

Course Number	EDUC 380
Title	Applications in Child and Youth Development
CRN Numbers	EDUC 380-05
Days	Thursdays
Time	2:30 p.m.-5:20 p.m.
Course Location	University Hall 440
Semester / Year	Fall 2019
Professor	Suzi Van Steenbergen, Ed.D.
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Office	UH 445
Hours	By appointment or 4:15-5:15 p.m. Thursdays

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates

- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

**Office Hours are for those with questions, who seek advice, who want to share and/or provide feedback, or just to chat! Office hours are for everyone! We can talk about anything you like: the course, your career choices, letters of recommendation, or anything else that interests you. If you have a scheduling conflict with the stated office hours, just reach out and we can set up another time, or we can Zoom (video conference). This time is your time. I'm here to help! You can also bring a friend or classmate. The more the merrier!*

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COURSE DESCRIPTION

This class considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and socio-cultural influences on development. *May not be taken for credit by students who have earned credit for EDUC 496-1.*

Course Objectives

By the end of the course, students will be able to:

1. Describe the main principles of cognitive development, information processing, and sociocultural theory in order to identify how each is manifested in the lives of children and youth from multidisciplinary, multicultural and applied perspectives.
2. Use the field experience to demonstrate how academic theory contributes to understanding observed differences in socially, culturally, and linguistically diverse children and youth.
3. Understand and then evaluate the ways in which academic theory is applied within the realms of health, human services, and education.
4. Apply knowledge gained from the field experience when considering influences such as environment, culture, family/sibling/friend relationships on the development of thought and reasoning.
5. Create an understanding of what various theoretical constructs actually mean in the “real life” of children and youth.
6. Summarize findings of empirical research in major areas of cognitive development, including perception, language, memory, conceptual understanding, problem solving, social cognition, and acquisition of academic skills and apply those summaries to understanding the lived experiences of children and youth.
7. Understand cognitive and developmental processes and determine how that knowledge can be best applied to work with children and youth in education and other human services fields.

**Special Note: Because this course requires a field service component, a background check may be required. Be sure to check with the agency you will be serving and to meet fingerprinting and other requirements to serve as a volunteer. All students should work with the Office of Service Learning <https://www.csusm.edu/servicelearning/index.html> to ensure that proper procedures are followed. If you have any questions or concerns about this requirement, please come and see me as soon as possible. I can talk through any questions you have on a confidential basis so we can find a placement that works for you.*

Credit Hour Policy Statement

* Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. The class time is as follows: service learning includes 15 weeks x 1.5 hrs ≈ 22.5 hours; Class meetings include 15 weeks x 1.5 ≈ 22.5 hours. For this course with three weekly hours of instruction combined between in-class and service learning, students need to plan on spending an additional 5 to 6 hours engaged in study, reading, researching, review, and planning.

REQUIRED TEXTS

Willingham, D. (2009). *Why Don't Students Like School? A Cognitive Scientist Answers Questions about How the Mind Works and What it Means for Your Classroom*. San Francisco, CA: Jossey-Bass. [Note! This text is available online-- see link below.]

Wood, C. (2007 or 2015) *Yardsticks: Children in the classroom, ages 4-14* Center for Responsive Schools, Inc.

If you would like to check out either or both of the course texts on a 2 hour basis, follow the "Library Reserves" link in Cougar Courses.

In addition, various scholarly and applied articles from academic researchers and field practitioners are required and can be found in our Cougar Courses weekly modules free of charge.

Note: The two primary course texts (including the 2007 version of the Wood text) are available for check out on a 2 hour basis in the library under course reserves.

SUPPORT FOR STUDENTS

CSUSM offers a number of resources on campus to help you succeed in your classes and enjoy your time here. Below are just a few options for you to be aware of. There are others! I am happy to give you some more ideas if you would like.

Academic Success Center: The Academic Success Center supports students throughout their learning. We collaborate with faculty and staff across campus to innovate academic programming for all students within the University. Not only do we have study spaces, but we also offer tutoring, workshops, programs, and events to enhance your academic experience. One of our programs, Supplemental Instruction, is also available through the ASC.

Website: www.csusm.edu/asc/

Location: Extended Learning Building (ELB) 286, **Hours:** Monday-Friday 9:00am-5:30pm

Writing Center: The Writing Center's mission is to be a welcoming learning environment where certified student consultants offer constructive guidance to all writers at any stage of the writing process - idea generation, argument development, polishing of sentences and more. FREE drop-in and by-appointment tutoring is available at the Writing Center by certified student consultants. The WC helps you review the prompt and ask guiding questions, as students work to develop compelling texts. The WC is committed to providing non-judgmental feedback. Additional services include assistance with Academic English.

Website: www.csusm.edu/writingcenter

Location: Extended Learning Building (ELB) 273, **Hours:** Monday-Thursday 9:00am-6:00pm, Friday 9:00am-2:00pm

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

COURSE AND UNIVERSITY POLICIES

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, they should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

For EDUC 380, **which requires active, engaged participation every class session**, students missing more than 1 class will lose ½ letter grade (5%), those missing more than **two** class sessions will see their grades reduced by **one full letter grade** (10%). Students missing **three or more** class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes one absence. The instructor, on a case-by-case basis, considers illness and emergencies (transportation, child care, immigration/DACA, family situations) as reported ahead of class time. However, notification of an absence, which is required, does not constitute an excused absence—check with the professor regarding your attendance status. It is always best to communicate proactively with your professor if you know you need to miss a class for any reason. If you have a childcare emergency, it is absolutely ok to bring your little ones to class.

CSUSM Academic Honesty Policy

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material must provide credit to the source and be punctuated/cited accordingly.

Students are responsible for honest completion and authentic, original representation of their work. The Course Catalog provides the details of the university ethical standards and penalties for infractions. There is zero tolerance for infractions in this course. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

If you have any questions about how to put your best academic foot forward, including using appropriate citations, submitting your own work, etc., please come and see me. I can help.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the assignments described below. The University Writing Center is available for all students free of charge for support and writing skill development. <https://www.csusm.edu/writingcenter/index.html>.

If you have any questions about any of the written assignments or would like additional writing support, I highly recommend reaching out to the Writing Center. They have dozens of trained writing tutors who can provide one-on-one writing support. There is also an Academic English Support expert if you are working on your academic language skills.

Plagiarism

As an educator, social worker, counselor or in any human service realm, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your own professional portfolio. All assignments will be submitted online, with a final project submitted in hard copy in the form of a presentation poster. Details will be provided in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact me, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Grading Standards

Assignments are to be submitted to the appropriate place on Cougar Courses prior to the start of class on the specified due date unless otherwise noted below. Hand-written work is not accepted, and all documents should utilize 12 point Times New Roman, Arial or other appropriate font. Assignments generally should be double spaced unless a specific format is provided. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) (6th edition) format. Rubrics for each assignment are posted in our Cougar Courses container.

A	94-100	A-	90-93		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72

Assignment	Points Possible
Reflections, Posts, Quick Writes, In-Class Assignments, etc.	Varies
Weekly Service Learning Blog/Comments	10
Interview with a Youth (Paper)	14
Service Learning Report (Paper)	18
Presentation/Gallery Walk Poster: Findings of Service Learning	14
Final Exam (Online—Open book/open notes)	28
Attendance, Participation, Professionalism	15
Total Points	TBD

ASSIGNMENT OVERVIEW

1. In-class Quick Writes, Group Investigations and Online Products

During class sessions as well as online sessions, the course requires active participation in online, individual and group activities. While the point value of these assignments is small, they add up and are required in order to earn an A. Students who do not participate in group work will lose double points.

2. Weekly Service Learning Blog

One of the primary objectives of our class is to make direct connections between your observations in the field and the course concepts. To help facilitate that process, each week you will post a blog entry in Cougar Courses in which you will reflect on what you've learned so far in relation to a specific concept we have learned in class. You will make a direct connection between that concept and something you've observed or experienced in the field. These blog entries will both facilitate classroom conversations

around the course ideas and help you prepare for each of the major assignments for the class: the Youth Interview; the Service Learning Paper; and the Service Learning Presentation.

3. Interview With a Youth

You will identify a child or adolescent with whom to conduct a series of interviews centered on the major theories discussed in this course. Because the focus of this course is on *understanding how theories of development apply to the lived experiences of children and adolescents*, these interviews will encourage you to make those connections. This assignment encourages you to *create an understanding of what various theoretical constructs actually mean in the “real life” of children and adolescents*. When you write about your youth, you will explain how his/her responses to the questions and your interactions with him/her might be explained by what you are learning in the course. The write-up should be a narrative format where you describe the youth with whom you worked, make specific connections to the theories we discuss in class, and include specific quotations to illustrate your thinking. *See page 8 for specific interview questions and rubric.*

4. Service Learning Experience Report

Because this course focuses on *understanding how theories of child and adolescent development are applied in daily practice*, you will spend 1-2 hours per week volunteering in a field-based program of your choice. You may volunteer in a public or private school classroom, a hospital, or a social work setting—it must be a setting that works with children and/or adolescents. You will document your interactions with the youth you encounter and write an analysis that makes connections between and among the theories we discuss in class and your experiences in the field. We will discuss procedures for identifying a field site, expectations for gaining permission to volunteer, and requirements for the write-up in class. See page 8 for questions to guide your thinking during the observations. [Use the graphic organizer on page 13 to hold your thinking if you find it useful (not required).] Rubric for this Report is found below the assignment detail.

5. Poster Presentation (Interview and Implications)

In order to emphasize the *importance of practically applying the theories and concepts from this class to the real world of children and adolescents*, you will prepare a presentation of the major findings from your service learning experience. This presentation can be a poster, PowerPoint, or any other creative format, and you will share the work in a Gallery Walk during the last week of the course. Your presentation must summarize your findings from the service learning experience and *discuss their implications for education, social work, and other human services fields*. Poster Presentation Rubric below assignment detail

6. Final Exam

During finals week, you will take a comprehensive final exam in order to demonstrate your understanding of the major theories and concepts related to child and adolescent development and *how they apply to education and human services*. Because research suggests that the act of retrieving information on a regular basis aids in retention, there will be 2-3 questions given at the end of class each Tuesday. They represent the primary learning undertaken that week and should be used to create a study guide. These questions will become part of the final exam.

EDUC 380 TENTATIVE SCHEDULE/COURSE OUTLINE (FALL 2019)

Note: There will be some changes as the semester moves on.

I'll post the most recent version on Cougar Courses.

* **Course Format:** Because the focus of this class is on an applied understanding of how children and youth develop cognitively, emotionally, and socially, all topics will be taught through interdisciplinary and multicultural perspectives. The topics listed below identify the main idea for each class session and will be discussed through an interdisciplinary lens. We will integrate findings from numerous related fields as we work to understand how theory enacts itself in the real lives of children and youth.

Readings that are not from the course text are available in Cougar Courses. Other than the first day of class, students should complete the readings prior to the class session in which they are listed.

Week # & Dates	Topics	Readings & Assignments Due
1: Th 8/29	<ul style="list-style-type: none"> ● Course Overview, Organization ● Intro to Brain Development ● Service Learning Overview & Information on Possible Sites <p><i>*Visit from Service Learning Sites (tentative)-Justine Paninan, Girl Scouts</i></p>	<p>Read: Wood Article (PDF) for next class please.</p>
2: Th 9/5	<ul style="list-style-type: none"> ● Intro to Sociocultural Learning theory (Vygotsky, Bronfenbrenner) ● Zone of Proximal Development ● More on Brain Development ● Service Learning Check-In <p><i>*Visit from Service Learning Sites (tentative)</i></p>	<p>Read: Vygotsky/ Bronfenbrenner article (PDF); Willingham, Chapter 1</p> <p>Due: Complete the Service Learning On-Boarding; Reach out to potential sites.</p>
3: Th 9/12	<ul style="list-style-type: none"> ● Academic Skills: What is the difference between expert brains and novice brains? How do we start to learn? ● Growth v. Fixed Mindset ● Service Learning Check-In: How is it going? Have you started at your sites yet? 	<p>Read: Willingham, Chapters 2, 4, & 5</p> <p>Due: Secure your SL site by Week 3; SL Blog Post 1</p>
4: Th 9/19 Online	<p><i>[Online Session]</i></p> <ul style="list-style-type: none"> ● Memory development and information processing 	<p>Read: Cowan PDF; PDF on memory/gen'l; Willingham, Chapter 3</p> <p>Due: SL Blog Post 2</p>
5: Th 9/26	<ul style="list-style-type: none"> ● Problem Solving and metacognition 	<p>Read: Joseph & Strain article</p> <p>Due: SL Blog Post 3</p>

6: Th 10/3	<ul style="list-style-type: none"> Peer and friend relationships: How do kids' relationships change over time? 	Read: Your group's assigned Wood Chapter(s); skim the other chapters as well. Due: SL Blog Post 4
7: Th 10/10	<ul style="list-style-type: none"> Development of Identity: Self, ethnic, racial, linguistic, situational How institutional expectations affect students' identities 	Read: Klimstra article; Rodriguez Due: SL Blog Post 5
8: Th 10/17	<ul style="list-style-type: none"> Self-concept and self-esteem High expectations & the importance of institutional growth mindset 	Read: TBA Due: SL Blog Post 6
9: Th 10/24 Online	<i>[Online Session]</i> <ul style="list-style-type: none"> Critical Thinking 	Read: Follow the instructions on Cougar Courses Due: SL Blog Post 7
10:Th 10/31	<ul style="list-style-type: none"> Development of the four domains of literacy Culturally relevant literacy instruction 	Read: Kuhl article; Language Dev PDF Due: SL Blog Post 8
11: Th 11/7 Online	<i>[Online Session]</i> <ul style="list-style-type: none"> Brain compatible learning 	Read: Willingham, Chs 6, 7 & 9 Due: SL Blog Post 9
12: Th 11/14	<ul style="list-style-type: none"> Motivation Preparing For the Service Learning Report & Presentation 	Read: 2 Daniels articles; Deci Due: SL Blog Post 10
13: Th 11/21	<ul style="list-style-type: none"> Preparing For the Service Learning Report & Presentation Final exam/Review 	
14: 11/28 [No Class]	Thanksgiving Break [No Class] [Optional Zoom Support]	
15: Th 12/5 (Full Class Session)	<ul style="list-style-type: none"> Intersections among research, practice, and reality: Sharing Your Findings from Service Learning Experience Final Exam Review/Prep 	Due: Poster or laptop presentation for Gallery Walk
12/12	<ul style="list-style-type: none"> Final Exam [Online] Must be finished by 12:00 midnight on December 15, 2019. 	

ASSIGNMENT: INTERVIEW WITH A YOUTH
(Questions To Use With Your Students)

Read the rubric below. Answer ALL questions—this may require more than one visit with the child/adolescent. Numbered answers are best, and the response must be complete and descriptive of the interaction—a short paragraph to describe the conversation and your connection to the text/developmental level of the child.

Open the paper with a detailed description of the child/youth.

- 1.) What types of things do you like to do in your free time? How do you decide what to do when you have a choice?
- 2.) How do you feel about school? What is your favorite part? What is your least favorite part?
- 3.) Tell me about your family and friends.
- 4.) Do you have a best friend?
- 5.) What is the best part about having a good friend?
- 6.) What is something difficult about having a best friend?
- 7.) What is your favorite thing to do with your family?
- 8.) How do you solve disagreements with your friends?
- 9.) How do you respond when your parents will not allow you to do something you want to do or to have something you want?
- 10.) Have you thought about what you want to be when you grow up? If you know what you want to be, what do you need to do while you are young in order to get ready to achieve that goal?

During one of your interview sessions, take time to “play” with your child or adolescent. Play a board game, outdoor sport etc. Observe and make note of their actions, question their choice of moves etc.

Reflection Section: (Do not forget to complete this section!)

1. How will your observation and understanding of this child’s cognitive, social, and emotional development inform and/or influence your interactions and decision-making process with other children of this age?

2. In what three ways has this interview experience changed your perspective in making assumptions or judgements about people whom you know fairly well?

EDUC 380 Rubric for Interview with a Youth Assignment

Topic	Excellent (4 points each)	Developing (3 points)	Needs improvement (1 pt)
Description of the child or adolescent	The author begins the paper with a detailed introduction to the child or adolescent. The description includes information about the youth's home/family life, school experiences, likes/dislikes, and peer relationships.	The author begins the paper with an introduction to the child or adolescent. Some information about the youth is included, but details about his/her home and school lives, peer experiences, and interest may be missing.	There is either NO introduction to the child or adolescent or it is incomplete.
Theories that explain cognitive, social, and emotional development in youth	A discussion of the theories learned in the course is clear and descriptive. Key principles are synthesized, not summarized, and demonstrate that the student understands them.	A discussion of theories learned in the course is present but may be incomplete or paraphrased from the readings. The student does not demonstrate his/her understanding of the theories.	Limited or vague discussion of the theories learned in the course.
Connections between the theoretical constructs and the lived experiences of the youth	There are clear and obvious connections drawn between theories learned in the course and the youth's responses to interview questions. There is an explanation as to how the theoretical constructs might explain the youth's actions and thinking.	Connections are drawn between the theoretical constructs learned in the course and the youth's responses, but those connections are vague or superficial.	Limited or vague connections are made.
Conventions of language	Writing is clear and provides coherent transitions from one big idea to the next. Each paragraph discusses one main idea. There are very few (if any) spelling, punctuation, or grammar mistakes.	Writing is clear, and transitions to show one idea leads to the next are usually employed. There may be some spelling, punctuation, or grammatical mistakes, but	Ideas not organized into a coherent flow, and there are few transitions to move the reader through the paper. There are multiple spelling,

		they do not detract from the overall meaning.	punctuation, and/or grammatical mistakes.
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ASSIGNMENT: SERVICE LEARNING REPORT

Address the following questions in the report. No need to number your responses; however, address all questions in order. Students may draw from this report to complete the Poster presentation.

- 1.) How do the **theories of cognitive development** inform and/or influence service providers' interactions with their patients/students/clients?

- 2.) What **outside influences** such as environmental factors, cultural expectations, and family/sibling/friend relationships are evident on the patients/students/clients at your service-learning site? In other words, how do outside forces influence the choices you see being made?

- 3.) How do these outside influences affect the **development of thought and reasoning** within the patient/student/client?

- 4.) How do these outside influences affect the service providers' responses and their ability to address the needs of the patient/student/client?

- 5.) How will your understanding of the cognitive, emotional, and social development of the people (patients, students, clients, and service providers) you observe during your service learning experience **inform and/or influence your interactions and decision-making processes** within your future social and professional life?

RUBRIC FOR SERVICE LEARNING REPORT AND GUIDE FOR POSTER

Topic	Excellent (4 points each)	Developing (3 points)	Needs Improvement (1 point)
Description of service learning placement	The author begins the paper with a detailed description of the service learning site. The description includes information about the site itself, his/her role at the site, and the adults & youth with whom he/she worked.	The author begins the paper with a description of the service learning site. Some information about the site is included, but details about his/her role and the adults & youth with whom he/she worked may be missing.	There is either no description of the site or it is incomplete.
Theories that explain cognitive, social, and emotional development in youth	A discussion of the theories learned in the course is clear and descriptive. Key principles are synthesized, not summarized, and demonstrate that the student understands them. The discussion is similar to the one in the <i>Interview</i>	A discussion of theories learned in the course is present but may be incomplete or paraphrased from the readings. The student does not demonstrate his/her understanding of the	Limited or vague discussion of the theories learned in the course.

	assignment but reflects new understandings based on additional learning.	theories. The discussion is the same as or similar to the one in the <i>Interview</i> assignment and does NOT reflect new understandings.	
Connections between the theoretical constructs and observations & experiences during service learning	There are clear and obvious connections drawn between theories learned in the course and events that occurred throughout service learning. There is an explanation as to how the theoretical constructs might explain the youth's actions and thinking.	Connections are drawn between the theoretical constructs learned in the course and events that occurred throughout service learning, but those connections are vague or superficial.	Limited or vague connections are made.
Synthesis and discussion of further impact	The author synthesizes his/her learning from the semester in a way that demonstrates understanding of the way that theoretical constructs influence the decisions that children and adolescents make. He/she explains how this learning will impact future actions and decisions.	The author synthesizes his/her learning from the semester in a way that suggests understanding of how theoretical constructs influence the decisions that children and adolescents make. There is little discussion of how this learning will impact future actions and decisions.	There is little to no synthesis or discussion of further impact.
Conventions of language	Writing is clear and provides coherent transitions from one big idea to the next. Each paragraph discusses one main idea. There are very few (if any) spelling, punctuation, or grammar mistakes.	Writing is clear, and transitions to show one idea leads to the next are usually employed. There may be some spelling, punctuation, or grammatical mistakes, but they do not detract from the overall meaning.	Ideas are not organized into a coherent flow, and there are few transitions to move the reader through the paper. There are multiple spelling, punctuation, and/or grammatical mistakes.

ASSIGNMENT: POSTER PRESENTATION

The purpose of this is to highlight field experience findings, to draw your group together to share culmination of work in the field, and to synthesize the impact of the experience on personal growth.

Topic	Excellent (4 points each)	Developing (3 points)	Needs Improvement (1 point)
Description of service learning placement	The author begins the paper with a detailed description of the service learning site. The description includes information about the site itself, his/her role at the site, and the adults & youth with whom he/she worked.	The author begins the paper with a description of the service learning site. Some information about the site is included, but details about his/her role and the adults & youth may be missing.	There is either no description of the site or it is incomplete.
Describes the developmental aspects of the students	A discussion of the theories learned in the course is clear and descriptive. Key principles are synthesized, not summarized, and demonstrate that the student understands them. The discussion is similar to the one in the <i>Interview</i> assignment but reflects new understandings based on additional learning.	A discussion of theories learned in the course is present but incomplete or paraphrased from readings. There is no demonstration his/her understanding of the theories. The discussion is the same/similar to the one in the <i>Interview</i> assignment and does NOT reflect new understanding.	Limited or vague discussion of the theories learned in the course.
Cognitive growth; observations & experiences of student growth during service learning	There are clear and obvious connections drawn between theories in the course and events that occurred throughout service learning. There is an explanation as to how the theoretical constructs might explain the youth's actions and thinking.	Connections are drawn between the theoretical constructs learned in the course and events that occurred throughout service learning, but those connections are vague or superficial.	Limited or vague connections are made.
Findings and synthesis of learning	The author synthesizes his/her learning from the term which demonstrates understanding of the way that theoretical constructs influence the decisions that children and adolescents make. He/she explains how this learning will impact future actions and decisions.	The author synthesizes his/her learning from the term which suggests understanding of how theoretical constructs influence the decisions that children and adolescents make. There is little discussion of how this will impact decisions.	There is little to no synthesis or discussion of further impact.
Professional Presentation	Poster or presentation is thoughtfully designed, well laid out, with written portions in 18-22 font, so as to be easily read from a distance. Headings are clear and in a larger font. Background colors are complementary and professional. Photos of site and students	Writing is clear, and presentation is designed with some care. Large font and separate headings are apparent. Colors are moderately professional. Some photos	Poster or presentation is assembled "last minute" with little thought to the layout, font size and/or content. No photos

