

FCS 793: Development and Guidance of Children and Adolescents
University of Wisconsin-Stevens Point **Summer 2018**

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Office Hours: By appointment

Class Schedule: Fully on-line running from July 9 – August 17, 2016
Students may work ahead at their own pace and complete prior to August 17

Texts:

Required:

- Berger, K.S. (2009, 8th ed.). *The Developing Person Through Childhood and Adolescence*.
New York, NY: Worth Publishers.
- Nelson, J.R. and Kjos, S. (2008). *Helping teens handle tough experiences: strategies to foster resilience*. Search Institute Press: Minneapolis, MN

Course Objectives:

Upon successful completion of this course, each student should be able to:

- Analyze and compare the major theoretical concepts of physical, intellectual, social and emotional development in typical children
- Make links between the theoretical concepts and actual behavior in children
- Apply theoretical knowledge to the development of usable tools and resources for lay people
- Connect theories, principles, and essential concepts of human development to personal and professional life
- Explain the importance of parent-child relations and nurturance throughout the life cycle

Course Modules:

1. Foundations, Prenatal, Infant, and Toddler Development
2. Early Childhood
3. The School Years
4. Adolescence

Instructional Strategies:

During the course, we will be utilizing D2L. On the course's D2L page under 'Content,' you can find the syllabus, assignments, and required readings and videos that correspond to each module. These additional materials are meant to help you understand the concepts more fully, as well as supplement the chapter readings with additional information. In addition, on D2L you will also find discussion forums and the 'Drop Box', where you will upload all of your assignments. The course provides a number of activities and assignments that will allow students to work individually, to share ideas with others and engage in private reflection in ways that promote a richer understanding of the course content. Students will be expected to thoroughly prepare for class assignments by completing the assigned readings in advance so that they are prepared to engage fully during on-line discussions. The format of assignments varies. In some cases, you will be asked to submit a paper, complete a specific activity, reflect on how you would respond in specific situations, analyze a program, etc.

Grading Plan:

Class Engagement/ Online Discussion	20%
Annotated Resources	15%
Observations	15%
Reading/Video Reactions	20%
Lesson/Program	20%
Exams	10%

Grade Distribution:

	Grade Percent		Grade Percent
A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%		
C+	77-79%		

Course Requirements (please refer to the posted assignment instructions and rubrics for more specific info before completing):

- 1. Class Engagement/Online Discussion** –Students are expected to actively contribute to the discussion providing helpful, meaningful, and beneficial contributions to the group process. A question will be posted on Monday of each week and you will have until Wednesday to make your initial post and until Sunday to respond to your peers. You are expected to read all of the responses and comment on at least three (3) of your peers responses. Additionally, all students will schedule a Skype or Facetime meeting with the instructor between July 23-Aug 3 to discuss progress, highlights, concerns, etc. **20%** of your grade will be based upon weekly on-line discussion.
- 2. Annotated Resources** – Develop an annotated resource list to share with your peers. You will select at least six (6) resources (book, video, article, etc.) that could be used to teach content from Module 1 to middle school or high school age students. Share bibliographic information and a brief description of the resource, how it might be utilized as part of a classroom lesson, and why you would suggest it to a colleague. **15%** of your grade will be based on your resource list.
- 3. Observations**— Conduct two (2) early childhood program observations of children ages 3-5 years. The observation should be at least one hour in length and be completed at a licensed child care facility or Early Headstart program. You will note the strategies and techniques used to facilitate the program and observe the concepts of Module 2 in an applied setting and reflect on the experience. **15%** of your grade will be based on your completed observations.
- 4. Reading/Video Reactions** – Each module will have at least one reaction to complete. Based upon the assigned reading or video, you will write a 1-2 page reaction. You will provide a brief summary and respond to the prompts. Be sure to address how the information aligns with what you have learned about the development and guidance of children and adolescents and how the information has impacted the way you will teach FCS and work with students and their families. **20%** of your grade will be based upon your completed reactions.
- 5. Lesson/Program Plan** – Select one of the topics in the book “Helping Teens Handle Tough Experiences”. Create either a classroom lesson or a program for staff development or community members. How can you present the issue/concern and influence others through your message? How might you advocate for addressing the stress and pressure adolescents experience? What strategies can be utilized to foster resilience? **20%** of your grade will be based on your completed lesson/program plan.
- 6. Exams** – Each module will have an on-line multiple choice exam to check for attainment of chapter concepts. **10%** of your grade will be based upon completion of these exams by Aug. 17.

Note: You will have the opportunity to make revisions to any written work to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism.

Online Etiquette:

- 1. Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended prior to posting the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
- 2. Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement.
- 3. Read first, write later.** It is important to read all posts or comments of students and the instructor within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
- 4. Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
- 5. An online classroom is still a classroom.** Though the course may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors are as important as ever.
- 6. The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-(), but avoid overusing them.
- 7. Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.
- 8. If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.
- 9. No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.
- 10. As the reader, give the author the benefit of the doubt.** If something seems hostile or offensive, before you leap to that conclusion, ask for clarification. Practice patience and courtesy. (When a misunderstanding occurs, acknowledge when you have been unclear, apologize, say what you meant more clearly, and put it behind you.)
- 11. Use "please" and "thank you".** The power of these simple signs of respect and caring cannot be overstated.

12. **Practice random acts of kindness.** Think of what you can say (without being obsequious), that would brighten the recipient's day. It simply makes for a better experience for everyone, and as a bonus you may find that people pay better attention to what you have to say.

13. Above all, **remain polite and professional at all times.** Don't use offensive language, and don't be confrontational for the sake of confrontation. Treat all class members with respect and courtesy, and ask yourself, "Would I say this if we were sitting in a face-to-face classroom?" If the answer is no, rewrite and reread.

14. **Provide citations** for quoted materials or others' ideas to maintain academic integrity, just as would be done in hard copy.

UWSP Community Bill of Rights and Responsibilities:

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic Honesty:

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. A direct link is located at:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChapt14.pdf>

Americans with Disabilities Act:

The American with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can to make you more successful in class. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor or the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>

Desire2Learn:

This class uses Desire2Learn (D2L), UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in most assignments. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

Late Work Policy:

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. Dropbox closes at 11 p.m. on due date.

****This is a tentative course syllabus. I reserve the right to make changes as the course progresses.**

Dates	Discussion topics for modules/ Assignments	Readings / Video (e-reserve)
July 9 – July 20	<p>Module 1: Foundations, Prenatal, Infant, and Toddler Development</p> <p>Discussion: Initial post due by Wednesday 10pm; comments due by Sunday 10pm</p> <p>July 11 - Introduce yourself! Share a little of your background. Do you have a family member or know someone with any of the conditions listed in Table 3.2? What should others know in order to better relate with the individual?</p> <p>July 18 – After reading Chapter 6, watching the video “The Brain: Developing Memory in Developing Brains”, and viewing the presentation by Dr. Navsaria, discuss the importance of making learning fun and reading to young children as it relates to brain development. What opportunities exist in your classes to engage students in this topic?</p> <p>Reading/Video Reaction: Discuss attachment theory and your views. Why should we be concerned about secure and insecure attachment? What are the impacts of interactions with mothers, fathers, and child care providers? (due by July 20)</p> <p>Assignment: Prepare an annotated resource list including at least six (6) resources that could be used to teach content from Module 1 to middle school or high school age students. (due by July 20)</p> <p>Exam: Complete the on-line module exam (due by Aug 17)</p>	<p>Berger – Chapter 1, 2, & 3 Videos – Theories of Development Part I & II and Child Development Theorists</p> <p>Berger – Chapter 4 & 5</p> <p>Berger – Chapter 6 & 7 Video-The Brain: Developing Memory in Developing Brains</p> <p>Navsaria – “ Books Build Better Brains”</p> <p>Book Excerpt- Brain Rules for Baby: Practical Tips (p. 287-301)</p> <p>Brain Rules for Baby videos http://brainrules.net/brain-rules-for-baby-video</p>

<p>July 21 - 27</p>	<p>Module 2: Early Childhood</p> <p>Discussion: Initial post due by Wednesday 10pm; comments due by Sunday 10pm</p> <p>July 25 – Which of the signs of child maltreatment from Table 8.2 (pg. 243) are the most difficult to identify and why? What could be done to reduce the likelihood of the number of children affected?</p> <p>Reading/Video Reaction: What are some implications and long-term effects of parenting style? How would you explain the role parental involvement plays in child development? (due July 27)</p> <p>Assignment: Observations— You will conduct two (2) early childhood program observations of children ages 3-5 years. Each observation should be at least one hour in length and be completed at a licensed child care facility or Early Headstart program. You will note the strategies and techniques used to facilitate the program and observe the concepts of Module 2 in an applied setting and reflect on the experience. (due Aug 3)</p> <p>Exam: Complete the on-line module exam (due by Aug 17)</p> <p>Meeting with Instructor: Schedule a Skype or Facetime meeting with the instructor between July 23 – Aug 3 to discuss progress, highlights, concerns, etc.</p>	<p>Berger – Chapter 8, 9, & 10</p> <p>Goddard – Promoting Well-Being: Getting Beyond Self-Esteem</p>
<p>July 28 – Aug 3</p>	<p>Module 3: The School Years</p> <p>Discussion: Initial post due by Wednesday 10pm; comments due by Sunday 10pm</p> <p>Aug 1 – In what ways might using Gardner’s theory of multiple intelligences be beneficial to the educational experience of children with special needs?</p> <p>Reading/Video Reaction: After viewing the Teaching Tolerance video “Bullied”: A Student, a School, and a Case That Made History” and reading the article “There Are No Bullies”, discuss the importance of addressing the issue in FCS curriculum and connect bullying to Kohlberg’s theory. (due Aug 3)</p>	<p>Berger – Chapter 11, 12, & 13</p> <p>Teaching Tolerance video- “Bullied: A Student, a School, and a Case That Made History” Article – “There Are No Bullies”</p>

	<p>Assignment: Analyze the role of the school in helping foster resiliency in young people. Why should we be concerned about stress and the effects on children? What types of strategies/programs would you recommend? What kinds of partnerships might be developed? (due by Aug 3)</p> <p>Exam: Complete the on-line module exam (due by Aug 17)</p>	<p>Search Institute-40 Developmental Assets</p> <p>Adverse Childhood Experiences (ACES) documents</p>
<p>Aug 4 – Aug 17</p>	<p>Module 4: Adolescence</p> <p>Discussion: Initial post due by Wednesday 10pm; comments due by Sunday 10pm</p> <p>Aug 8 – Sex, Drugs, and Rock & Roll – What are key messages that you can share to address risk taking behaviors in adolescents? How might you integrate these messages in lessons you teach?</p> <p>Aug 15 – Discuss the roles of technology and student engagement as they relate to classroom management.</p> <p>Reading Reaction: Each student will be assigned a different chapter from Nelson & Kjos. You will post your reaction on the discussion board for all to access. FCS teachers frequently are looked upon as surrogate counselors by students dealing with difficult experiences. How can you help teens through some of the tough situations they might be facing? How might you integrate coping strategies into classes you teach? What is the relationship of these issues to the theories of Bronfenbrenner, Erikson, and Maslow? (due Aug 10)</p> <p>Assignment: Select one of the topics in the book “Helping Teens Handle Tough Experiences”. Create either a classroom lesson or a program for staff development or community members. How can you present the issue/concern and influence others through your message? How might you advocate for addressing the stress and pressure adolescents experience? What strategies can be utilized to foster resilience? (due August 17)</p> <p>Exam: Complete the on-line module exam (due by August 17)</p>	<p>Berger – Chapter 14, 15, & 16 Book Excerpt-Chapter 6: The Risk-Taking Brain (p.117-140)</p> <p>Video-“Counseling: A Guide for Teachers”</p> <p>Teaching Tolerance Magazine- pg. 15-17</p> <p>Nelson & Kjos – Helping Teens Handle Tough Experiences: Strategies to Foster Resilience</p>