California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDUC 380
Title	**Applications in Child and Youth Development**
CRN Numbers	**40150**
Days	**ONLINE** **Wednesdays**
Time	**10:30 a.m.-12:00 p.m. Synchronous**
Course Location	**Online**
Semester / Year	**Fall 2020**
Professor	**Leslie Mauerman, MS.Ed.**
E-Mail	**lmauerma@csusm.edu**
Office Hours	**Wednesdays 1:30 p.m.-2:30 p.m. via Zoom** Zoom Room: https://csusm.zoom.us/my/**leslie.mauerman**

WELCOME

Welcome to EDUC 350. This is a dynamic, interesting and fun course that explores and offers a view into the developmental processes of children aged 5 through adolescence. The texts and lectures are all designed to foster lively blog discussions and class meetings to enhance your learning and personal development.

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

Office Hours are for those with questions, who seek advice, who want to share and/or provide feedback, or just to chat! Office hours are for everyone! We can talk about anything you like: the course, your career choices, letters of recommendation, or anything else that interests you. If you have a scheduling conflict with the stated office hours, just reach out and we can set up another time, or we can Zoom (video conference). This time is your time. I'm here to help! You can also bring a friend or classmate. The more the merrier!

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COURSE DESCRIPTION

This class 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 earned credit for EDUC 496-1.*

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 from multidisciplinary, multicultural and applied perspectives.
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, problem 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 15-20 hour field service component outside of class, a background check may be required. This fall, there are two online options for students: one working with students online after school synchronously, in a structured Girl Scout program. The second option is asynchronous and entails the viewing of three (3) full-length professionally produced films and connecting to course concepts, theories and social/cultural development. Both options require the completion of Service Learning paper and a small group zoom room presentation. If you have any questions or concerns about this requirement, please reach out to me as soon as possible. This is a requirement of the course, and those unable to comply will not pass.

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. [**Note! This text is available *for free* online in the CSUSM library. See the link in Cougar Courses.]**

Wood. C. (2018) *Yardsticks: Children in the classroom, ages 4-14* Center for Responsive Schools, Inc. **[This text is available in PDF format in Cougar Courses, and in the library for 2 hour check-out].**

In addition, various scholarly and applied articles from academic researchers and field practitioners are required and can be found in our Cougar Courses weekly modules.

SUPPORT FOR STUDENTS

COVID-19 Statement: You will be taking this course amid a *global pandemic*, which means you will be juggling this course alongside your other courses, work or family obligations, economic disruptions, and perhaps even sick friends and family. It is important to me that you know that I understand that these are disruptive, unprecedented times, and that I have made every effort to build a course that accounts for and accommodates those disruptions.
Still, please do not hesitate to contact me at any time if you need additional time on an assignment, if you need clarification on course concepts or expectations, or if you just need to let someone know you're struggling. You do not need to explain your circumstances unless you wish to. Together, we will get through this tough time. Our class will be a place where we can come each week to learn from each other and find some sense of normalcy despite all that is going on. I look forward to working with and learning from all of you. -Professor Leslie

CSUSM offers a number of resources on campus to help you succeed in your classes and enjoy your time here. Below are just a few options for you to be aware of. There are others! I am happy to give you some more ideas if you would like.

Technical Support

For questions about or assistance with your campus username/password, your campus email, CougarApps, etc. please contact the CSUSM Student Technology Help Desk

Email: sth@csusm.edu   Phone: 760-750-6505

Cougar Courses Support

The "Help & Support" tab at the top of your Cougar Courses site has troubleshooting tips and instructions for students for some common tasks such as uploading files, participating in forums, taking a quiz, etc., as well as other helpful information. If you cannot resolve the problem, please email cchelp@csusm.edu with the course name and number, exact name of resource/activity, and the description of the problem (include screenshots, if possible).

Academic Success Center: The Academic Success Center supports students throughout their learning. We collaborate with faculty and staff across campus to innovate academic programming for all students within the University. Not only do we have study spaces, but we also offer tutoring, workshops, programs, and events to enhance your academic experience. One of our programs, Supplemental Instruction, is also available through the ASC.

Website: www.csusm.edu/asc/

Location: Extended Learning Building (ELB) 286, **Hours:** Monday-Friday 9:00am-5:30pm

Writing Center: The Writing Center's mission is to be a welcoming learning environment where certified student consultants offer constructive guidance to all writers at any stage of the writing process - idea generation, argument development, polishing of sentences and more. FREE drop-in and by-appointment tutoring is available at the Writing Center by certified student consultants. The WC helps you review the prompt and ask guiding questions, as students work to develop compelling texts. The WC is committed to providing non-judgmental feedback. Additional services include assistance with Academic English.
Website: www.csusm.edu/writingcenter
Location: Extended Learning Building (ELB) 273, **Hours:** Monday-Thursday 9:00am-6:00pm, Friday 9:00am-2:00pm

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 4200, 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.

COURSE AND UNIVERSITY POLICIES

School of Education Attendance Policy

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

*** For **EDUC 380**, attendance is taken at each weekly synchronous meeting. There are 10 mandatory course meetings. Each week you will earn 5 points for attending our live sessions, for a total of 50 points. You can miss up to 2 classes with no penalty. After that, missed classes will lose 5 points per absence (unless there are extenuating circumstances-- please reach out to me). While I cannot video record the weekly sessions, I will post any materials and presentations after our class meetings so you can catch up. ***

School of Education Civility Statement

This fall semester brings heightened concerns related to COVID-19, social unrest in our world, financial hardships, an intense political climate in the US, our own online learning challenges, and many other circumstantial issues. It will therefore be especially important for all of us to be highly self-aware and self-monitor to ensure that stress does not negatively influence the way we interact with others. It is the expectation that all students' words and actions are professional, collaborative, courteous and supportive at all times. Instances of failure to display a civil disposition that violates our student code of conduct are directed to the appropriate campus administrator. The formal CSUSM student code of conduct can be found at https://www.csusm.edu/dos/advocacy/conduct/index.html

Student Virtual Expectation Link

Please take the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors.
https://www.canva.com/design/DAECjPp-ayg/9fDNO2abIJM3A70PEIph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer
Students who participate in EDUC 380 synchronous class meetings must arrange to:
1) log into the zoom meeting on time and stay for the duration of class, 2) use a laptop on a stable surface with a consistent connection, 3) refrain from visiting with others or engaging in other jobs, including using the phone to talk or text during class. In short, attendance requires adult students to behave with the same decorum as in a classroom setting, and to behave professionally regardless of setting. Students who sleep, fail to reveal their faces, leave the screen for long periods or engage in activities other than attending class can expect an absence.

CSUSM Academic Honesty Policy

Students are 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 must provide credit to the source and be punctuated/cited accordingly.

Students are responsible for honest completion and authentic, original representation of their work. The Course Catalog provides the details of the university ethical standards and penalties for infractions. There is zero tolerance for infractions in this course. 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.

If you have any questions about how to put your best academic foot forward, including using appropriate citations, submitting your own work, etc., please come and see me. I can help.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the assignments described below. The University Writing Center is available for all students free of charge for support and writing skill development. https://www.csusm.edu/writingcenter/index.html.

If you have any questions about any of the written assignments or would like additional writing support, I highly recommend reaching out to the Writing Center. They have dozens of trained writing tutors who can provide one-on-one writing support. There is also an Academic English Support expert if you are working on your academic language skills.

Plagiarism

As an educator, social worker, counselor or in any human service realm, 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.

Use of Technology

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 own professional portfolio. All assignments will be submitted online, with a final project submitted in hard copy in the form of a presentation poster. Details will be provided in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. **If you need to contact me, 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

Grading Standards

Assignments are to be submitted to the appropriate place on Cougar Courses prior to the start of class on the specified due date unless otherwise noted below. Hand-written work is not accepted, and all documents should utilize 12 point Arial font. Assignments generally should be double spaced unless a specific format is provided. 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) (7th edition) format. Rubrics for each assignment are posted in our Cougar Courses container.

A	94-100	**A-**	90-93.9		
B+	87-89.9	**B**	83-86.9	**B-**	80-82.9
C+	77-79.9	**C**	73-76.9	**C-**	70-72.9

Assignment	Points Possible
Weekly Blog Posts & Responses (2 prompts per module) (10 pts each)	140
Attendance (at synchronous sessions--5 pts each)	50
Interview with a Youth/Reflection (Paper)	100
Service Learning Presentation to group	30
Final Exam	50
Total Points	**370**

ASSIGNMENT OVERVIEW

1. **Attendance at Synchronous Sessions**

   Each week we will meet during our assigned course time (Tuesdays from 10:30 a.m.-12:00 p.m.) to discuss course concepts and make connections between the course materials and real-world learning situations. This time is valuable for your learning and your growth in the class. As such, it is mandatory and compensated in terms of your grade. Attendance will be taken at each weekly synchronous meeting. There are 10 mandatory course meetings. Each week you will earn 5 points for attending our live sessions, for a total of 50 points. You can miss up to 2 classes with no penalty. After that, missed classes will lose 5 points per absence (unless there are extenuating circumstances--please reach out to me). While I cannot video record the weekly sessions, I will post any materials and presentations after our class meetings so you can catch up.

2. **Weekly Discussion Posts & Deliverables**

The course requires active participation, including in class discussions in Cougar Courses. The goal of the weekly deliverables and/or discussion posts is to ensure students have an opportunity to engage with the material, to learn from each other, and to make connections between their field experiences and the course concepts.

3. **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.

4. **Service learning Virtual Presentation**

This assignment is the culmination of your experiences with EITHER
 1) Asynchronous, online observations made possible through the viewing of three classroom centered feature films, then presenting a report according to a template and prompts.
2) Synchronous service learning through Girl Scout Virtual leaders in which leaders are trained to work in pairs and help to lead small group meetings during the term. In each case, students will discuss what was learned and to make connections with the course concepts and developmental signposts. Students will then respond to at least two other classmates' posts via video. **Each of these will require approximately 15-20 hours of outside class time and are a part of the course requirement**.

5. **Final Exam**

At the end of the course, you will take a final exam that covers all of the main course topics and themes. The exam will be entirely objective (multiple choice & true/false). You will have several days to complete the exam, and you will be able to take it up to 3 times for the best score. You can use your notes on the exam, but you cannot collaborate with others.

For this course, you will work asynchronously on various modules. Within each module, you will have two discussion posts which engage you in thinking about that week's course concepts. The discussion posts are crucial to your understanding of the class concepts and to your learning in the class. For each discussion post, you will post an initial post, and then two responses to others' posts. This means each week, you will have two initial discussion posts, and two responses for each post (for a total of 4 responses). The weekly schedule is as follows (I recommend marking your calendars now so you can track due dates):

Wednesday: Synchronous meeting from **10:30 a.m.-12:00 p.m.** (Yes, I know 1:20 is posted) via Zoom. We will discuss the previous week's materials and preview the next module. If you have completed the previous week's module, you will be well prepared for our class session.

Wednesday-Monday: Work through the module introduced on Wednesday. You can post your discussion posts and responses anytime.

Monday by noon: Post your initial discussion posts no later than noon. This allows time for responses.

Tuesday by midnight: Post your 2 follow up discussion posts to each of the 2 discussion prompts no later than midnight.

Recording Synchronous Class Meetings

To ensure the free and open discussion of ideas, students may not record class activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports. I will not be recording zoom class sessions.
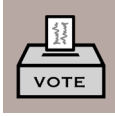
SCHEDULE/COURSE OUTLINE (FALL 2020)

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. 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.

Note: A more detailed schedule, including readings, videos, and other materials and assignments, is in Cougar Courses under each Module. The modules are released to you each Tuesday.

Week/Module	Topic(s)	Assignment(s) Due
	Class Meeting: September 3	
Week 1/Module Overview	**Course Overview** ● Course overview ● Syllabus & Assignment Overview ● Expectations ● How to Get Help! ● Getting To Know You	Preview Cougar Courses; review the "Course Overview" Module materials prior to our first class meeting.
	Class Meeting: September 9	

Module 1	**Intro to Brain Development** - Parts of the Brain - Development Over Time - Synapses, Pruning, and Basic Brain Function	Two Blog Posts: (Sorry about the holiday) - Initial Post Due **Monday 9/7** @ Noon - Two Follow Up Posts Due **Monday** by Midnight.
Class Meeting: September 16		
Module 2	**How We Learn** - Sociocultural Learning Theory - Expert/Novice Brains	Two Blog Posts: - Initial Post Due **Monday 9/14** @ Noon - Two Follow Up Posts Due **Monday** by Midnight.
Class Meeting: September 23		
Module 3	**Memory Development & Information Processing**	Two Blog Posts: - Initial Post Due **Monday 9/21**@ Noon - Two Follow Up Posts Due **Monday** by Midnight.
Class Meeting: September 30		
Module 4	**Cognition** - Problem Solving - Critical Thinking - Metacognition	Two Blog Posts: - Initial Post Due **Monday 9/28** @ Noon - Two Follow Up Posts Due **Monday** by Midnight.
No Class Meeting October 7		
Class Meeting: October 14		
Module 5	**Resilience; Peer & Friend Relationships**	Two Blog Posts: - Initial Post Due **Monday10/12** @ Noon - Two Follow Up Posts Due **Monday** by Midnight.
Class Meeting: October 21		
Module 6	**Identity Development** - Self-Concept - Self-Esteem - Self-Efficacy	Identify Infographic: - Initial Post Due **Monday 9/19** @ Noon - Two Follow Up Posts Due **Monday** by Midnight.
Class Meeting: October 28		
Module 7	**Motivation; Growth Mindset**	Two Blog Posts:

	Module 8 Preview (Interview With a Youth Paper)	• Initial Post Due **Monday9/26** @ Noon • Two Follow Up Posts Due **Monday** by Midnight.
No Class Meeting November 4 Information: **LINK** 		
Class Meeting: November 11		
Module 8	• **Discuss Interview With a Youth Paper (Before Due Date)**	• Come to class with questions about the **Interview With a Youth Paper**; we will discuss how to make connections with course concepts in the paper.
Class Meeting: November 18		
Module 8 (Cont).	**Interview With A Youth Paper Debrief**	• Interview With a Youth Paper Due! Submit by **Tuesday Nov. 17 @ midnight.** Come to class ready to share what you learned!
No Class Meeting November 25 * Happy Thanksgiving 		
Class Meeting: December 2		
	Discuss Final	
Finals Window: Dec. 7-11		

DISCUSSION POSTS RUBRIC

Discussion Board Criteria	Every module includes a forum with at least 1 discussion question, sometimes 2. Students must respond to two others' posts for each discussion topic. Participants are also expected to actively engage in ongoing conversation with classmates in the discussion threads.

Criteria	Achievement		
	Meets or Exceeds Expectations	Approaching Expectations	Below Expectations
Initial Response 6/10 pts	Initial post fully addresses the prompt and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples or details relevant experience to substantiate response. The post refers directly to course materials (lecture, readings, videos, etc.).	Initial post somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration. The post does not directly refer to course materials (lecture, readings, videos, etc.).	Initial response does not address the prompt or may require significantly more depth. Initial response may be inappropriate for professional context. Non-performance
Follow-up Responses (2) 4/10 pts	Responses to classmates clearly and constructively build on the existing conversation. Responses elicit robust replies from peers and are supported by examples, relevant experience, and further questioning.	Responses to classmates add ideas, but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments may require further exploration or detail to appropriately support dialogue. OR One response is missing.	Response posts are minimal or do not elicit a robust response from peers. Responses may be flat or rhetorical. No responses to peers.

ASSIGNMENT: INTERVIEW WITH A YOUTH

The purpose of this assignment is to give you an opportunity to talk to a young person (aged 6 to 17) and to learn a little bit about them and to make connections between what you learn in the interview and the course materials and concepts. So first, you'll want to find a youth to interview (which you can do on the phone, or via FaceTime or Zoom). You can interview your own children if you like, or friends of your kids (better). If you don't have kids, reach out to your friends and family, perhaps via social media (like Facebook). You might also have neighbors who have kids you could interview. Lastly, there are folks in our class who have kids who have offered you to interview their kids. Look in the forum in this section for potential folks. But try the other options first.

Next, you'll conduct your interview! It's always good when interviewing anyone (including kids) to do some warm-up chit chat before you get started. That helps your interviewee feel comfortable. You can also tell them the purpose of the interview if you like (to learn a little bit about how kids think and learn). You are welcome to record your interview (it can really help you pull quotes for your paper), but it's not required.

Note: Most quality papers are about 3-4 pages, double spaced.

Rubric for Interview with a Youth Write-Up

Topic	Excellent (25 points each)	Developing (20 points)	Needs improvement (15 pt)
Introduction: Description of the child or adolescent	The author begins the paper with a detailed introduction to the child or adolescent. The description includes information about the youth's home/family life, school experiences, likes/dislikes, and peer relationships.	The author begins the paper with an introduction to the child or adolescent. Some information about the youth is included, but details about his/her home and school lives, peer experiences, and interest may be missing.	There is either NO introduction to the child or adolescent or it is incomplete.
Connections Between the Youth and Course Concepts and Theories	There are clear and obvious connections drawn between theories learned in the course and the youth's responses to interview questions. There is an explanation as to how the theoretical constructs might explain the youth's actions and thinking. The student clearly demonstrates understanding of the addressed theories and concepts.	A discussion of theories learned in the course is present but may be incomplete or too simply paraphrased from the readings (without original analysis). The student does not consistently demonstrate their understanding of the theories.	Limited or vague discussion of the theories learned in the course, or student misuses or misstates the theories or concepts.
Use of Evidence to Support Connections	The paper includes clear and convincing evidence connecting the theories to the class concepts, including quotes from and citations to course materials (lectures, readings, videos, etc.).	The evidence used in support of connections between the youth and class concepts and theories is appropriate but not consistently convincing. Few	Use of evidence is limited, vague or incorrect. No citations are provided.

	Citations to course materials are clear and accurate.	citations to course concepts are offered.	
Conventions of language	Writing is clear and provides coherent transitions from one big idea to the next. Each paragraph discusses one main idea. There are very few (if any) spelling, punctuation, or grammar mistakes.	Writing is clear, and transitions to show one idea leads to the next are usually employed. There may be some spelling, punctuation, or grammatical mistakes, but they do not detract from the overall meaning.	Ideas not organized into a coherent flow, and there are few transitions to move the reader through the paper. There are multiple spelling, punctuation, and/or grammatical mistakes.

Interview Questions to use with your students

Open the Interview paper with information about the interviewee—setting, age, how you know this child/youth--you are welcome to add details!

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.) *Tell me about your closest friend. What is the best part about having a friend?*

5.) *What is something difficult about having a close friend? [NOTE: Some kids may not have a close friend, and that is totally ok! Don't make a big deal out of it with them.]*

6.) *What is your favorite thing to do with your family?*

7.) *How do you solve disagreements with your friends?*

8.) *How do you respond when your parents will not allow you to do something you want to do or to have something you want?*

9.) *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?*

10.) *Tell me about something you learned recently. [Let them talk.] Tell me what things helped you learn that? What did you do if you got stuck or felt frustrated? Were there any others who helped you? How?*

Close the paper with an analysis in which you relate your findings to the concepts and theories in the course. This step is critical to the value of the activity and paper.

Detail for Service Learning and SL Presentation to be distributed week 3 of class.
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