California State University
SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDUC/HD 380 (Section 2)
Applications in Child and Youth Development
CRN #46967 and CRN #46968
Mondays and Wednesdays
10:00 am – 11:15 am
CSUSM Academic Hall 308
Fall 2013

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

Professor:	Erika Daniels
Phone:	760.750.8547
E-Mail:	edaniels@csusm.edu
Office:	UH 402
Hours:	By Appointment

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

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. 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 received credit for EDUC 496-1. Also offered as HD 380. Students may not receive credit for both.*

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 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 to serve as a volunteer. All students should work with the Office of Service Learning (http://www.csusm.edu/ocsl/students/forms.html) to ensure that proper procedures are followed.

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.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

California Teacher Performance Assessment (CalTPA)
Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions
Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Students missing three class sessions will see their grades reduced by one full grade. Students missing four 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. Illness and emergencies are considered on a case-by-case basis. However, notification of an absence does not constitute an excuse.

Students with Disabilities Requiring Reasonable Accommodations
Candidates 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. Candidates 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.

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 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/materials that are 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 candidate 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 teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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

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, 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.

Assignment	Points Possible
Interview with a Youth; Due October 30, 2013	25
Service Learning Write Up; Due November 21, 2013	30
Presentation of Interview Findings & Implications; Gallery Walk on December 4, 2013	15
Final Exam: Online during Finals Week—Due by 9 am on December 11, 2013	30
Total Points	100

1. Interview With a Youth

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.

2. 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 interview series. This presentation can be a poster, PowerPoint, or any other creative format, and you will share the work in a Gallery Walk during the 15th week of the course. Your presentation must summarize your findings from the interview series and *discuss their implications for education, social work, and other human services fields*.

3. Service Learning Experience and Write-Up

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. 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 Monday. 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.

*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 Mondays and Mondays during weeks 1, 2, and 15. During weeks 3-14, class will meet on Mondays only. Students will spend Wednesdays during weeks 2-14 in their service learning experience in order to observe ways in which Monday's content is manifested in the lives of children and youth. *

Grading Standards

A	93-100	A-	90-92		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72

Schedule/Course Outline

Week	Topic	Readings & Assignments
1: Aug 26 & 28	M: Introduction to brain development W: Social influences & multicultural perspectives on development	National Geographic article on the teenage brain
2: September 4	W: Vygotsky, the sociocultural perspective, and the influence of social contexts on behavior	Vygotsky PDF Willingham, Chapter 1
3: September 9	M: Memory development (working and long-term) and information processing W: Service learning—Notice the children's memory capacities and how they process information	Cowan PDF PDF on memory in general Willingham, Chapter 3
4: September 16	M: Development of the four domains of literacy W: Service learning—Notice how the children use reading, writing, speaking, and listening to communicate and make meaning	Kuhl article Language Development PDF
5: September 23	M: Problem solving and metacognition W: Service learning—Observe how the children react to problems, challenges, and difficulties	Joseph & Strain article
6: September 30	M: Problem solving and critical thinking W: Service learning—Observe whether and how the children employ the critical thinking strategies we discuss on Monday	Re-read the Joseph & Strain article
7: October 7	M: Academic skills W: Service learning—Notice children's attitudes toward achieving academically; Identify social influences on their academic work	Willingham, Chapters 2, 4 & 5
8: October 14	M: Development of identity: Self, ethnic, situational W: Service learning—Identify how the children appear to view themselves; Notice any social and multicultural influences	Klimstra article
9: October 21	M: Self-concept and self-esteem W: Service learning—Notice what value the children place on their abilities. Is that value influenced by their social, cultural, and linguistic identity?	Prothero article
10: October 28	M: Motivation W: Service learning—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 **Due Monday 10/30 (on CC):** Interview with a youth
11: November 4	M: Peer and friend relationships W: Service learning—Notice how the children interact with their peers; What appears to influence the decisions they make and the language they use with different individuals	No additional reading this week
12: November 11	*(Veterans Day) CSUSM closed, no class*	
13: November 18	M: Brain compatible learning W: Service learning—Think about why some children learn with relative ease while others struggle; Identify social and multicultural influences on thinking and learning	Willingham, Chapters 6 & 7 **Due Monday 11/20 (on CC):** Write up of service learning experience
14: November 25	M: *Online session:* Brain-compatible learning (continued)	Follow the detailed directions on CC.
15: December 2 & 4	M: Intersections among research, practice, and reality W: Gallery Walk	Willingham, Chapter 9 **Due Monday 12/4:** Interview implications (poster or presentation for Gallery Walk)
16: December 12	**Final Exam** **Online during Finals Week; Due December 11, by 9 am**	

GUIDING QUESTIONS FOR INTERVIEW & SERVICE-LEARNING WRITE UP
HD/EDUC 380

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?

SAMPLE QUESTIONS FOR THE INTERVIEW WITH A CHILD OR ADOLESCENT

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 their choice of moves etc.

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