



**EDUC 380 Section 1**  
**Applications in Child and Youth Development**  
**CRN #20540**  
**Tuesdays and Thursdays**  
**9:00 – 10:15 am**  
**University Hall 444**  
**Spring 2015**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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**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
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**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
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## **COURSE DESCRIPTION**

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. Course 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 sociocultural influences on development.

### **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
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, problems 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 personal background check may be required. It is your responsibility to check with the agency you will be serving and to meet fingerprinting and other requirements in order to serve as a volunteer. All students must work with the Office of Service Learning (<http://www.csusm.edu/ocsl/students/forms.html>) to ensure that proper procedures are followed and maintained throughout the term.**

### **All University Writing Requirement**

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. 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. *Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.*

### **Plagiarism**

As an educator, 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.

### **Electronic Communication Protocol**

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at [bingalls@csusm.edu](mailto:bingalls@csusm.edu). 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 College 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.

### **Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, Health and Human Services all students are expected to attend all classes and to participate actively. At a minimum, students 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. (*Adopted by the COE Governance Community, December, 1997*). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. **For EDUC 380 course: Students missing three class sessions will earn grades reduced by one full grade. Students missing four or more class sessions will earn grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis. However, notification of an absence does not constitute an excuse.**

### **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.
- Scholarly and applied articles from academic researchers and field practitioners are required and will be found in our Cougar Courses container.

### Grading Standards (Points)

|           |       |          |        |           |       |
|-----------|-------|----------|--------|-----------|-------|
|           |       | <b>A</b> | 95-100 | <b>A-</b> | 90-94 |
| <b>B+</b> | 87-89 | <b>B</b> | 83-86  | <b>B-</b> | 80-82 |
| <b>C+</b> | 77-79 | <b>C</b> | 73-76  | <b>C-</b> | 70-72 |

Please note that an A is earned from 93-100, not 90-100.

### ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Assignments are to be turned in on the due date, no exceptions.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times New Roman or Arial, size 12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format. All submissions are to be submitted in assignment portals inside the Cougar Course; this is a paperless course.

| Assignment Overview  | Points Possible |
|--|-----------------|
| Interview with a Youth; Due  | 20              |
| Service Learning Reflective Report                                     | 25              |
| Weekly Service Learning/Reading/Lecture Journal Report                 | 15              |
| Presentation of Interview Findings & Implications; Poster/Gallery Walk | 10              |
| Final Exam: Online during Finals Week                                  | 20              |
| Participation, Engagement, Decorum                                     | 10              |
| <b>Total Points</b>  | <b>100</b>      |

## Assignment Detail

- 1. Weekly Reflection In-class Journal 15 points**

Each Tuesday, we will conduct an in-class assignment which will be a prompt regarding the reading or what you have experienced in your service learning setting—the goal here is to develop the report over time!

This response portal is located inside the online course companion, so laptops are necessary in class. Those who cannot bring a computer will not be penalized, but the assignment is due at midnight on the night of that class meeting. 1 point each week
- 2. Interview With a Youth 20 points**

You will identify a child or adolescent with whom to work this semester. You will 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*. See pages 6 & 7 for sample interview questions.
- 3. Service Learning Experience and Reflective Report: 25 points**

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. You will document your interactions with the children or adolescents 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 6 for questions to guide your thinking during the observations. Use the graphic organizer on page 8 to hold your thinking if you find it useful.
- 4. Presentation/Poster Session/Gallery Walk 10 points**

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 15<sup>th</sup> 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*.
- 5. Final Exam 20 points**

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. These questions 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.
- 6. Participation, engagement, decorum, attendance 10 points**

**\*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 with 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.

To that end, **class will meet on Tuesdays and Thursdays during weeks 1, 2, and 15. During weeks 3-14, class will meet on Tuesdays only.** Students will spend Thursdays during weeks 2-14 in their service learning experience setting in order to observe ways in which Tuesday's content is manifested in the lives of children and youth. \*

**EDUC 380 TENTATIVE CLASS SCHEDULE**  
**Spring 2014 – Mauerman T Th 9-10:15 Room UH 443**

| <b>Week</b>                   | <b>Topic</b>   | <b>Readings &amp; Assignments</b>                              |
|-------------------------------|--|--|
| <b>1</b><br>T 1/20<br>Th 1/22 | T: Course O'view, Introduction to brain development<br><br>Th: Social influences & multicultural perspectives on development   | National Geographic article "The Teenage Brain"                |
| <b>2</b><br>T 1/26<br>Th 1/29 | T: Vygotsky, the sociocultural perspective, and the influence of social contexts on behavior<br><br>Th: <b>Class meeting</b> Guest Speaker: Anna Fleming   | Vygotsky PDF<br>Willingham, Chapter 1                          |
| <b>3</b><br>T 2/3             | T: Memory development (working and long-term) and information processing<br>Th: Service Learning—Note taking Prompt: notice the children's memory capacities and how they process information          | Cowan PDF<br>PDF on memory in general<br>Willingham, Chapter 3 |
| <b>4</b><br>2/10              | T: Development of the four domains of literacy<br>Th: Service Learning— Note taking Prompt: Notice how the children use reading, writing, speaking, and listening to communicate and make meaning      | Kuhl article<br>Language Development PDF                       |
| <b>5</b><br>2/17              | T: Problem solving and metacognition<br>Th: Service learning— Note taking Prompt: Observe how the children react to problems, challenges, and difficulties   | Joseph & Strain article  |
| <b>6</b><br>2/24              | T: Problem solving and critical thinking<br>Th: Service learning— Note taking Prompt: Observe whether and how the children employ the critical thinking strategies we discuss on Monday                | Re-read the Joseph & Strain article                            |
| <b>7</b><br>3/3               | T: Academic skills<br>Th: Service learning— Note taking Prompt: Notice children's attitudes toward achieving academically; Identify social influences on their academic work                           | Willingham, Chapters 2, 4, 5, & 6                              |
| <b>8</b><br>3/10              | T: Development of identity: Self, ethnic, situational<br>Th: Service learning— Note taking Prompt: Identify how the children appear to view themselves; Notice any social and multicultural influences | Klimstra article   |

| Week                       | Topic  | Readings & Assignments   |
|----------------------------|--|--|
| <b>9</b><br>3/17           | <b>T: Self-concept and self-esteem</b><br>Th: Service learning— Note taking Prompt: Notice what value the children place on their abilities. Is that value influenced by their social, cultural, and linguistic identity?                      | Prothero article   |
| <b>10</b><br>3/24          | <b>T: Motivation</b><br>Th: Service learning— Note taking Prompt: Identify varying levels of motivation among the children. Think about the multicultural and social influences on their behavioral and/or academic choices                    | 2 Daniels articles<br><b>Due Tuesday (in CC): Interview with a Youth</b>           |
| <b>11</b><br>3/31          | CSUSM Spring Break   | No additional reading this week<br>Time to catch up: DO READING                    |
| <b>12</b><br>4/7           | <b>T: Peer and friend relationships</b><br>Th: Service learning— Note taking Prompt: Notice how the children interact with their peers; What appears to influence the decisions they make and the language they use with different individuals |  |
| <b>13</b><br>4/14          | <b>T: Brain compatible learning</b><br>Th: Service learning— Note taking Prompt: Think about why some children learn with relative ease while others struggle; Identify social and multicultural influences on thinking and learning           | Willingham, Chapter 7<br><b>Due Tues 4/15 (in CC): Service Learning Reflection</b> |
| <b>14</b><br>4/21          | <i>Online session:</i> Brain-compatible learning (continued)   | Follow the detailed directions on CC.  |
| <b>15</b><br>4/28,<br>4/30 | <b>T: Intersections among research, practice, and reality</b><br><br>Th: Gallery Walk (watch for different location)<br><b>poster or laptop PPT presentation for Gallery Walk)</b>   | Willingham, Chapter 9<br><b>Due Tues 4/29 (in CC)</b><br>Interview implications    |
| <b>16</b><br>5/5           | <b>Final Exam on CC</b><br><b>Online during Finals Week; Due May 6 by midnight</b>   | Students may take as 5 times, only info will be wrong item, not correct answer.    |



**HD/EDUC 380  
ASSIGNMENT DETAIL**

**GUIDING QUESTIONS FOR INTERVIEW & SERVICE-LEARNING REFLECTION**

- 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?
- 6.) *For the interview with a child/adolescent in particular:* 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?

**QUESTIONS FOR THE INTERVIEW WITH A CHILD OR ADOLESCENT  
Assignment**

- 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 won't allow you to do something you want to do or 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 their actions; question choice of moves, etc.

**Exploring Theoretical Constructs in “Real Life”  
Response Template**  
*(Expand form as needed)*

| <b>Concept</b>                                     | <b>Behavior</b> | <b>Response</b> | <b>Outcome</b> |
|--|-----------------|-----------------|----------------|
| <b>Vygotsky and the Socio-cultural perspective</b> |                 |                 |                |
| <b>Development of Literacy</b>                     |                 |                 |                |
| <b>Attention and Memory</b>                        |                 |                 |                |
| <b>Academic skills and Problem solving</b>         |                 |                 |                |
| <b>Identity Development</b>                        |                 |                 |                |
| <b>Social/Emotional Development</b>                |                 |                 |                |
| <b>Environmental and Contextual Influences</b>     |                 |                 |                |
| <b>Brain-based Learning</b>                        |                 |                 |                |