

Course & Section Nos.	EDUC 380 - 01
Course Title	Applications in Child and Youth Development
Class Roster No.	20026
Course Day(s)	Tuesdays/Thursdays
Time	9:00-10:15
Course Location	Online
Semester / Year	Spring 2021
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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

## TABLE OF CONTENTS

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SCHOOL OF EDUCATION MISSION & VISION STATEMENT.....	1
BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK.....	1
COURSE DESCRIPTION .....	2
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS .....	2
Required Texts.....	2
Cougar Courses .....	2
COURSE LEARNING OUTCOMES .....	2
School of Education/Course Attendance Policy.....	2
GENERAL CONSIDERATIONS .....	3
CSUSM Academic Honesty Policy.....	3
Plagiarism .....	3
Students with Disabilities Requiring Reasonable Accommodations .....	3
Credit Hour Policy Statement.....	3
All University Writing Requirement.....	3
Electronic Communication Protocol.....	3
Civility Statement.....	4
COURSE ASSIGNMENTS .....	4
Overview of Assignments .....	5
Grading Standards .....	5
schedule of class sessions.....	6

## 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

There is no text required to be purchased. Instead, 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](#) to ensure that proper procedures are followed.**

**Due to covid-19 restrictions for Spring 2021, virtual service learning will be the default. Students may choose to participate in in-person experiences at their own discretion.**

### 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: Attendance is an expectation, and in-class assignments may not be made up or submitted late. Weekly attendance at the service learning site is mandatory; hours cannot be frontloaded or backloaded and must be completed each week.**

\*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 one day per week during weeks 2 – 15. It will be either Tuesday or Thursday so check the schedule at the end of this syllabus.** This will create additional time in your week for your service-learning experience where you will observe how the 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 in accordance with the [Academic Honesty Policy](#).

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized, access CSUSM library's [Plagiarism Prevention resources](#). 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 of 2500 words for a 3-unit course 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.

### **Civility Statement**

The AY20-21 brings heightened concerns related to COVID-19, the political climate, social unrest, financial hardships, and many other issues. It will therefore be especially important for all of us to be fully self-aware and self-monitoring to ensure that stress does not negatively influence the way we interact with others. It is the expectation that students' words and actions will be professional, collaborative, courteous, and supportive at all times. Instances of a failure to display a civil disposition that violates our student code of conduct will be directed to the appropriate campus administrator.

To promote students' comfort level as well as protect privacy and confidentiality, there will be no recordings of class sessions by students or instructors. To promote a sense of community, students will be asked to show faces and names during synchronous sessions.

## **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 by 11:59 pm on 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: March 20)**

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 conversations will help you to make those connections. This assignment encourages you to think about what various theoretical constructs actually mean in the "real lives" 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. A rubric is found in the CC container for this course, and we will engage in a Writers Workshop before the paper is due.

### **Interview with a Youth Presentations ~ (Due in class: March 16)**

In the spirit of collaboration, you will share the major findings from your Interview with your classmates. This presentation can be a poster, PowerPoint, or any other creative format to be shared during a synchronous class session. Specific directions will be discussed in class, and there are no make-up dates for this assignment. An absence on this day will result in 0 points for the assignment.

### **Service Learning Analysis ~ (Due on Cougar Courses: May 15)**

Because this course focuses on understanding how theories of child and adolescent development are applied in daily practice, you will spend a minimum of 3 hours per week volunteering with 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. The analysis should be in narrative form and include specific references to course theories as well as provide examples from your service-learning experience.

**\*NOTE: During Spring 2021, your service-learning experience will take place in a virtual environment. If you would like to volunteer on-site, that is your choice, but it is not expected nor required. Safety protocols as mandated by the CSU and the state of California must be followed.**

**Service Learning Presentations ~ (Due in class: May 11)**

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 synchronous class session. 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. An absence on this day will result in 0 points for the assignment.

**Quizzes #1 and #2 ~ (In class: February 23 and May 4)**

Because research shows that the act of retrieving information on a regular basis aids in retention, there will be 2-3 questions given at the end of each class session. They represent the primary learning undertaken that week and should be used to create as a study guide. Both quizzes will be taken online during a regularly scheduled class session.

**Online Learning Activities ~ (Due: Weekly)**

Each week you will complete an asynchronous task connected with that week's goals and topics. Specific directions for each week's task will be discussed in class and will be found in the Cougar Courses container.

**The weekly time commitment for this class is: 75 minutes synchronous or asynchronous instruction, 3 hours engaged with service learning, and approximately 4 hours reading, writing, viewing (online learning activities, written assignments, review for quizzes).**

**Overview of Assignments**

Assignment	Points Possible
Interview with a Youth presentation ~ Due in class, March 16	15
Interview Write Up ~ Due to CC, March 20	25
Service-Learning Analysis (presentation) ~ Due in class, May 11	15
Service-Learning Analysis (written paper ~ Due to CC, May 15	25
Quiz #1 ~ In class, February 23	20
Quiz #2 ~ In class, May 4	20
Online Learning Activities ~ Due weekly to CC (10 points per week)	150
Total Points	270

**Grading Standards**

**A (251-270) A- (243-250) B+ (237-242) B (224-236) B- (216-223) C+ (210-215) C (197-209) C- (189-196) D (162-188)**

## SCHEDULE OF CLASS SESSIONS

Week/Date	Topic	Service-Learning Focus	Preparation Required & Assignments Due
Week 1 1: January 26 (T, live) 1: January 28 (Th, live)	Getting Ready Making Connections	Secure service-learning site and identify days/times to volunteer	1: January 30 <b>submit</b> OLA to Cougar Courses
Weeks 2 & 3 2: February 2 (T, live) 3: February 11 (Th, live)	Brain Development	How are the youths' choices explained by the maturity of their cerebral cortices?	2: February 6 <b>read</b> the article <u>Teenage Brains</u> before class 2: February 6 <b>submit</b> OLA to CC 3: February 9 <b>watch</b> <u>Video: The Teenage Brain</u> before class 3: February 13 <b>submit</b> OLA to CC
Weeks 4 & 5 4: February 16 (T, asynch) 5: February 23 (T, asynch)	Social Interactions <ul style="list-style-type: none"> <li>• Vygotsky</li> <li>• Sociocultural Theory</li> <li>• Literacy Development</li> </ul>	Notice how students respond to each other's behavior and choices  How do they read, write, speak, and listen to communicate and make meaning?	4: February 20 <b>submit</b> OLA to CC 5: February 23 <b>watch</b> video on <u>Vygotsky</u> before asynch activities 5: February 27 <b>submit</b> to CC Online Learning Activity
Week 6 6: March 2 (T, live)	Resilience	Are the youth able to advocate for themselves? What happens when they face conflict or challenge?	6: March 2 <b>read &amp; watch</b> <u>Science of Resilience</u> before class 6: March 6 <b>submit</b> OLA to CC
Week 7 7: March 9 (T, live)	Writers Workshop	Social interactions, literacy, resilience, identity	7: March 9 <b>bring</b> notes from interviews 7: March 13 <b>submit</b> OLA to CC
Week 8 8: March 16 (T, live)	Presentations	Social interactions, literacy, resilience, identity	8: March 16 <b>present</b> Interview With a Youth 8: March 20 <b>submit</b> OLA and <u>Interview paper</u> to CC
Spring			

Break			
Week 9 9: March 30 (T, asynch)	Quiz #1 (1 hour)  Brain development, social interactions, & resilience	How have your reactions changed as a result of your learning thus far?	9: March 30 <b>Log onto quiz</b> at 9:00 am on CC  9: April 3 <b>submit</b> OLA to CC
Week 10 10: April 6 (T, live)	Identity <ul style="list-style-type: none"> <li>• Self-Concept</li> <li>• Self-Esteem</li> <li>• Self-Efficacy</li> </ul>	Notice how children conceptualize their abilities and what value they place on that assessment.  How might the youths' self- concept & self-esteem inform the academic choices they make?	10: April 10 <b>submit</b> OLA to CC
Weeks 11 & 12 11: April 13 (T, live)  12: April 20 (T, asynch)	Memory and Thinking <ul style="list-style-type: none"> <li>• Working memory</li> <li>• Long-term memory</li> <li>• Information processing</li> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Academic skills</li> </ul>	What do you notice about the children's memory capacities?  How do they take in and process information?  Observe how the children react to and think through problems, challenges, and difficulties.	11: April 17 <b>submit</b> OLA to CC  12: April 20 <b>read</b> article <u>Teaching Problem-Solving Skills</u> before class  12: April 24 <b>submit</b> OLA to CC  13: May 1 <b>submit</b> OLA
Week 13 13: April 27 (T, live)	Motivation	Notice children's attitudes toward achieving academically. What elements of the context might influence their academic choices?	13: April 27 <b>read</b> article <u>Overview of Motivation</u> before class  13: May 1 submit OLA to CC
Week 14 14: May 4 (T, asynch)	Quiz #2 (1 hour)  Resilience, identity, memory & thinking, motivation	Last week of service learning	14: May 4 <b>Log onto quiz</b> at 9:00 am on CC  14: May 8 <b>submit</b> OLA to CC
Week 15 15: May 11 (T, live)	Presentations		15: May 11 <b>present</b> Service Learning Analysis  15: May 15 <b>submit</b> to CC Service Learning Analysis  15: May 15 <b>submit</b> OLA to CC
Finals Week	No Final Exam		