



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

333 South Twin Oaks Valley Road, University Hall 468  
 San Marcos, California 92096-0001  
 760.750.4300  
[www.csusm.edu/education](http://www.csusm.edu/education)

**California State University San Marcos  
 Human Development/Education**

<b>Course Number</b>	<b>HD/EDUC 380, Section 2</b>
<b>Course Title</b>	<b>Applications in Child and Youth Development</b>
<b>CRN</b>	<b>40693</b>
<b>Days</b>	<b>M/W</b>
<b>Time</b>	<b>1:00-2:15 PM</b>
<b>Course Location</b>	<b>Markstein 305</b>
<b>Semester / Year</b>	<b>Fall 2015</b>
<b>Instructor</b>	<b>Dr. Kathy Fuller</b>
<b>Phone</b>	<b>(760) 750-7356</b>
<b>E-Mail</b>	<b><a href="mailto:kfuller@csusm.edu">kfuller@csusm.edu</a></b>
<b>Office</b>	<b>UH 306</b>
<b>Hours</b>	<b>W 3:30-5:30 or by appointment</b>

**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. 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.

## **STUDENT LEARNING OUTCOMES (SLOS)**

Of the eight Human Development Student Learning Outcomes (please see <http://www.csusm.edu/assessment/portfolios/hd/slo.html>), the following four SLOs are addressed within this course:

- Understand diversity of development across time, space, and standpoint, with sensitivity to roles of gender, race, class, and nationality in shaping developmental processes and outcomes.
- Demonstrate within one of the four concentration areas (Counseling Services, Health Services, Children's Services, Adult & Gerontology Services) an understanding of the interplay of cultural, biological, psychological, and social forces.
- Appreciate the relevance of basic theory and research in applied settings.
- Gain essential knowledge in human development through service learning and problem-based learning approaches.

### **Course Learning 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.

### **Credit Hour Policy Statement**

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.)

## **REQUIRED TEXTS/READINGS**

### **Textbook**

No textbook required.

### **Other Readings**

Weekly readings are available on Cougar Courses.

### **Other equipment / material requirements**

Not required.

### **Other Student Needs**

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Students Services. This office is located in Craven 5205 and can be contacted by phone 750.4905 or TDD 750.4909. Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

## **COURSE REQUIREMENTS**

(Number of exams, assignments, etc.)

ASSIGNMENT	DUE DATE	POINTS POSSIBLE
Interview with a Youth	11/2	15
Service Learning Question Participation	Varies	20 (2 pts for each group participation except for 10/28).
Service Learning Write Up	11/23	25
Service Learning Presentation	12/9	10
Final		30
TOTAL		100

## **GENERAL CONSIDERATIONS**

### **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 this class: 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.

### **Policy on Late Work and/or Missed Exams**

Late work will only be accepted if discussed ahead of time. The exam will only be given once, during final exam week.

### **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.

### **Academic Honesty**

Students will be 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 should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy

at: [http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) 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.

### **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 Disabled 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.

### **Accessibility**

California State University San Marcos prides itself on providing a nurturing academic setting for students of all kinds. With this wide audience range in mind, CSUSM also pays careful attention to making sure that its campus facilities, along with online content, is accessible to those with special needs. Visit the student accessibility page or email [ada@csusm.edu](mailto:ada@csusm.edu).

### **Technology**

Students at Cal State San Marcos will be required by faculty to use a variety of technologies to deliver instruction and complete assignments. Such technologies include, but are not limited to: web-based technology, word processing software, and learning management systems.

### **Cougar Courses**

Visit the student "How To" resource pages or email [sth@csusm.edu](mailto:sth@csusm.edu).

Run this compatibility test to determine whether or not you have the proper software installed and the proper options checked in order to access Cougar Courses without a problem.

### **General Technology**

Visit the technology resource pages or email [sth@csusm.edu](mailto:sth@csusm.edu).

Test your internet speed: <http://www.speedtest.net/>

## **Viewing Videos**

View the troubleshooting guide on the CSUSM website.

This is a general Mediasite test from the Mediasite Vendor to make sure your computer has the ability to play the videos.

## **Other Student & Academic Services**

The goal of Student Academic Support Services is to provide you with high quality services that will assist you in meeting your academic goals. Their staff is available to assist you in providing information, answering your questions, and referring you to resources designed to support you in your educational pursuits. Student Academic Support Services is located in CRA 3600 and can be reached at (760) 750-4935. Visit the complete listing of CSUSM's Student Resources and Services.

## **ASSIGNMENTS**

### **1. Interview With a Youth (Due 11/12...15 points)**

You will identify a child or adolescent with whom to work this semester. You will conduct an interview 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. Below please find a list of sample interview questions you may choose to utilize:

- 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?

### **2. Service Learning Question Participation (Due various dates...20 points)**

In order to consider the Service Learning questions posed throughout the semester from multiple perspectives, groups will be formed for small group discussion purposes. Your group feedback will be uploaded to the associated forum. Please be sure all members' names are on the submission for credit. (2 pts for each service learning question participation except for 10/28).

### **3. Service Learning Experience Write-Up (Due 11/23....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. 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. Below please find questions to guide your thinking during the observations:

- 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?

#### **4. Service Learning Presentation (Due 12/19...10 points)**

Each student will create and present a poster presentation explaining their service learning experience. Items to include are:

1. Name of organization
2. Function of organization
3. Types of clients served
4. Your tasks with organization
5. Your personal critique of your experience

#### **5. Final Exam (Mon 12/14....1:45 PM - 3:45 PM...30 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 Wednesday. 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 Monday and Wednesday during weeks 1, 2, 14 and 15. During weeks 3-14, class will meet on Wednesday only (except for Week 13 we will meet only on Monday). Students will spend Mondays during weeks 2-14 (except week 13) in their service learning experience in order to observe ways in which Wednesday's content is manifested in the lives of children and youth. In addition, please note that class on Wednesday, 10/28 will be conducted online.

#### **Netiquette and Online Postings**

As part of the requirements of this course, you are to contribute to the forum discussion: post a thoughtful paragraph in response to the assigned task, read the posts of your classmates, and post a thoughtful response to the entry of at least two of your peers. Each unit contains a detailed explanation of your posting on the forum. (This will vary between classes, alter as needed.)

- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.
- Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism.
- Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.
- In an online forum or newsgroup, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

### **Grading Standards**

<b><u>A+</u></b> 100	<b><u>A</u></b> 92-97	<b><u>A-</u></b> 90-92
<b><u>B+</u></b> 88-89	<b><u>B</u></b> 82-87	<b><u>B-</u></b> 80-81
<b><u>C+</u></b> 78-79	<b><u>C</u></b> 72-77	<b><u>C-</u></b> 70-71

## COURSE SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Topics, Readings, Assignments, Deadlines</u>
1	8/31	Introductions/Course Overview Introduction to Brain Development
	9/2	Social Influences R: <a href="http://main.zerotothree.org/site/PageServer?pagename=ter_key_brainFAQ">http://main.zerotothree.org/site/PageServer?pagename=ter_key_brainFAQ</a> <a href="http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/adolescent.html">http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/adolescent.html</a>
2	9/7	Have a SAFE and HAPPY Labor Day!
	9/9	Sociocultural Influences R: <a href="http://psychology.about.com/od/developmentecourse/f/sociocultural-theory.htm">http://psychology.about.com/od/developmentecourse/f/sociocultural-theory.htm</a>
3	9/14	<i>Service Learning: How do children apply memory and information processing to learning?</i>
	9/16	Memory R: <a href="http://www.human-memory.net/">http://www.human-memory.net/</a> A: Service Learning Question Participation
	9/21	<i>Service Learning: How do children use reading, writing, speaking, and listening to communicate and make meaning?</i>
	9/23	Literacy R: <a href="http://www.edweek.org/ew/articles/2012/11/14/12cc-research.h32.html">http://www.edweek.org/ew/articles/2012/11/14/12cc-research.h32.html</a> A: Service Learning Question Participation
5	9/28	<i>Service Learning: How do children react to problems, challenges and difficulties?</i>
	9/30	Cognitive Development R: <a href="http://www.edpsycinteractive.org/topics/cognition/piaget.html">http://www.edpsycinteractive.org/topics/cognition/piaget.html</a> A: Service Learning Question Participation
6	10/5	<i>Service Learning: How do the children employ critical thinking strategies in their daily experiences?</i>
	10/7	Critical Thinking R: <a href="http://www.criticalthinking.org/pages/critical-thinking-in-everyday-life-9-strategies/512">http://www.criticalthinking.org/pages/critical-thinking-in-everyday-life-9-strategies/512</a> A: Service Learning Question Participation
7	10/12	<i>Service Learning: What are children's attitudes toward academic achievement? What social influences do you see on their academic work?</i>
	10/14	Academic Skills R: <a href="http://www.corestandards.org/">http://www.corestandards.org/</a> A: Service Learning Question Participation
8	10/19	<i>Service Learning: How do children view themselves? What are the social and multicultural influences?</i>
	10/21	Identity R: <a href="http://study.com/academy/lesson/self-identity-theory-definition-quiz.html">http://study.com/academy/lesson/self-identity-theory-definition-quiz.html</a> A: Service Learning Question Participation
9	10/26	<i>Service Learning: What value do children place on their abilities? What characteristics of their social, cultural and linguistic identity do you see?</i>
	10/28	THIS COURSE IS TO BE COMPLETED ONLINE. PLEASE COMPLETE THE READING AND RESPONDE IN THE ASSOCIATED FORUM. Self Esteem R: <a href="http://her.oxfordjournals.org/content/19/4/357.full">http://her.oxfordjournals.org/content/19/4/357.full</a>
10	11/2	<i>Service Learning: Identify the levels of motivation among the children. What are the multicultural and social influences on their behavioral and academic choices?</i> A- Interview with a Youth (please post in associated forum)

<u>Week</u>	<u>Date</u>	<u>Topics, Readings, Assignments, Deadlines</u>
	11/4	Behavior R: Positive Beh Supports A: Service Learning Question Participation
11	11/9	<i>Service Learning: Observe and note any communication strategies and/or patterns. What influences have affected these styles of communication?</i>
	11/11	Motivation R: <a href="http://www.nasponline.org/resources/home_school/earlychildmotiv_ho.aspx">http://www.nasponline.org/resources/home_school/earlychildmotiv_ho.aspx</a> A: Service Learning Question Participation
12	11/16	<i>Service Learning: What characteristics do children who are adept at relationships display? What could be done to assist those students who are not as adept in the area of socialization?</i>
	11/18	Learning Challenges R: <a href="http://www.helpguide.org/articles/learning-disabilities/learning-disabilities-and-disorders.htm">http://www.helpguide.org/articles/learning-disabilities/learning-disabilities-and-disorders.htm</a> A: Service Learning Question Participation
13	11/23	How are we Intelligent? R: <a href="http://www.tecweb.org/styles/gardner.html">http://www.tecweb.org/styles/gardner.html</a> A: Service Learning Write Up
	11/25	<i>Service Learning: Consider possible accommodations needed by individual children or youth.</i>
14	11/30	Intersections Among Research & Practice A: Service Learning Question Participation
	12/2	Review theories.
15	12/7	Final review.
	12/9	A: Service Learning Presentations
16	12/14	A: Final Mon 12/14....1:45 PM - 3:45 PM