

## COURSE SYLLABUS

Lewis & Clark College Graduate School  
of Education and Counseling

*Please attach completed Course Syllabus Cover Sheet to course syllabus.*

**Course Name** Development of the Learner  
**Course Number** SCED 507  
**Term** Fall 2007  
**Department** School Counseling  
**Textbooks/Materials** Feldman, R. (2003) *Child Development*,  
3rd Edition. Upper Saddle River, NJ.  
Prentice-Hall.  
**Faculty Name** Tara Vargas  
**Faculty Phone/E-mail** (503) 916-5600  
vargast@pps.k12.or.us

### **Catalogue Description** *(copy from current catalogue):*

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 development that helps today's youth thrive.

**Prerequisite:** None.

**Credit:** 2 semester hours.

School counselors need to have a thorough grounding in the developmental and learning characteristics of children and adolescents. In this course candidates are exposed to both the expected developmental processes affecting the learning of students in our schools today but also to the wide range of factors related to diverse populations which interact with individual growth, school culture and family influences to shape the learning environment. Through an understanding of these complex processes, counselors are better able to create effective intervention and prevention strategies such that the efficient learning of all students might be fostered. This course will offer school counseling candidates a solid foundation from which to begin this essential work in the schools. Candidates will be provided with the skills to identify multicultural factors that contribute to learner diversity in students. These factors include, but are not limited to, gender stereotyping, home environments, socioeconomic status, racial and cultural identity models, and multiple intelligence concepts.

Objective: 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 the developmental stages of the learner and learning strategies best matching each learning stage;
2. Demonstrate understanding of growth and development through the study of key theoretical positions and apply these theories to students as learners;
3. Apply developmental and learning theories/knowledge to assist faculty and staff to better understand the needs of today's diverse children and youth;
4. Identify contemporary issues which may affect the development and functioning of today's diverse children and youth; and
5. Analyze the impact of racial and cultural issues in child development.

## Course Calendar:

- Sept. 6            Introductions  
Discussion of readings, topics, assignments, and student interests  
Sign up for presentations of chapters and group power point presentations.
- Sept. 13           Presentations of "Newsletter Articles" and Facilitation of Discussion - All  
Preparation for presentation of chapters.
- Sept. 20           Topic: Introduction and Theory  
[http://wps.prenhall.com/hss\\_feldman\\_childdevel\\_3/0.7398.606280.00.html](http://wps.prenhall.com/hss_feldman_childdevel_3/0.7398.606280.00.html)  
Read: Feldman, Chapter 4 & 5  
Topic: Infancy  
<http://www.zerotothree.org/brainwonders/caregivers.html>  
Read: Feldman, Chapters 6 & 7  
Topic:  
Infancy <http://facultyweb.cortland.edu/~ANDERSMD/PIAGET/OPEN.HTML>
- Sept. 27           NO CLASS to prepare for group power point presentations.
- Oct. 4            Read: Feldman, Chapters 8, 9 & 10 Topic: Early Childhood/Preschool  
<http://www.massev.ac.nz/~alocky/virtual/trishvyg.htm>  
Read: Feldman, Chapters 11 Topic: Middle Childhood  
<http://www.tolerance.org>  
Read: Feldman, Chapters 12 & 13 Topic: Middle Childhood  
[http://www.add.org/content/abc\\_1.htm](http://www.add.org/content/abc_1.htm)  
<http://www.teachingld.org/understanding/http://www.irsc.org:8080/irsc/irscmain.nsf>
- 14 Topic: Adolescence  
<http://education.indiana.edu/cas/adol/risk.html>  
Read: Feldman, Chapter 15 Topic: Adolescence  
<http://www.multiculturalcenter.org/exercises/>  
<http://www.focusas.com/PeerInfluence.html>  
2<sup>nd</sup> Newsletter Article Due

Presentations of Group Projects  
3<sup>rd</sup> Newsletter Article Due  
Evaluations and Feedback

**Course Requirements:**

1. Participation in class discussions and activities. Since classroom interactions are vital to this course, students are expected to attend classes and to fully participate in discussions, activities, and presentations. If you are ill or have an emergency, please email me immediately. All other absences should be discussed with the instructor in advance. The final grade will reflect class participation.

2. Completion of your assigned readings and presentations.

school population. Topic, age level and due dates to be selected in class. Each presentation should be about 45-50 minutes in length. Successful facilitation during assigned class presentations and activity leadership is an essential component of this project.

4. Completion of three "Newsletter Articles" which demonstrates the candidate's exploration and investigation of a topic in child development which has particular importance or relevance for the candidate. The first will be presented in class and should be 10 minutes or less in length allowing time for questions or discussion. The last two will be turned in but not presented.

**Evaluation and Assessment:**

The intent of this course is for you to develop skills and knowledge in human development and growth. I will be rating you on each of the goals for the course, and will assign a final grade based on your class participation and assignments. You will also be asked to rate yourself on each of these goals. The rating system used will be based on a scale of distinguished, proficient, progressing, or unsatisfactory.

**Distinguished (A or 90-100%)** indicates a self-directed learner who demonstrates mastery on all levels. 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 writing displays a depth of knowledge and mastery of the material. Your fellow classmates are able to learn from your contributions to class.

**Proficient (B or 80-90%)** indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

minimal understanding of some of the concepts. 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. Your writings do not show understanding of key concepts.

**Unsatisfactory (Below 70%)** is an indication 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.

**Authorization Levels:**

(indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4* Grade	R
Elementary 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	R
Middle Level 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	R
High School 7 <sup>th</sup> - 12 <sup>th</sup> Grades in Subject/Dept. Assgn. in a Mid- or Sr.-High	R

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

**Bibliography:**

Aries, E. (2001). *Adolescent Behavior*. USA: McGraw-Hill/Dushkin.

and Curriculum Development.

Grain, W. (2000). *Theories of Development, 4<sup>th</sup> Ed*. Upper Saddle River, NJ: Prentice- Hall.

Driscoll, A. & Nagel, N. (2002). *Early Childhood Education, 2<sup>nd</sup> Ed*, Boston: Allyn and Bacon.

Shore, R. (2003). *Rethinking the Brain, 2<sup>nd</sup> Ed*. Washington, D.C.: Families and Work Institute

Slocumb, P. & Payne, R. (2000). *Removing the Mask: Giftedness in Poverty*. Highlands, TX: Aha! Process Inc.

Thomas, R. M. (1999) *Human Development Theories*. Thousand Oaks, CA: Sage Publications.

Valisner, J. (2000) *Culture and Human Development*. Thousand Oaks, CA: Sage Publications.

