

Course & Section Nos.	EDUC 380-02
Course Title	Applications in Child and Youth Development
Class Roster No.	22742
Course Day(s)	Thursdays
Time	2:30 pm – 5:20 pm [2:30-3:45 weeks 2-14]
Course Location	University Hall 443
Semester / Year	Spring 2018
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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

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. 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.*

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

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/community/servicelearning>) to ensure that proper procedures are followed**

Unique Course Requirements

Because this course requires field work and class time is dedicated to that end, students are required to maintain a timesheet while in their service learning placement. This time sheet can be found on the Service Learning website.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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.

Wood, Chip. (2015) *Yardsticks: Children in the Classroom Ages 4-14*. Center for Responsive Schools, Turners Falls, MA.

Scholarly and applied articles from academic researchers and field practitioners are required and can be found in our Cougar Courses container.

Cougar Courses

Access to and skilled use of the Cougar Course companion course.

COURSE LEARNING OUTCOMES

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
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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.

Expected Dispositions for the Education Profession

For students moving forward into the School of Education: Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

NOTE - This document contains an embedded section break so that the course schedule stands alone.

**SCHEDULE/COURSE OUTLINE
EDUC 380 SPRING 2018 MAUERMAN**

Week& Dates	Topic/ Activity/ Prompt for Service Learning Focus	Readings/ Assignments
1: Th-1/24	T: Introduction to brain development R: Social influences & multicultural perspectives on development Visit from Service Learning Site	Nat Geo article: the teenage brain
2: Th- 2/1	T: Vygotsky, the sociocultural perspective, and the influence of social contexts on behavior R: Vygotsky cont'd, Service learning—Secure your site and complete/submit the appropriate paperwork	Vygotsky PDF Willingham, Chapter 1
3: Th-2/8	T: Memory development (working and long-term) and information processing Service learning—Notice the children's memory capacities and how they process information	Cowan PDF PDF on memory in general Willingham, Chapter 3
4: Th-2/15	T: Development of the four domains of literacy ONLINE ALL WEEK Service learning—Notice how the children use reading, writing, speaking, and listening to communicate and make meaning	Kuhl article Language Development PDF
5: Th-2/22	T: Problem solving and metacognition Service learning—Observe how the children react to problems, challenges, and difficulties	Joseph & Strain article
6: Th-3/1	T: Problem solving and critical thinking Service learning—Observe whether and how the children employ the critical thinking strategies we discuss on Monday	Follow the instructions on Cougar Courses
7: Th-3/8	T: Academic skills Service learning—Notice children's attitudes toward achieving academically; Identify social influences on their academic work	Willingham, Chapters 2, 4, & 5
8: Th-3/15	T: Development of identity: Self, ethnic, situational Service learning—Identify how the children appear to view themselves; Notice any social and multicultural influences	Klimstra article
9: Th-3/22	<i>Spring Break</i> <i>No formal class meeting-but Interview due!</i> Spend time at your service learning site and working on your interview	Prothero article Interview due 3/23
10: Th-3/29	T: Self-concept and self-esteem Service learning—Notice what value the children place on their abilities. Is that value influenced by their social, cultural, and linguistic identity?	
11: Th- 4/5	T: Motivation 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
12: Th-4/12	T: Peer and friend relationships 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
13: T-4/19	<i>Online session: Brain compatible learning</i> Service learning—Think about why some children learn with relative ease while others struggle	Willingham, Chap 6 & 7 Due: Service Learning Experience Report
14: Th-4/26	T: Brain-compatible learning (continued) Service learning—Identify social and multicultural influences on thinking and learning	Willingham, Chapter 9
15: Full hrs Th-5/3	T: Intersections among research, practice, and reality R: Gallery Walk -- Service learning implications	Due Thursday: Poster or laptop presentation
16: 5/6-11	Final Exam (Online) Must be finished by 12:00 midnight on May 11, 2018.	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Attendance at all face-to-face class meetings, completion of a 20 hour service learning project, completion of course readings and all assignments, as well as active and engaged participation in the class meetings and group activities.

Course Assignments

Assignment	Points Possible
Participation and engagement	15
Interview with a Youth	15
Service Learning Report	30
Presentation of Interview Findings & Implications-Poster	10
Final Exam (Online—Open book/open notes)	30
Total Points	100

Grading Standards

Assignments are to be submitted to the appropriate place on Cougar Courses 9:00 am on the specified due date unless otherwise noted below. Hand-written work is not accepted, and all documents should use 12 point Times New Roman. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) 6th edition. Rubrics for each assignment are posted in Cougar Courses container.

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

Assignment Overview & Detail

1. Interview With a Youth

You will identify a child or adolescent with whom to 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*. When you write about your youth, you will explain how his/her responses to the questions and your interactions with him/her might be explained by what you are learning in the course. The write-up should be a narrative format where you describe the youth with whom you worked, make specific connections to the theories we discuss in class, and include specific quotations to illustrate your thinking. See page 8 for sample interview questions.

2. Service Learning Experience Report

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—it must be a setting that works with children and/or adolescents. You will document your interactions with the youth 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 8 for questions to guide your thinking during the observations.

3. 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 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*.

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.

Final Exam Statement

The final exam for this course shall occur during Exam week. It will be an open book, open note exam, available in the course for a full week. The exam will cover specific concepts from each week's lecture and will be multiple choice with 2 short essay questions.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For 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.

Policy regarding Late/Missed Work

Every effort must be made to submit assignments on time. Extenuating circumstances shall be reviewed with the student on a case-by-case basis.

Student Collaboration Policy

Students are expected to work in groups for class discussions and activities with a collegial, respectful and engaged approach.

GENERAL CONSIDERATIONS

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction must include that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. This is a 3 unit course, therefore, 6 hours of time devoted to the coursework per week is to be expected.
- Courses with a lab or outside hourly requirement shall include two to three hours of student learning outside the class.
- Hybrid courses, which EDUC 380 is, includes a combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

All University Writing Requirement

This course carries a requirement of a 2500 word minimum of written work.

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

Necessary Technical Competency Required of Students

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.

Contact Information for Technical Support Assistance

<http://www.csusm.edu/ids/guides/student.html>

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.

**INTERVIEW WITH A YOUTH
AND
SERVICE-LEARNING REPORT ASSIGNMENT DETAIL**

SERVICE-LEARNING EXPERIENCE REPORT

- 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

- 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 and make note of their actions, question their choice of moves etc.

Write a reflective paragraph at the end, describing what surprised you or intrigued you. Discuss developmental aspects of your interviewee as it relates to the theorists we have studied.