



**OTRP** online

Office of Teaching Resources in Psychology

Psychology 480  
Fieldwork in School Settings, Spring 2005  
Tuesdays, 5:00-7:50pm, HGH 119

Instructor: Dr. Tasha R. Howe

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Office Hours: Mon. 3:00-4:00, Weds. 12:00-1:00, and Thursdays 12:30-1:30

Required Readings: Rabow, J., Chin, T., & Fahimian, N. (1999). *Tutoring Matters*. Philadelphia, PA: Temple University Press. AND Chapters bound into a reader, available in the bookstore.

Course Description: \*\*\*PLEASE SEE "INTRODUCTORY SYLLABUS" BELOW BEFORE COMMITTING TO ENROLL IN THIS COURSE!

This course will introduce you to the fundamental research findings on the developmental milestones of school-age children. We will examine contextual forces that influence both normal and atypical development in children. Beyond coming to understand children's development, you will come to understand yourself as a learner and as a teacher. A primary aim here is to provide you with a strong background in the practice of tutoring with diverse students. Challenges and techniques of tutoring will be explored. It is hoped that you will be able to define your own teaching style, develop your own theory of best practices, and come to understand your own prejudices and biases.

Throughout the course we will work on improving our critical thinking and self-reflection skills. We will also hone our written and oral communication abilities. We will be engaging in the collaborative effort of coming to understand the complex and fascinating developmental course of school-age children. It is hoped that you will become more civic-minded and committed to social justice as the semester draws to a close.

#### Learning Goals:

- To understand general developmental trends and exceptions to those patterns.
- To understand that development occurs within many contexts and is influenced by diverse systems, from parents to politics.
- To think critically about social policy, educational practice, and parenting styles within the context of recent research.
- To come to understand one child in-depth and therefore come to understand yourself better.
- To provide service to one child by applying what you are learning in the classroom on a regular basis.
- To improve written and oral communication skills both within and outside of class.

### **Important Dates to Remember:**

Class Meets: January 18, January 25, February 1, March 1, April 5, and May 3

Personal Ethnography Paper Due: February 14 (Monday by 4pm in my mailbox)

Final Term Paper Due: April 25 (Monday by 4pm in my mailbox)

Memory Product Presentations and Pot Luck: Tuesday, May 9, 5-7pm

Journals Due: Every Monday (reflections on previous week's reading & experiences) (7 total)

### **Expectations:**

You are expected to engage in professional and mature behavior, as well as exhibit intellectual curiosity and academic integrity. This means **not** coming in late, leaving early, holding side conversations, coming to class without having read the material, or engaging in unethical behavior on assignments or exams, etc. I expect you to engage in thoughtful discussions during class and ask questions often. When you fulfill these expectations, your learning and my teaching will be a lot more fun and rewarding. If we both come to class prepared to engage with the material and each other, the course should be a fun and challenging learning experience.

Keep in mind that there is a lot of complex scientific reading in this course, for which you may struggle to find time. However, you are expected to attend every class period and complete all reading assignments by the date listed on this syllabus. **By remaining in the course, you are agreeing to come to class each day having read the assigned material and ready to engage in conversation about it.**

### **Evaluation:**

Attendance/Participation/Investment/Attitude/Enthusiasm: Because we meet only 6 times over the semester, it will be very difficult to do well in this course without attending all lecture sessions, you will be rewarded for making your attendance known, through insightful comments, questions, and other forms of participation (e.g. group contributions). You will be allowed ONE unexcused absence, but **each subsequent absence will result in a 25 point deduction from the final grade.** Please call ahead of time if you have an emergency that can be documented, which forces you to miss class. If I don't hear from you before class or the assignment due date, the participation or assignment grade will be recorded as "0." Please be courteous and responsible. I really appreciate students who take responsibility for their own progress and grade in class.

Writing Assignments: This course involves several types of writing. These are fun activities that require you to apply class material to your own life or your service-learning experience in a meaningful way. These assignments help students connect classroom learning to the real world. Each assignment will require integrations with course readings and discussions. **For all writing assignments, lack of proofreading and poor writing style will receive point deductions so please be conscientious! Writing assignments must be turned in on time. No late homework assignments will be accepted.**

Integrative Journals: You will be providing service for a child for 10 weeks. Each week you should be recording in a journal detailed notes regarding what you did with the child, what challenges or problems arose, things the child said, your thoughts, reactions, how the experience ties into class readings/discussions, etc. You should ALWAYS be thinking about how class material can enrich or inform your experience (and vice versa). You should have at least 12 of these weekly journals and must submit at least the best 7 for grading purposes. What you should turn in for each of the 7 integrative journals is: a 2-4 page analysis of that week's experience showing that you can apply class material (be specific! include specific references to readings, research, class discussions, etc.) to what you are experiencing with your child. You will discuss how your experiences confirm or refute class material. The journals should include no more than 1-page regarding what you did with the child that week. The majority of the work should be **analysis** of that experience using questions, criticisms, current and previous readings and class discussions. Critical thinking and good writing are essential to do well on these. You may turn in as many as you like and the top 7 will be graded. **Journals are due every Monday by 4:00pm in my department mailbox, for analysis of the previous week's experiences, class discussion, readings, etc. If you do not turn in a journal by Monday at 4:00pm, you must focus on the next week's experiences.**

Papers: There will be two papers in this course, a personal educational narrative about your own educational background and a final term paper summarizing your learning over the term. Handouts will be provided regarding the specific requirements for each of these 5-7 page papers.

Service Learning: Each of you will be matched up with a school age child. You will be required to spend 20 hours over the semester (2 hours per week for 10 weeks in order to provide the school with consistent and predictable participation). Specifics on service learning will be provided the first week of class. **For each hour missed, a 10 point deduction will be made to your final grade. You must have 20 hours logged to complete your service requirement.**

Service learning is not the same thing as volunteering. There must be an evaluative and a reflective component involved in the service you provide. You should always have concepts, research, theories, and readings from class in mind when working with the school children. This will help you have a wholistic experience, instead of seeing the service as one assignment and the scholarship as a separate assignment. **Viewing your service as inseparable from your scholarship will help you to have a very rich experience, and will hopefully improve the service you provide.**

Service Learning Conduct: Your child will no doubt become very attached to you and will be expecting you each week. You must be responsible, always being on time and ready to perform your designated service. You must be sensitive to your child's needs. You must work within the parameters of the school or program rules and procedures at all times. You must never engage in unethical or illegal conduct within school or program boundaries. You are not to transport your child anywhere. Your child will look forward to this experience and it will be fulfilling and rewarding for everyone if all rules of conduct are followed. On-site supervisors will submit written reports to me regarding your performance.

Memory Product Quality and Analysis: During your service period with your child, you will construct any product of your choice to serve as a visual (or auditory) reminder of your experience. Constructing this product with your child will allow feelings of closure and accomplishment for both of you. **This product should be constructed gradually over the semester, not all at the end.** It can contain drawings, notes, journal highlights, photographs, artwork, videos, or anything that you and your child feel is important to record. You will present your memory product to our class during our final exam period. You will prepare a presentation-style poster so that students can walk around and evaluate your product. Large posters boards fastened to the wall or propped up will work best in terms of being able to use large bulleted points (at least 24 point font) to explain the ideas behind the project, how it was constructed/used, and what role it played in your learning of class theories, concepts, and ideas. Both your personal/emotional, and academic development can be emphasized. Your actual product will be displayed next to your explanatory poster. *You will eventually give the product to the child to keep.*

\*Please note that your child's name, identifying information (e.g. foster child status), and physical appearance are to remain confidential. If you wish to include photographs of your child or your child's name or other information on your memory product, please have the child's parent/guardian sign the parental consent form available from Dr. Howe.

Grading:
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Attendance/Participation/Investment/Enthusiasm:	100 points at my discretion (1 absence allowed)
Integrative Journals:	105 points (7 @ 15 points each)
Personal Ethnography Paper:	50 points
Final Term Paper:	50 points
Memory Product Presentation:	<u>50 points</u> (based on student and instructor evaluation)

Total: 355 points possible

**Service Learning Conduct: Either P ("pass") or a letter grade *deduction* for poor conduct (illegal or unethical conduct will result in an F in the course and proper disciplinary action).**

I grade on a straight scale (e.g. 80-82% = B-, 83-86% = B, 87-89% = B+) with no adjustments.

<b>Daily Assignments: PLEASE READ PAGES/ARTICLES LISTED <u>BY</u> THE DATE LISTED AND TURN IN JOURNALS EACH MONDAY!</b>
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<i>Date</i>	<i>Topic</i>	<i>Chapter/Pages/Assignment</i>
January 18	Introduction: Child Development & Service Learning	No Readings
January 25 (Can bring a test journal in if you like)	Social & Personality Development in Middle Childhood	Kaplan Chapter 9 (Begins with "Looking at Middle Childhood")

February 1 (Can bring a test journal in if you like)	Physical & Cognitive Development in Middle Childhood	Kaplan Chapter 10 (after class get started reading Rabow)
February 7 (Monday! Journals Due by 4pm)	No class this week	Journals: focus on previous readings, your service and your reading of Rabow's Introduction and Chapters 1-2
February 14 (Monday! Journals and <b><u>Personal Ethnography Paper due by 4pm!!!</u></b> )	No class this week	Journals: focus on previous readings, your service and your reading of Rabow's Chapter 3
February 21 (Monday! Journals due by 4pm)	No class this week	Journals: focus on previous readings, your service and your reading of Rabow's Chapters 4-5
March 1 – <b>CLASS TODAY!</b>	Class Discussion: The Art and Science of Tutoring	Discuss Rabow Book and Your Service Experiences
March 7 (Monday! Journals due 4pm)	No class this week	Journals: Israel Chapter 6
March 14-18	<b>Spring Break!!!!</b>	
March 21 (Monday! Journals due 4pm)	No class this week	Journals: Israel Chapter 7
March 28 (Monday! Journals due 4pm)	No class this week	Journals: Israel Chapter 8
April 5 – <b>CLASS TODAY!</b>	Class Discussion: Developmental Psychopathology	Discuss Israel Chapters
April 11 (Monday! Journals due 4pm)	No class this week	Journals: Mash & Wolfe Chapter 14 (only pp. 403-412)
April 18 (Monday! Journals due by 4pm)	No class this week	Journals: Mash & Wolfe Chapter 14 (pp. 412-435)
April 25 (Monday! Journals due by 4pm <b><u>Final Term Paper Due by 4pm!!!</u></b> )	No class this week	Journals: Chapter 6 Rabow
May 3 – <b>CLASS TODAY!</b>	Class Discussion: Child Abuse and Neglect/Ending Tutoring	Discuss Mash & Wolfe Chapters and Rabow Ch. 6
May 9 (Monday! Final Journal Due 4pm!)	Finals week!!!!	
Tuesday May 10 <sup>th</sup> - 5-7PM	<b><u>MEMORY PRODUCT PRESENTATIONS AND POT LUCK!!!!</u></b>	COME PREPARED TO BROWSE, EVALUATE, AND SCARF!



**Reading List: In addition to the Rabow text cited above, chapters from the following books were assigned:**

Israel, A.C., Israel, A., & Wicks-Nelson, R. (1999). *Behavior Disorders of Childhood* (4<sup>th</sup> Ed.). Prentice-Hall. (We read chapters 6,7, and 8, on depression, anxiety, and conduct disorders).

Kaplan, P.S. (2000). *A Child's Odyssey* (3<sup>rd</sup> Ed.). Wadsworth/Thomson Learning. (We read chapters 9 and 10, on physical, cognitive, and social development during middle childhood).

Mash, E.J., & Wolfe, D.A. (2005). *Abnormal Child Psychology* (3<sup>rd</sup> Ed.). Wadsworth/Thomson Learning. (We read the chapter 14 on child maltreatment).

**INSTRUCTORS: THIS INTRODUCTORY SYLLABUS IS POSTED ON THE WEB BEFORE ENROLLMENTS BEGIN. IT IS NOT USUALLY PART OF THE REGULAR SYLLABUS AS ALL STUDENTS HAVE AGREED TO IT BEFORE ENROLLING.**

\*\*\*Psychology 480 – Fieldwork in School Settings Introductory Syllabus

Instructor: Dr. Tasha R. Howe

YOU MUST AGREE TO EVERYTHING ON THIS INTRODUCTORY SYLLABUS BEFORE ENROLLING IN THE COURSE!!!!!!!!!!!!!!!

HGH 120E, email: [th28@humboldt.edu](mailto:th28@humboldt.edu)

phone: 826-3759

Course Description:

This is an independent field study course requiring 1 hour of service, 2 days a week, to a school-age child, at the same time every week over 10 weeks of the semester. Children are only available during school hours and in a few after school programs (from 2-5pm). No other hours will be available. ALL SCHOOLS ARE IN EUREKA SO YOU NEED RELIABLE TRANSPORTATION. We will hold class the first 3 weeks of the semester until you are in your placements. Then we will hold class periodically to catch up with each other and review additional readings, etc.

Although your primary objective will be tutoring the child, it is hoped that you will build a relationship with this child over time. As long as you are completing the required work (e.g. math homework, home reading book), when you have extra time during your meeting, feel free to play games, do activities with the child, and just get to know him/her. The child will become attached to you so it is imperative that you come on time every week and are responsible, ethical, and caring. For 2 units of credit, you must spend 20 hours over the semester tutoring and a total of 70 additional hours devoted to the course (coming to class, reading, writing, etc.).

Readings: Selected articles on child development in a reader available in the bookstore.

Course requirements BEFORE tutoring can begin:

1. Get a TB test from the Student Health Center for \$5.00
2. Fill out the Volunteer Application Form from HSU's Human Resources Website. Turn it in to the Human Resources Office. Make a copy for me.
3. Get your background check. Each site has different requirements for LIVESCAN. I will tell you about your site individually. This can cost anywhere from \$12-90.
4. Get an orientation at your school site so you know your way around and who your supervisors will be. You need to be matched with a specific child before you can do this.
5. Come to class the first 3 weeks of the semester. Anyone missing any of the 3 classes will be dropped from the course. Meet monthly in class as indicated on detailed syllabus to follow.
6. Keep a weekly journal of your experiences. Write down your problems, questions, the good experiences you have, funny things the child said, etc. This will help with your final paper. Your final paper will be a 5-page analysis of this experience, analyzing your own and the child's growth and change over the semester, and incorporating the readings. Due finals week.
7. HAVE FUN!