

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

Please attach completed cover sheet to course syllabus.

Course Name Development of the Learner: Children and Adolescents

Course Number	SCED 507
Term	Summer 2014
Department	Educational Leadership—School Counseling
Faculty Name	Dawn Martin

Catalogue Description: SCED 507 Development of the Learner: Children and Adolescents

Content: 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.

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

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

[TSPC OAR 584-018-0305: CACREP SCED Std. G3] HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings</i>
[TSPC OAR 584-018-0305 (1)] Foundations: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings</i>
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment #4</i>
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment #4</i>
[TSPC OAR 584-018-0305 (4)] Assessment: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting on July 8th, 2014</i>
[TSPC OAR 584-018-0305 (6)] Academic Development: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings and Assignment #1</i>
[GSEC GP 1] Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting on July 11th, 2014</i>
[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: Assignments # 3 and # 4</i>

[GSEC GP 3] Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Class meeting(s) or assignment(s) addressing this standard: All class meetings and Assignment #3

[GSEC GP 5] Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.

Class meeting(s) or assignment(s) addressing this standard: Assignments #1 and #2

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).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5 th or 6 th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th 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 of this syllabus (student performance includes goals, evidence, and levels of performance).

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Course Name: Development of the Learner, Children and Adolescents
Number: SCED 507
Term: Summer 2014
Department: School Counseling

Faculty Name: Dawn Martin
Faculty Phone: 971.344.2045
E-mail: 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:

The Developing Person Through Childhood & Adolescence, Author: Kathleen Stassen Berger
ISBN 1429243511 - Copyright 2012 - Publisher Worth - Edition 9 (Required)

Raising Our Sons, Author: Kathy Masarie, M.D.
ISBN 098195040X - Publisher Family (Recommended)

Raising Our Daughters, Author: Kathy Masarie, M.D.
ISBN 0981950418 - Publisher Family (Recommended)

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 2014 Course Calendar (Subject to change due to availability of guest speakers and adjustments of topics)

July 7	<p>Focus:</p> <p>Readings:</p> <p>Guest Speaker:</p>	<p>Early childhood/ Brain Development The work of Ellen Galinsky, <u>Mind in the Making</u></p> <p>Berger Book: Chapters 1-7</p> <p>PBIS</p>
July 8	<p>Focus:</p> <p>Readings:</p> <p>Project:</p>	<p>Theories/Theorists Carol Dwerk, <u>Mindset</u> Bloom's taxonomy Assessments/Functional Behavior Assessment</p> <p>Berger Book: Chapters 8-13 Appendix A 9-13</p> <p>Resource sharing with class</p>
July 9	<p>Focus:</p> <p>Readings:</p> <p>Project:</p> <p>Guest Speaker:</p>	<p>Adolescence/Adolescence brain development</p> <p>Berger Book Chapters 14-16 Masarie Books: Sons:1:22-25, 4:30-38, 5:20-25, 8:22-36 Daughters: 4:3-9</p> <p>Newsletter articles due. Hard copies turned in</p> <p>Adolescence</p>
July 10	<p>Focus</p>	<p>The Brain Impacts on the brain</p>

	<p>Readings</p> <p>Project:</p> <p>Guest Speaker:</p>	<p>Berger Book: Epilogue Masarie Books: Sons: 3:6-8, 3:34-37, 4:5, 8:3-12, 8:20, 9:20-41 Daughters: 1:20-23, 4:6, 5:29-39, 9:20-24</p> <p>Newsletter articles due Hard copy turned in.</p> <p>The impact of technology</p>
July 11	<p>Focus:</p> <p>Readings:</p> <p>Project:</p>	<p>Identity, Culture and Practice Loose ends</p> <p>Berger Book: Review 11-13, 201-202, 395, 472-476. Masarie Books: Sons- 1:29,4:4,12,19,25-29, 5:27-28 Daughters-4:4-7,22 Article: Racial Identity Development in Middle School: A Case for School Counselor Individual and Systemic Intervention</p> <p>Final projects shared in class <input type="checkbox"/></p>

Projects:

1. **Bring a resource to share with the class:** website, book, or article. Due July 8th
2. **2 Newsletter Articles** (hard copies to me)
Newsletter Article One due July 9th
Newsletter Article Two due July 10th
3. **Student Narrative and Research Paper (one to be shared in class)**
Due July 11th
The **Student Narrative** can include forms that will be given to you throughout the class such as:
 - Think Kids: Pathways Inventory
 - BSC Form
 - Plan B Tracking Sheet
-Action Plan using: 40 Assets, Masarie’s books, 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?)

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 10-15 minutes to share with 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 (35%)****3 Newsletter Articles (worth 10% each, total 30%)****Resource Sharing and Brian Fun Fact (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.

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.