California State University
SAN MARCOS

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

Course Number	HD/EDUC 380
Course Title	Applications in Child & Youth Development
CRN Number	EDUC – 20574; HD – 20572
Days	Tuesdays and selected Thursdays (For fieldwork)
Time	9:00-10:15
Course Location	Univ Hall 443
Semester / Year	Spring 2016

Instructor	Leslie Mauerman, MS.Ed.
Phone	Voicemail: 760.750.8528; Cell: 760.846.0401
E-Mail	lmauerma@csusm.edu
Office	University Hall 455
Hours	Virtual: Wed, 10-1, Tuesdays after class by appt.

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.

Course Prerequisites

This course requires twenty (20) hours of service learning in an approved facility which serves children or youth. Placements must be procured within the first two weeks of the course. If a student does not have the ability to perform 20 hours due to exchange student Visa concerns, this must be addressed immediately with the instructor.

Course Objectives

By the 15th week of this course, students will understand and recall 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. Students will also gain an understanding of the ways in which academic theory is applied and actualized within the realm of health, human development and services, as well as cognitive function.

Unique Course Requirements

*Special Note: Because this course requires a 20 hour 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
"Courses with face-to-face instruction include the expectation of a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class."
For EDUC/HD 380, this equals 2.5 hours of lecture for the first two weeks of the term and the last two weeks of the term, and 1.25 during weeks 3-13. Outside reading shall constitute 3.5 hours of outside reading and online assignments. Outside learning through activity and experiences shall include a minimum of 4 hours per week in the service learning setting, where a running hours log is maintained and submitted at the end of the term.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

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. ISBN-13: 978-0470591963   ISBN-10: 047059196X

Wood, C. (2007). Yardsticks: children in the classroom Ages 4-14. Turner Falls, MA. Northeast Foundation for Children. ISBN 978-1-892989-19-2

Course Material Available

Cougar Courses

Scholarly and applied articles from academic researchers and field practitioners are required and will be found in our Cougar Courses container, organized by week and topic. Assignments are also submitted through Cougar Courses.

COURSE LEARNING OUTCOMES

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 in the class schedule 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 and manifests itself in the real lives of children and youth**.**

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upon successful completion 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.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all course participants are expected to attend all classes and participate actively. At a minimum, course participants *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 course participants have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997)*
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, and students must notify the professor of any and all absences. However, notification of an absence does not constitute an excuse.

*   Special attendance requirements include dependable, punctual, consistent attendance at Service Learning placement site, and required assignments pertaining to the site must be completed in real time.
*   In accordance with the Administrative Course Drop policy, course participants must attend the presentation on the first Thursday of the course to hear the presentation by the speaker from the Office of Civic Engagement/Service Learning.

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 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

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 need to meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

HD/EDUC 380 is offered in a face-to-face, traditional (FT) instructional delivery format, as well as local online (LO) readings and assignments as found in the web-based Cougar Course, making the true format of the course a hybrid (HY) course by design.

Necessary Technical Competency Required of Students

Course participants are encouraged to bring an electronic devise such as a laptop or tablet for in-class assignment completion and submission, group work, as well as a web-search tool for the prepared lectures and activities.
Fluent familiarity with the use of MS Word is essential for the submission of assignments. This software is available for free in the Student Resources section of Cougar Courses.

Contact Information for Technical Support Assistance

For students the CSUSM Student Help Desk can be reached by telephone (   ) or in person. The Help desk is located on the second level of the Kellogg Library and can easily be accesses through the ground level doors to the Library near the campus flagpoles.

Use of Technology

Candidates (Course participants) 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 AND GRADED COURSE COMPONENTS

HD/EDUC 380 requires weekly journal reflections regarding readings and experiences, an Interview, a Poster presentation, a written report of the Service Learning Experience, and an online Final Examination.

Grading Standards

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. **Assignments are written in Arial, size12 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	20
Service Learning Reflective Report	25
Presentation of Service Learning findings & Implications; Gallery Walk of Posters on last day of class	10
Weekly Course Content/ Service Learning Reflection (2 pts ea)	15
Final Exam: Online in CC during Finals Week	20
In –class Participation, Attendance, Engagement & Decorum	10
Total Points	100

Policy for Late/Missed Work

Assignments are to be turned in on the due date by midnight. Exceptions must be granted in advance by the instructor.

Student Collaboration Policy

Cooperative group assignments shall be conducted during class and will feature group roles and tasks for completion. Guidelines for these group interactions are provided, monitored and taken into account for final scoring.

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. 2 points each week

2. Interview With a Youth   **20 points**
Students 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 requires 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/ Gallery Walk (Interview and Implications)   **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 15th 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 and classroom decorum (come to class!)   **10 points**

EDUC 380 *TENTATIVE* CLASS SCHEDULE
SPRING 2016 – MAUERMAN   T /TH 9-10:15   UNIV HALL, ROOM 443

Week	Topic & SL Prompt	Readings & Assignments
1 T 1/26 Th 1/28	**T: Course O'view, Introduction to brain development** Th: Social influences & multicultural perspectives on development	National Geographic article "The Teenage Brain" Wood, Foreword, Preface
2 T 2/2 Th 2/4	**T: Vygotsky, the sociocultural perspective, and the influence of social contexts on behavior** Th: Vygotsky II; Review of Service Learning Placements	Vygotsky PDF Willingham, Chapter 1 Wood, Introduction **Reading Quiz on Thurs**
3 T 2/9 No Th class until wk 14	**T: Memory development (working and long-term) and information processing** Th: Service Learning—Note taking Prompt: notice the children's memory capacities and how they process information	Cowan PDF PDF on memory in general Willingham, Chapter 3
4 T 2/16	**T: Development of the four domains of literacy** Th: Service Learning— Note taking Prompt: Notice how the children use reading, writing, speaking, and listening to communicate and make meaning	Kuhl article Language Development PDF Wood, Broad Guidelines
5 T 2/23	**T: Problem solving and metacognition** Th: Service learning— Note taking Prompt: Observe how the children react to problems, challenges, and difficulties	Joseph & Strain article
6 T 3/01	**T: Problem solving and critical thinking** 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 for quiz today
7 T 3/8	**T: Academic skills** 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
8 T 3/16	**T: Development of Identity: Self, ethnic, situational** Th: Service learning— Note taking Prompt: Identify how the children appear to view themselves; Notice any social and multicultural influences	Klimstra article Media in CC ½ way point in course- check hours, attendance assignment submissions.
9 **SPRING BREAK** T 3/22	**T: Self-concept and self-esteem** -*Online class-work ahead* 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 Complete Interview with a Youth. (Yes, complete both sections separately)

Mauerman, HD/EDUC 380

Week	Topic & SL Prompt	Readings & Assignments
10 T 3/29	**T: Motivation & Revisit Self concept** 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 **Due Tuesday (in CC): Interview with a Youth**
11 T 4/5	**T: Peer and friend relationships** 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.	Wood, Four Year olds through fourteen year olds (skim and scan for classroom group task)
12 T 4/12	**T: Brain compatible learning** Th: Service learning— Note taking Prompt: Think about why some children learn with relative ease while others struggle- apply the reading and lecture discussions.	Willingham, Chapter 7
13 T 4/19	**T: Brain Compatible Learning II** Th: Service learning: Note-taking Prompt: Identify social and multicultural influences on thinking and learning.	Willingham, Chapter 9
14 T 4/26	**T: Course Review of Learning** Service Learning Assignment Workshop	**Due TH 4/28 (in CC): Service Learning Assignment**
15 T 5/3	**T: Gallery Walk** **Poster or laptop PPT presentation for Gallery Walk**	**Due Tues (in CC)** Include copy of poster content in this portal
16 5/10 No class	**Final Exam** **Online the week *before* Finals. Open May 9-13. Due 5/13 by midnight**	