

Course & Section Nos.	EDUC 380 - 01
Course Title	Applications in Child and Youth Development
Class Roster No.	40047
Course Day(s)	Tuesdays/Thursdays
Time	9:00-10:15
Course Location	UH 441
Semester / Year	Fall 2019
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Office Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION.....	1
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	1
Required Texts.....	1
Cougar Courses	1
COURSE LEARNING OUTCOMES	1
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	2
Course Assignments.....	2
*Special Note: 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 through 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 only during weeks 3 - 14. You will spend Thursdays during those weeks at your service learning site to observe ways in which Tuesday's content is manifested in the lives of children and youth.....	3
Grading Standards	3
School of Education/Course Attendance Policy	3
GENERAL CONSIDERATIONS	3
CSUSM Academic Honesty Policy	3
Plagiarism.....	4
Credit Hour Policy Statement.....	4
All University Writing Requirement	4
Electronic Communication Protocol	4
schedule of class sessions	5

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.*

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. (On reserve at Kellogg Library if you do not want to buy or rent it)

Articles from academic researchers and field practitioners are required and can be accessed in the Cougar Courses container for this course.

Cougar Courses

All students must regularly access the Cougar Courses container associated with this class.

COURSE LEARNING OUTCOMES

Upon successful completion of this 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**

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

All assignments must be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Notification of a concern does not constitute an excuse.

All written work should be word-processed and submitted to the appropriate space in the Cougar Courses container as a Word document by midnight of the due date.

Specific instructions for each assignment are listed below, and rubrics for each are found in the top section of our Cougar Courses container. I do not provide sample assignments as I want you to focus on your own construction of meaning instead of attempting to replicate an arbitrary example. Similarly, I do not specify page minimums or maximums so that you remain focused on the content.

Interview With A Youth ~ (Due on Cougar Courses: October 15, 2019)

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 help 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 understood through the content you are learning in this 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 support the conclusions you draw.

Service Learning Analysis ~ (Due on Cougar Courses: November 26, 2019)

Because this course focuses on *understanding how theories of child and adolescent development are applied in daily practice*, you will spend 1-3 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 (for example)—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.

Presentation of Interview Findings & Implications ~ (Due on Cougar Courses: December 5, 2019)

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 present the major findings from your service-learning experience. This presentation can be a poster, PowerPoint, or any other creative format to be shared during a Gallery Walk December 5, 2019. Your presentation must summarize your findings from the service-learning experience and *discuss their implications for education, social work, and other human services fields*. There are no make-up dates for this assignment.

Final Exam ~ (Due: By 9:00 am on December 12, 2019)

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 as a study guide. The final is fully online, open notes, and can be taken any time between December 9 and December 12 at 9:00 am.

Attendance and Participation ~ (Due: Ongoing)

Each class session is highly participatory, and the learning activities are not easily replaced with alternative assignments. To that end, attendance and participation are an important part of the grade.

Grading Standards

A: 93-100 A-: 90-92 B+: 78-89 B: 83-86 B-: 80-82 C+: 78-79

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A "B" average must be maintained for continuation in the program.

Assignment	Points Possible
Interview with a Youth ~ Due October 15	20
Service-Learning Analysis ~ Due November 26	20
Presentation of Interview Findings & Implications ~ Due in class December 5	20
Final Exam ~ Due by 9:00 on December 12	20
Attendance and Participation ~ Ongoing	20
Total Points	100

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 who miss 3 class sessions cannot receive an A. Students who miss 4 class sessions cannot receive a B. Students who miss 5 or more class sessions will not pass the course. Attendance at the service learning site is also mandatory.**

*SPECIAL NOTE: 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 through 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 only during weeks 3 - 14. You will spend Thursdays during those weeks at your service-learning site to observe ways in which Tuesday's content is operationalized in the lives of children and youth.

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 or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy: The combination of face-to-face time, out-of-class online, and field time associated with the course totals at least the minimum 45 hours per unit of credit, which means that 135 hours will be spent engaged with this course.

All University Writing Requirement

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 through the major assignments and in-class learning activities.

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.

SCHEDULE OF CLASS SESSIONS

Week	Topic	Preparation
1: August 27, 2019	T: Course Overview Th: Service learning—Secure your site and fill out the appropriate paperwork	Review service-learning website
2: September 3 & 5, 2019	T: Introduction to brain development Th: Brain development, continued	No advance preparation necessary
3: September 10, 2019	T: Sociocultural theory, the influence of social contexts on behavior, and multicultural perspectives on development	Read: Mahn, H. (2015). Classroom Discourse & Interaction in the ZPD, pages 250-264.
4: September 17, 2019	T: Literacy development Service learning—Notice how the children read, write, speak, and listen to communicate and make meaning	No advance preparation necessary
5: September 24, 2019	T: Memory development and information processing Service learning—What do you notice about the children's memory capacities? How do they take in and process information?	Read: Willingham chapter 1
6: October 1, 2019	<i>T: Independent study session; Information processing continued</i> Service learning—Focus on memory, information processing, & literacy	Read: Willingham chapters 2 & 3
7: October 8, 2019	T: Problem solving and critical thinking Service learning—Observe how the children react to and think through problems, challenges, and difficulties	Read: Willingham chapters 4 & 5
8: October 15, 2019	T: Academic skills Service learning—Notice children's attitudes toward achieving academically; What elements of the context might influence their academic choices?	Due: Interview with a Youth
9: October 22, 2019	T: Identity development: Self, cultural, situational Service learning—Identify how the children view themselves. How do social and multicultural influences affect these views?	No advance preparation necessary
10: October 29, 2019	T: Self-concept and self-esteem Service learning—Notice what value the children place on their abilities. In what ways is that value influenced by their social, cultural, and linguistic identity?	No advance preparation necessary
11: November 5, 2019	T: Peer and friend relationships Service learning—Notice how the children interact with their peers; What appears to influence those interactions and the language they use with different individuals?	No advance preparation necessary
12: November 12, 2019	T: Motivation Service learning—For what activities are the youth intrinsically motivated? What external forces affect their motivation?	Daniels, E. (2016). Influences on teacher and student motivation, pages 262-266)
13: November 19, 2019	T: Brain compatible learning Service learning—Notice how and why some children learn with relative ease while others struggle or are not interested in learning	Read: Willingham chapters 6 & 7
14: November 26, 2019	<i>T: Independent study session</i> Service learning—Focus on understanding the youth at your site in a holistic way	Read: Willingham ch 9 Due: Service-learning write up
15: December 3 & 5, 2019	T: Intersections among research, practice, and reality R: Gallery Walk	Due (12/5): Presentation in class service-learning implications
Finals Week	Final Exam (Online) Complete between 12/9 and 12/12.	