the top of the first page  
Email them to me (colineferrant2018@u.northwestern.edu) by the indicated deadline (for the fieldnote swaps and peer reviews: to each peer as well)

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-930 pts.</td>
</tr>
<tr>
<td>A-</td>
<td>929-900 pts.</td>
</tr>
<tr>
<td>B+</td>
<td>899-870 pts.</td>
</tr>
<tr>
<td>B</td>
<td>869-830 pts.</td>
</tr>
<tr>
<td>B-</td>
<td>829-800 pts.</td>
</tr>
<tr>
<td>C+</td>
<td>799-770 pts.</td>
</tr>
<tr>
<td>C</td>
<td>769-730 pts.</td>
</tr>
<tr>
<td>C-</td>
<td>729-700 pts.</td>
</tr>
<tr>
<td>D</td>
<td>699-630 pts.</td>
</tr>
<tr>
<td>F</td>
<td>629-0 pts.</td>
</tr>
</tbody>
</table>

Keep in mind that this course is the equivalent of a standard full quarter load – 4 credits. Any grade challenge must be submitted in writing and support the argument for a higher grade with evidence.

**Plagiarism Policy**

- Northwestern’s plagiarism policy can be found at:
  - [www.northwestern.edu/uacc/plagiar.html](http://www.northwestern.edu/uacc/plagiar.html)
- Tips on avoiding plagiarism are available here:
  - [www.writing.northwestern.edu/avoiding_plagiarism.html](http://www.writing.northwestern.edu/avoiding_plagiarism.html)
- Additional resources regarding definitions and sanctions are available at:
  - [www.weinberg.northwestern.edu/advising/integrity/index.html](http://www.weinberg.northwestern.edu/advising/integrity/index.html)
- I expect you to read and understand the policies above. All work must be your own. If you refer to the *ideas* of another author, you must make that clear and provide a citation. If you use the *language* of another author, you must put the language in quotation marks and provide a citation. Anything else will be considered plagiarism and will be subject to discipline. If you have any questions about proper citation practices, please get in touch with me.
- I take violations extremely seriously. Violators will be turned into the Assistant Dean for Academic Integrity and Advising; at my discretion, violators may also receive zero points on the assignment in question, and/or an F in the practicum.
Accessibility

- Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (847-467-5530) and provide instructors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.
- I want to make sure each of you has the tools to succeed in this practicum. If there are aspects of this practicum that prevent you from learning, please come talk to me as soon as possible. If you do not have a documented disability, remember that other support services, including the Writing Place, are available to all students.
- Counseling and Psychological Services (CAPS) provides a variety of clinical services and educational workshops. Students can drop in to the CAPS office at 633 Emerson St., or call (847) 491-2151 to schedule an initial phone consultation with a counselor (usually the same day).
- Northwestern is committed to ensuring all students, particularly our students coming from low-income backgrounds, are prepared for success throughout their time at Northwestern. If you are facing financial barriers in obtaining class materials or participating in class activities, please contact Student Enrichment Services at enrichment@northwestern.edu. Please also feel free to reach out directly to me, if you are comfortable doing so.
- Northwestern welcomes students who have DACA status, are undocumented, or have undocumented family members to our diverse educational community. We are committed to providing support for all our students so that they may focus on the pursuit of their education while at Northwestern. The Office of Student Enrichment Services oversees the coordination of resources and services available for students who have DACA status, are undocumented, or have undocumented family members. For more information, contact enrichment@northwestern.edu.