

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDUC/HD 380: Applications in Child and Youth Development, Spring 2013

Tuesday/Thursday * 9:00-10:15 * UH 443 * CRN: 26903/26879

Tuesday/Thursday * 1:00-2:15 * ACD 304 * CRN: 26904/26896

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COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

Mission Statement

The mission of the College of Education, Health and Human Services (CEHHS) is to collaboratively engage with community, regional and global partners to prepare highly skilled and ethical educators, researchers, health care, human services, and movement specialists to transform their work and community environments. The students, staff, and faculty of CEHHS demonstrate commitment to diversity and equity through curriculum and program development, instructional and assessment strategies, and recruitment and retention practices. We promote student-centered learning, support innovative research/scholarship, and engage in service to improve the quality of life, inclusion of physical, emotional, intellectual, social, and spiritual health. The CEHHS is committed to and supports teaching and learning environments that are accessible and technologically progressive.

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 background check will 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 Community Service Learning at www.csusm.edu/ocsl to ensure that proper procedures are followed.**

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 us, e-mail is often the easiest way to do so at pwilson@csusm.edu and espeleta@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, Health and Human Services, 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 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.***

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 on the Cougar Courses site.

Grading Standards (Points)

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

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 April 18	25
Presentation of Interview and/or Service Learning Findings & Implications; Due May 2	15
Service Learning Write Up; Due May 9	30
Final Exam: Online during Finals Week—Due May 16	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/or Service Learning 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 14th week of the course. Your presentation must summarize your findings from the interview series and/or service learning experience 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. You will need to visit the CSUSM website www.csusm.edu/ocsl to complete the necessary forms. All forms are to be turned in to the Office of Community Service Learning in Craven Hall, room 5211 *prior* to beginning your service. We will discuss more detailed 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. You may 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 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.

***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, 14, and 15. During weeks 3-13, class will meet on Tuesdays only. Students will spend Thursdays during weeks 3-13 in their service learning experience in order to observe ways in which Tuesday's content is manifested in the lives of children and youth. *

COURSE SCHEDULE HD/EDUC 380

WEEK	TOPIC	READINGS & ASSIGNMENTS
Week 1 1/22 1/24	T: Course Overview – Understanding brain development R: Brain development	Articles on CC
Week 2 1/29 1/30	T: Vygotsky and the sociocultural perspective R: Social contexts influences on behavior	Willingham, Chapter 1 DUE: Thurs 1/31 on CC On Line questions (access on CC)
Week 3 2/5	T: Attention and memory development R: Service Learning: Notice the children's attention and memory capacities	Willingham, Chapter 3 Article on CC
Week 4 2/12	T: Development of literacy R: Service Learning – Notice how children use reading, writing, listening and speaking to communicate and make meaning	Articles on CC
Week 5 2/19	T: Problem solving and metacognition R: Service Learning – Observe how children react to problems challenges and difficulties	Articles on CC
Week 6 2/26	T: Problem Solving and Critical Thinking R: Service learning – Observe whether and how children employ the critical thinking strategies discussed on Tuesday	Articles on CC

Week 7 3/5	T: Academic Skills R: Service learning – Notice how children feel about achieving academically: Identify social influences on their academic work	Willingham Chapters 4 & 5
Week 8 3/12	T: Development of identity: self, ethnic, situational R: Service learning : identify how the children appear to view themselves. Notice any social and/or multicultural influences	Articles on CC
Week 9 3/19	T: Self-concept and self esteem R: Service learning : Notice what value the children place on their abilities. Is that value influenced by their social, cultural and linguistic identity?	Articles on CC
Week 10 3/26	T: Motivation R: Service Learning : Identify varying levels of motivation among the children. Think about the multicultural and social influences on their behavioral and academic choices.	Articles on CC
Spring Break		
Week 11 4/9	T: Peer and friend relationships R: Service Learning : Observe how the children interact with their peers. What appears to influence the decisions they make and the language they use with different individuals	Articles on CC
Week 12 4/16	T: Understanding the experiences of children & adolescents R: Service Learning : Think about how the course themes (brain development, patterning, meaning making, knowledge creation) manifest themselves in the children with which you work.	Due Thursday 4/18 (on CC) Interview with a youth
Week 13 4/23	T: On-Line Session : Brain-based learning R: Service Learning : Think about why some children learn with relative ease while others struggle. Identify social and multicultural influences on thinking and learning	Access readings and activities for on line session on CC
Week 14 4/30 & 5/2	T: Brain-based Learning (continued) R: Presentation of findings and implications from youth interview and/or service learning project	Due Thursday 5/2 (in class) Presentation of interview and/or service learning implications
Week 15 5/7 & 5/9	T & R Intersections among research, practice and reality	Due Thursday 5/9 (on CC) Service learning Experience write up.
Week 16	FINAL EXAM – On line during finals week – Due May 16th by TBD	Due May 16 th

GUIDING QUESTIONS FOR INTERVIEW & SERVICE-LEARNING WRITE UP
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- 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.

Exploring Theoretical Constructs in “Real Life”

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			