EDUC 205-012, Fall 2005
Human Development: Grades K-8
Class: TR 2:00-3:15 Room: 208 WHL
Two Hour Block: Service Learning in an After-School Program

Materials Available on MyCourses: http://www.udel.edu/mycourses

<table>
<thead>
<tr>
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<th>Phone</th>
<th>Email</th>
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<tbody>
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</tbody>
</table>

Contents of Syllabus:
- Course Description: Course Content and Service Learning 1-2
- Course Objectives: General and Specific 2-3
- Instruction: Teaching Approach, Course Material, Course Requirements 3-4
- Evaluation 4-6
- Course Policies (a very important section!) 6-7
- Computing Requirements for Electronic Access (this will help you get started!) 7
- Course Schedule (in a separate file if downloading from MyCourses)

COURSE DESCRIPTION

Course Content
In this course, we will explore the developmental changes that can be expected in grades K through 8, and the role that contexts, especially schools, play in promoting this development. Topics that will be discussed include the following: (a) the methods that are employed to observe children and adolescents in classrooms and research studies; (b) the physical, cognitive, social, moral, and linguistic changes from childhood to early adolescence; and (c) the role of families, peers, and schools in influencing healthy development in the areas specified in b. The emphasis throughout the course will be on how children and early adolescents differ in their development and educational needs, and how you as mentors and future educators can interact with children in ways that are appropriate and sensitive to their needs. As you will inevitably teach adolescents in middle schools, as well as children in elementary school, being knowledgeable about the changes from childhood to adolescence will be valuable.

Service Learning
You will not merely acquire knowledge of human development from the textbook, readings, and activities in this course, you will also apply that knowledge during a service learning experience that will occur throughout the semester. At this point, you are likely asking yourself the question, “What is service learning?” Service learning begins with a clear need in the community. In this course, there’s a strong need for young mentors and tutors to work with children and adolescents
in after-school programs. Successful service learning experiences are ones in which the providers of the service (i.e., you) and the recipients (i.e., after-school programs and the children in them) both benefit. You will benefit by applying the knowledge gained from this course to your mentoring or tutoring sessions in an after-school program and by reflecting on how the service learning experience assisted you in developing a better understanding of the course content. The program and the children will benefit by having a caring and understanding person with whom they can connect and learn from.

The main difference between community service experiences, which you may have had in high school, and the service learning experience in this course is that the course content and the service learning are explicitly intertwined (which is not required for community service).

You will be in an after-school program a minimum of once a week for ten weeks. You will work with a child in grade 2, 3, 4, or 5 for five weeks and with an early adolescent in grade 6, 7, or 8 for five weeks. Details will be provided in the first few weeks of class.

**COURSE OBJECTIVES**

**General School of Education (SOE) Objectives and This Course**

The mission of the School of Education is that pre-service teachers in the ETE program immediately take on the roles of a researcher, problem solver, and partner to develop professional skills. In this course, you will meet the SOE’s objectives by taking on the role of researcher as you (a) learn to critically evaluate the text material and supplementary articles, (b) as you conduct observations, and (c) reflect upon their meaning in the service-learning component of the course. As a problem solver, you will solve problems and cases. As a partner, you will collaborate with your peers in classroom activities, with a child and adolescent for whom you will be a mentor and/or tutor, and with the coordinator of the after-school program (i.e., the service learning site).

**Specific Learning Outcomes for This Course**

If you work hard at mastering course content and use your service learning opportunities thoughtfully, at the end of this term you will have gained the ability to:

1. Explain the physical, cognitive, socio-emotional, moral, and linguistic changes that occur from childhood to adolescence.

2. Describe in your own words the contextual influences on human development (i.e., families, peers, schools, culture).

3. Apply your knowledge of theories and research findings to problems, cases, and mentoring/tutoring sessions in an after-school program.

4. Reflect on how your experiences in this course have helped you understand developmental differences in children and adolescents and how you can provide developmentally appropriate practices.
5. Develop skills that contribute to professional success in teaching (i.e., analytic or critical thinking skills, collaborative team skills, communication skills).
6. Discover and use resources in the library and the internet.

INSTRUCTION

Teaching Approach

I believe that learning is best achieved when you apply the knowledge that you have learned in a meaningful way. Memorizing the content can help you remember in the short term, but it will not be useful when you try to use this knowledge in your teaching. Consequently, I view my role as an instructor to be a facilitator of your thinking. My goal is not simply to inform you of the current knowledge base, but to engage you in thinking about the meaning of the information to help you teach in the future.

This course is not a traditional lecture course. I will assist your learning by occasionally giving mini-lectures. However, the focus will be on having you engage with the material in the following ways: (a) collaborating and sharing ideas with peers on problems and cases; (b) viewing and discussing videotapes and clips that illustrate course concepts and theories; (c) reflecting on how the course content relates and informs your practice during your service learning in an after-school program, and vice versa; and (d) discussing issues on MyCourses. To engage fully with the material, you MUST do the assigned readings prior to class. Finally, I will ask you to fill out an informal course evaluation halfway through the course to find out how these methods are facilitating (or not facilitating) your learning so that I can make adjustments.

Course Material

1. Required Text: The following textbook can be purchased at the UD bookstore (Perkins Student Center at 325 Academy Street). You can also order it from the bookstore online (http://www.campusstores.com/udel). New Price: $92.00, Used Price: $69.00 (same price with or without supplements).


   The supplements that are included with the textbook and that will be used in the course are:


   *Elementary Video Case Studies* (Merrill Education Media Series, 2004) with 2 CDs: (a) Development and Learning and (b) Assessment and Instruction.


2. MyCourses (Online): The course syllabus, scheduled topics and evaluations, assignments, class activities, resources, and certain supplemental readings are available on MyCourses.
http://www.udel.edu/mycourses). You must be enrolled in the course and know your UD username and password to access MyCourses. Please see computing requirements later in the syllabus.

Course Requirements
1. **Readings:** It is required that you do the readings before class. You must be familiar with the material to engage in class and group discussions, and to fully benefit from the class time. In addition, keeping up with the readings will reduce your stress level as the exams approach since you will not have to both “catch up” and study.

2. **Small Group Work:** Collaborative learning is an integral part of this course. You will apply course content and consider developmental issues in more depth when we break into small discussion groups during each class session. The purpose of working collaboratively is to share your ideas with peers so that you can learn from each other (not everyone will understand a concept and theory in the same way), rather than breaking down the task into parts so that it can be completed quickly. The discussions are key to moving towards a stronger understanding. Many of the group activities will be available to download from the Content Module of MyCourses.

3. **Service Learning Experience:** The service learning experience enables you to relate the content of this course to day-to-day issues in mentoring or tutoring, and to provide you with some practical experience in working with children and early adolescents. This experience involves observing and working with students in an after-school program (details are provided in the service learning assignment which is available on MyCourses). You must act in a professional manner while in the field. Please read the guidelines for professional conduct during clinical experiences carefully (http://www.udel.edu/teachered/sttch/policies/profconduct.html). Do not forget that you are a representative of the University of Delaware and must demonstrate judgment and responsibility commensurate with this role. Before you begin the service learning, you must make sure that you have had a negative result on a PPD Mantoux test (for details: http://www.udel.edu/teachered/sttch/forms/ppd.html) and that you obtain a teacher education badge (for details: http://www.udel.edu/teachered/sttch/idbadge.html). When you have completed your service learning experience, you must record your placement on the teacher education website (http://www.udel.edu/teachered/fex/index.html).

EVALUATION

In this course, a point system is used instead of A’s, B’s, etc. This system should will enable you to determine where you stand throughout the course (see end of section for the range of scores associated with each letter grade). You will be earning up to 200 points maximum. Your final grade will be based on the following forms of evaluation:

1. **Exams (110 points):** You will write 3 exams each worth between 36 and 38 points for a total of 110 points. The exams are not cumulative and each exam covers material in a section of the course (part I, II, and III). All exams will be based on readings, classroom activities, and videotapes. Content covered in class will be emphasized but you are also responsible for
studying material included in the textbook that may not have been discussed in class. The exam format consists of short-answer and short essay questions, as well as case analyses. Exams will be written in class and you will be allowed to bring in a one-page (8 1/2 x 11) “cheat-sheet” into the exam.

2. **Case analyses (30 points).** Each student will analyze 3 short cases as homework assignments, each worth 10 points. All cases are from the supplemental book by Ormrod (2005) entitled *Artifact case studies: Interpreting children’s work and teachers’ classroom strategies*.

3. **Group presentation of Arielle problem (20 points).** In small groups of 4 or 5 students, you will work on solving the “What’s Wrong with Arielle” problem over the course of a few classes. On the last day, you will orally present your hypothesis and evidence that supports the hypothesis to the class. This presentation will be graded, and each of you will receive the grade that was given to your group. Most of the work related to this problem will be done during class time. However, extra work will need to be done outside of class time if you are unable to collect all of the information that you needed during class.

4. **Service learning online journals and report (40 points).** To enhance your service learning experience you will be asked to perform two tasks. The first task requires that you write 5 bi-weekly journal entries in the Discussion forum of MyCourses, each worth 4 points for a total of 20 points. The second task requires that you write a report of the developmental differences between children and adolescents that you observed in the service learning and explain how you provided practices that were appropriate to the developmental level of each student. This part of the service learning evaluation is worth 20 points. Altogether, the service learning evaluation is worth 40 points.

Each learning objective for the course will be addressed by the following evaluations:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Form of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the physical, cognitive, socio-emotional, moral, and linguistic changes that occur from childhood to adolescence.</td>
<td>Exams, bi-weekly journal entries on MyCourses</td>
</tr>
<tr>
<td>Describe in your own words the contextual influences on human development (i.e., families, peers, schools, culture).</td>
<td>Exams, bi-weekly journal entries on MyCourses</td>
</tr>
<tr>
<td>Apply your knowledge of theories and research findings to problems, cases, and mentoring/tutoring sessions in an after-school program.</td>
<td>Exams, service learning report, Arielle problem (all stages), case analyses</td>
</tr>
<tr>
<td>Reflect on how your experiences in this course have helped you understand the developmental differences in children and adolescents and how you can provide developmentally appropriate practices.</td>
<td>Bi-weekly journal entries on MyCourses, service learning report</td>
</tr>
<tr>
<td>Develop skills that contribute to professional success in teaching (i.e., analytic or critical thinking skills, collaborative team skills, communication skills).</td>
<td>Exams, case analyses, Arielle problem, service learning report, bi-weekly journal entries</td>
</tr>
<tr>
<td>Discover and use resources in the library and the internet.</td>
<td>Arielle problem (stage 2), service learning report</td>
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To obtain an A- in the course, you will need to get at least 90% of this total, or at least 180 points. In tabular form the point system breaks down as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range in Percent</th>
<th>Range of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>184-200</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
<td>180-183</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>176-179</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>164-175</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>160-163</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>156-159</td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
<td>144-155</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
<td>140-143</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>136-139</td>
</tr>
<tr>
<td>D</td>
<td>62-67</td>
<td>124-135</td>
</tr>
<tr>
<td>D-</td>
<td>60-61</td>
<td>120-123</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>119 and below</td>
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**COURSE POLICIES**

- **Attendance.** You are expected to attend every class period. If you miss a class, you are responsible for obtaining the notes and any announcements made from your classmates (not the instructor). Keep in mind that content discussed and issues raised during classroom activities will also be addressed on exams.

- **Academic Honesty.** You are responsible for knowing the University of Delaware’s policy regarding academic honesty (refer to the undergraduate catalogue or click on the url [http://www.udel.edu/stuguide/05-06/code.html#honesty](http://www.udel.edu/stuguide/05-06/code.html#honesty)). You are expected to be honest and forthright in all of your academic work. Attempts to falsify (e.g., invent findings or citations), fabricate (e.g., invent sessions with students that did not occur), plagiarize (e.g., copying and pasting the whole or partial text from web pages into a paper consists of plagiarism), or cheat will be reported in accordance with University policy. The University of Delaware does NOT tolerate any form of academic dishonesty. Visit the following web site for specific information about the code of ethics in using information from a website: [http://www.udel.edu/codeoftheweb/](http://www.udel.edu/codeoftheweb/)

- **Responsible Computing.** General guidelines in using the university’s computing services must be followed ([http://www.udel.edu/stuguide/05-06/code.html#respcomp](http://www.udel.edu/stuguide/05-06/code.html#respcomp)). Do NOT give your username and password to friends or roommates. You are also expected to interact with the instructor and peers in a respectful manner. Disruptive behavior online will NOT be tolerated ([http://www.udel.edu/stuguide/05-06/code.html#disrupt](http://www.udel.edu/stuguide/05-06/code.html#disrupt)). Email or personal exchanges, discussion postings, and replies to postings on “My Courses” that contain inappropriate language, threats, or derogatory comments will NOT be tolerated.
Any instances of such misconduct should be reported to the instructor and appropriate steps will be taken.

- **Accommodations Due to Disability.** Students who need special assistance or accommodations due to a disability should see me at the beginning of the semester so that arrangements can be made ahead of time.

- **Assignment Policy.** All assignments must be submitted on the due date. Late assignments will NOT be accepted. An extension may be given for the service learning paper in extraordinary circumstances. It is your responsibility to find out which service learning days will be missed due to holidays at the beginning of your placement and to try to make them up early; e.g., go to the after-school program twice a week if your schedule permits.

- **Exam Policy.** All exams are to be taken when scheduled. Exceptions will be made only in cases of excused absences (i.e., documented illness, extreme personal tragedy, religious holiday, or University activity). You must contact me as soon as possible, preferably, before the exam. Absences for which you will NOT be excused include a family function, an appointment with a health care professional or professor, travel plans, traffic delays, weather conditions, and confusion about exam time and place.

**COMPUTING REQUIREMENTS FOR ELECTRONIC ACCESS**

- **Email.** You must have a UD email address since any information that the placement coordinator and I send will be automatically sent to this address. If you use an email account other than UD (e.g., AOL, Hotmail, Yahoo), you should forward your UD account to this personal account. This can be done by going to [http://www.udel.edu/help](http://www.udel.edu/help), clicking on “Forward and unforward email” in the “UD community” column under “Email,” and following the instructions. Make sure that you check your email regularly and that your mailbox does not get full, otherwise you may not receive relevant email.

- **MyCourses.** Most of the course material (e.g., assignments, class activities, some readings, service learning information) will be placed on My Courses so you must have access to the internet. To access MyCourses you need to do the following first: (a) activate your UDNet ID (if you haven’t already done so) by clicking [https://metal1.nss.udel.edu/cgi-bin/auth/network](https://metal1.nss.udel.edu/cgi-bin/auth/network) and (b) make sure that you remember your UD username and password (from your UD email account). Then log onto MyCourses [http://www.udel.edu/webct](http://www.udel.edu/webct), click on “Logon to MyCourses”, and use your UD username and password. If you have forgotten this information go to: [http://www.udel.edu/mycourses/students/logon.html](http://www.udel.edu/mycourses/students/logon.html). It is recommended that you have two browsers on your computer (e.g., Internet Explorer and Mozilla or Safari).

To make sure that the browser you are using supports MyCourses, click on [http://www.udel.edu/mycourses/students/browser.html](http://www.udel.edu/mycourses/students/browser.html). If your browser does not support MyCourses, you can update your browser for free by clicking on “visit UD deploy” on the My Courses homepage ([http://udeploy.udel.edu](http://udeploy.udel.edu)). You can also download other software
through this link (e.g., Acrobat Reader, which you will need to read documents in MyCourses).