

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

<b>Course Number</b>	<b>SCED 507</b>
<b>Course Name</b>	<b>Dev of the Learner: Children and Adol</b>
<b>Term</b>	<b>Spring 2016</b>
<b>Department</b>	<b>School Counseling</b>
<b>Faculty Name</b>	<b>Dawn Martin</b>

**Catalogue Description:**

*Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive.*

**GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

GSEC GP (2) Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. <i>Class meeting(s) or assignment(s) addressing this standard: 1/13, 1/27, 2/17, and final project.</i>
GSEC GP (4) Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region. <i>Class meeting(s) or assignment(s) addressing this standard: 1/13, 1/27, 2/3, 2/17, and final project.</i>
TSPC OAR 584-017-0441 (3) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being. <i>Class meeting(s) or assignment(s) addressing this standard: 1/13, 1/27, 2/3, 2/17,2/24, and final project.</i>
TSPC OAR 584-017-0441 (4) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population. <i>Class meeting(s) or assignment(s) addressing this standard: 1/13, 1/27, 2/3, 2/17, and final project.</i>

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	R
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	R

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) 4-6 of this syllabus (student performance includes goals, evidence, and levels of performance).

COURSE SYLLABUS  
Lewis & Clark College  
Graduate School of Education and Counseling

Course Name: Development of the Learner, Children and Adolescents  
Number: SCED 507  
Term: Spring 2016  
Department: School Counseling

Faculty Name: Dawn Martin  
Faculty Phone: 971.344.2045  
E-mail: [dawnmartin@pps.net](mailto:dawnmartin@pps.net) (preferred) or [dawnmartin@lclark.edu](mailto:dawnmartin@lclark.edu)

**Course Description:**

Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive.

**Prerequisites:** None.  
**Credits:** 2 semester hours.

**Books:**

(Required)

Developing Person Thru Childhood & Adolescence, Author: Kathleen Stassen Berger  
ISBN 1429220805 - Copyright 2012 - Publisher Worth - Edition 9

(Suggested)

Mindset, The New Psychology of Success, Author: Carol Dweck.

**Course Objectives & Goals:**

Provide school counseling candidates with the knowledge, skills and attitudes to promote healthy learning and development within an educational setting. Goals: Upon completion of the course, students will be able to:

1. Demonstrate an understanding of theories of learning and personality development and learning strategies best matching each learning stage;
2. Demonstrate understanding of theories of individual and family development and transitions;
3. Demonstrate understanding of exceptional abilities and a general framework of strategies for differentiated instruction;
4. Apply developmental and learning theories/knowledge to assist faculty and staff to better understand the needs of today's diverse children and youth and to foster optimal development and wellness;
5. Identify contemporary issues which may affect the development and functioning of today's diverse children and youth with corresponding individual and systemic

- interventions; and
6. Analyze the impact of racial and cultural issues on child development and on learning outcomes.

**Spring 2016 Course Calendar (Subject to change due to availability of guest speakers and adjustments of topics)**

January 11	Focus:	Theories/Theorists Bloom's Taxonomy Sign up for final projects
	Readings:	Berger book: Chapters 1-4, with an emphasis on 2
January 25	Focus:	Early Childhood/Brain development
	Readings:	Berger Book: Chapters 5-10, with an emphasis on 7
February 1	Focus:	Basic brain structure and current Neuroscience The Work of Ellen Galinsky: Mind in the Making Mindset
	Readings:	Mindset
	Projects:	Newsletter 1 due. Hard copies turned in
February 8	Focus:	The Brain/Applications to student learning Social applications Technology
	Readings:	Berger Book Chapters 11-13
	Projects:	Brain Fun Fact shared
February 15	Focus:	Adolescence
	Readings:	Berger Book Chapters 14-16
February 22	Focus:	Identity, Culture and Practice
	Readings:	Berger Book: Review - 13-20, 50, 199, 365-367, 472-477, 486-487 Article: Racial Identity Development in Middle School: A Case for School Counselor Individual and Systemic Intervention PTSS
	Guest Speaker:	Curricular impacts on Racial Identity
	Projects:	Newsletter 2 due
February 29!	Focus:	Common Disorders – SpEd or 504? The reality of counselor role in SpEd PBIS and the School Counselor
	Readings:	Berger Book: Appendix A 10-13
	Guest Speaker:	PBIS

March 7	Focus:	Trauma Other brain impacts
March 14	Focus:	More on brain-based learning Creating learning places
	Projects:	Resource sharing with class: website, book, or article.
	Guests Speakers:	Student engagement/disengagement/reengagement
March 28	Focus:	Student Narrative/Research Sharing Celebration!

**Projects:**

1. **2 Newsletter Articles** (hard copies to me)  
 Newsletter One due Feb. 1st  
 Newsletter Two due Feb. 22th
2. **Brain Fun Fact:** Feb. 8th
3. **Bring a resource to share with the class:** website, book, or article. Due March 14th
4. **Student Narrative and Research Paper (one to be shared in class)**  
 Due March 28th  
 The **Student Narrative** can be shared with the class as a presentation. Forms will be given to you.  
 Include:  
 - Think Kids: Pathways Inventory  
 - BSC Form  
 -Plan B Tracking Sheet  
 -Action Plan using: 40 Assets, Berger’s book, your own good ideas,  
 Other resources and legal context if there is one (ie: 504 plan, SPED, known abuse – do you report it?)  
 You will have about 5 minutes to share with the class.  
**and**  
 The **Research Paper** should be based on a topic of interest to you in the area of child development. A hard copy should be turned into me and be no longer than 3-5 pages. You will have about 10 minutes for presenting the main ideas to the class.

**Evaluation and Assessment (Criteria for Overall Coursework):**

**Distinguished (A is 94-100%, A- is 90-93%)**

Indicates that you are consistent, active, and thoughtful in your participation during class sessions. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your fellow classmates are able to learn from your contributions to class. You have

completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to the intent of the assignment. Completed work demonstrates an understanding of the intention of the assignment as a learning process including: Engagement with the material and resultant learning or insight. Outside research and use of resources other than class texts where specified. Clear presentation of written work. Key concepts or themes of the completed assignment are clear and well articulated.

**Proficient (B is 84-89%, B- is 80-83%)**

Indicates that you are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. You are able to use what you have learned. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to assignments, engagement with the material and resultant learning or insight, with some lack of clarity or inaccuracies in communicating learning or insight. Clear presentation of written work requiring some revisions.

**Progressing (C is 74-79%, C- is 70-73%)**

Indicates that you are not always prepared when you come to class. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. You have limited or minimal understanding of some of the concepts. Your writings do not show understanding of key concepts.

**Unsatisfactory (Below 70%)**

Indicates that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written. You have not demonstrated an understanding of the course content or objectives.

\* Class attendance is required. Your attendance and active class participation are critical to successful completion of the course. Please contact instructor to pre-arrange any absence.

**Course Assignments:**

**Student Narrative (30%)**

**Research paper (40%)**

**2 Newsletter Articles (worth 10% each, total 20%)**

**Brian Fun Fact (5%)**

**Resource Sharing (5%)**

Grading will be based on:

- 1) Description of the salient aspects of topic
- 2) Personal and in-depth reflection on the topic
- 3) An ability to consider alternative perspectives of topic
- 4) Application to your professional and personal roles
- 5) Grammar, punctuation and professional writing style

**Course Assignments are due on a varied schedule throughout the course.**

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**NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

## PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

## SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.