

CEP 891- The Social-Emotional Development of School-Aged Youth

Summer 2017

Instructor

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Individual meeting: *by appointment*

Course Goal & Learning Objectives

This 8-week course is offered to the cohorts of the Chinese Teacher Certification Program (CTCP) because it is important to understand children and adolescents in order to be effective as a Pre-K-12 teacher. This course is devoted to an integrative overview of contemporary theory and research findings on social and emotional development during the school-age years; but it strives to minimize jargons without sacrificing scientific evidence, and to capture children's inherent vividness while taking seriously the complexity of developmental processes. Special attention is given to developmental significance of social relationships in family and school contexts, particularly those social relationships and contexts in America. Specifically, by the end of this course you are expected to achieve the following four learning objectives:

- Gain knowledge about theory and research in social and emotional development.
- Develop, through reading, an understanding of students' social emotional development in the diverse contexts of America.
- Develop critical reading and writing skills through case analysis, writing and peer review in online discussion forums.
- Make connections between theory and practice by focusing on a series of cases.

Course Design

Case-Based Learning: To achieve the course goal and learning objectives delineated above, we will not try to learn by rote those theories and all information contained in the textbooks. Instead, we will try to learn by doing case-based analysis. You will be given cases (or stories) related to American students, analyze them, and provide your decision as to how to deal with the problems in the case – based on your experience and your learning from this course. Case-based learning is expected to help you gain deep understanding of the content in this course, and to help you better and quickly adapt to the real situation once you step into your future classrooms.

The Arrangement of the Themes. Please refer the Table on pages 8-9 for the specific themes we will focus on each week. You will notice that the arrangement of the course is not in the

sequence of the chapters of the two required textbooks (described in detail below) but in that of the themes. This arrangement will allow us to focus on certain aspects of the students' development from childhood to adolescence rather than on a specific development stage a time. On each theme, you will need to read texts from each of the several main chapters related to this course, which are Chapters 1, 10, 13, and 16 in Rathus' book.

Textbooks

1. Rathus, S.A. (2013). *Childhood and adolescence: Voyages in development*. (5th ed.). Belmont, CA: McGraw-Hill Higher Education.

- This course will cover readings from Chapter 1, 10, 13, 16 of this book.
- You are expected to purchase the fifth edition of this textbook.
- You can purchase this book (new or used) from amazon.com.
- You can either rent the book or purchase digital versions of individual chapters (i.e., Chapter 1,10,13,16).
- This is a comprehensive textbook about developmental psychology and will be used or referred to by several other courses in CTCP, although this course only focuses on the social and emotional aspects of student development. As such, it will be a very useful reference book throughout this course, this program, and your career in teaching.
- Requirement of this textbook for this course and others is the result of collective decision of CTCP faculty and staff. We have spent quite some time identifying a book of high value for learning and future reference.

2. DeFrates-Densch, N. (2007). *Case studies in child and adolescent development for teachers*. Thomson & Wadsworth.

- You can purchase this book from amazon.com.
- You will need this textbook to work on all the weekly case study analysis.

Assignments

To facilitate your learning, you are expected to complete seven types of assignments as elaborated below. All assignments will be submitted on D2L course webpage. Please check "Content Browser" to find out each week's assignments. For example, Short Biography is one of the assignments for Week 1. You will need to click "Week 1," then "Short Biography," and finally "start a new thread" to post your short biography. You can also find the evaluation rubrics, assignment samples, and supplementary materials in the folder titled "Syllabus & Other Course Materials" on D2L.

1. Short Biography. During Week 1, you will introduce yourself (in two paragraphs) to the class so that we can learn more about you. The first paragraph could include: your area of study, previous educational background, and teaching experience. The second paragraph could respond to the following: who, or what event, has/have most influenced you throughout your life (in your family, among your friends or classmates, among your teachers)? In what ways?

2. Case Study Analysis.

This assignment and the third assignment (Group Discussion of Case Study) will be completed in groups. The course instructor has already randomly grouped you as follows:

- **Group 1:** Zhongliang Zhang, Ge Lou, Xiaoyu Wang, Ruizhe Shan
- **Group 2:** Tianyi Zhang, Jing Xia, Yiran Liao
- **Group 3:** Xinmo Yang, Ziyang Xu, Chang Li
- **Group 4:** Yulu Jin, Jing Gao, Yang Fowler

In each of the first six weeks, your group will be assigned a case study to analyze. Please refer to the chart below for your group's assigned cases.

Week	Group	Case Topic ¹	Stage of Development
1 - Overview	All groups	Rules and consequences (pp. 61-62)	EA
2 - Family	Group 1	Pants (pp. 46-47)	EA
	Group 2	Parental involvement (pp. 66-68)	EC
	Group 3	Divorce (pp. 69-71)	MC
	Group 4	The target (pp. 72-75)	MC
3 - Peers	Group 1	Potty Lottie (pp. 1-2)	EC
	Group 2	Recess (pp. 3-4)	MC
	Group 3	Please don't pick me! (pp. 5-6)	EA
	Group 4	Body image (pp. 15-16)	LA
4 - Gender	Group 1	Dollars and soldiers (pp. 50-51)	EC
	Group 2	Hallway horseplay (pp. 52-53)	EA
	Group 3	I told you! (pp. 58-60)	MC
	Group 4	Boys' school (pp. 101-103)	LA
5 - Social emotional development I	Group 1	I can't go back to school! (pp. 7-9)	EA
	Group 2	Sock! (pp. 10-11)	EA
	Group 3	The late bloomer (pp. 12-14)	LA
	Group 4	What did I do? (pp. 84-87)	EA
6 - Social emotional development II	Group 1	Depressed? (pp. 40-42)	LA
	Group 2	Mine! (pp. 36-37)	EC
	Group 3	Tragedy (pp. 38-39)	EA
	Group 4	Rejection (pp. 79-80)	EA

EA =Early Adolescence; LA= Late Adolescence; EC = Early Childhood; MC = Middle Childhood

This assignment (Case Study Analysis) asks you to conduct independent analysis of the case assigned to your group. To complete this assignment, you will need to respond to the following

¹ All the cases are from the second required textbook *Case Studies in Child and Adolescent Development for Teachers* (DeFrates-Densch, 2007).

guiding questions for each case (please note that these are NOT the questions in the book of Case Studies):

- **What is the problem?** For whom might this be a problem (student, teacher, class, parents, community, etc.)? What evidence do you have from the case to support this?
- **What are your hypotheses (why is the problem occurring)?** Provide 2-3 hypotheses (Use course concepts from the week to support this— Be specific: what theories do you find related? Any research cited in the text that may also support your thinking?)
- **What is your plan of action (what can you do to fix the problem)?** Provide 3 courses of action (Use course concepts to support this)
- **What are some challenges to your strategies/plans of action?** Use the readings/course concepts to support this.

After you complete your independent analysis, you will need to post it on the discussion forum entitled “Case Study Analysis & Group Discussion” under the assignment folder for each week.

3. Group Discussion of Case Study. To encourage interaction between you and your classmates, you will be required to respond to the individual analysis posted by the two other members in your group (Note: Group 1 has one more teacher [4 in total] than the rest groups. Therefore, Group 1 members could choose two out of your three other groupmates to respond). You will be assigned to the same group for your group discussions throughout this course. You are also highly encouraged to read and respond to the analysis posted by members in other groups. While the content within your responses is up to you, you must adhere to the following expectations:

- The post must be on-topic; it must address the case for the week, or it relates to others’ ideas.
- The post must include the vocabulary of the unit, as referenced in the course textbook and case study.
- The post must contain your own ideas and add new content. It should not merely repeat what someone else said, or what the textbook said.
- The post should be written as clearly as possible.
- The post must be courteous and respectful to other students.
- If you disagree with something a peer says, that is okay, even encouraged at times, but the conversation should remain civil.

Since you will need to respond to each other’s post, it is important for everyone in the group to post their independent case study analysis for the week on time so that your groupmates could have sufficient time to read, write, and respond. If you know that you are going to post your analysis late, please make sure you make necessary arrangements with your groupmates in advance. If you encounter any issues with your group, please contact the instructor immediately.

If you are new to discussions in the on-line environment, you are encouraged to review common rules of etiquette on the Internet (<http://www.albion.com/netiquette/corerules.html>).

4. Learning Log: As you are reading, analyzing case studies, and collaborating with peers, it is important for you to take the time to reflect on what you have learned. To do so, every week you will complete a learning log related to your progress over the course of the week. Consider the following for your reflection (not necessarily answer all these questions):

- How has this week been going?
- Have you found anything particularly interesting in your readings?
- Was there a topic that was difficult to understand?
- What did you learn about this week's theme (from the reading and analyzing the case)?
- In what ways were your group's responses to the case similar? Different?
- Are the texts difficult or easy to read?
- What will you do differently next week and what will you do the same?

5. Multiple Choice Question Quiz: To assess what you have learned, you will complete a set of 10 multiple choice questions every week. Each set of the questions will be related to the readings/theme of the week.

6. Course Reflection: During week 7, you will complete an overall course reflection, integrating all the themes over the course of the semester. You can incorporate your Learning Logs, Weekly Case Analysis and Discussions to complete this assignment. Questions you should respond to include:

- What did you learn in this course?
- What specific concepts did you find most interesting, helpful, or relevant to your future work as a teacher?
- How will you apply what you have learned in the classroom?

7. Create Your Own Case: Instead of a final exam during Week 8, you will write a case study based on your own teaching experiences (along with an answer guide that includes potential responses to the questions you use for your Case Study Analysis Assignments). As you write your case study, you should pretend that you are writing a case study to be included in a book similar to the case study book we are using for this course. In order to do this well, you will need to start working on this early. To assist you, you will be expected to follow the following timeline:

- **Week 3:** Read 2 articles (chosen by yourself) that discuss how to write case studies.
- **Week 4:** Post in the discussion forum to briefly describe the case you want to write about and why (*due 11:59pm, Friday, July 7th, 2017*).
- **Weeks 5-7:** Work on the Case Study on your own (Case Study and Answer Guide)
- **Week 8:** Submit Case Study and Answer Guide as one document (*due 11:59pm, Wednesday, August 2, 2017*). There is no length requirement for this assignment (3-4 pages is fine), but you should make sure you created a quality case study and answer guide. The format for this assignment is: Times New Roman, 12, double-spaced.

Grading

The Point Value of Each Assignment

Assignments	Point Value
1. Short Biography	30
2. Case Study Analysis	15*6 = 90
3. Group Discussion of Case Studies	15*6 = 90
4. Learning Logs	10*6 = 60
5. Multiple Choice Questions Quizzes	10*6 = 60
6. Course Reflection	120
7. Create Your Own Case - The Post about Your Plan/Draft - Final Paper	30 120
	Total 600

Course Grading Scale

600-571 = 4.0
570-531 = 3.5
530-491 = 3.0
490-451 = 2.5
450-below = 2.0

Course Policies

1. Respectful Participation. As a student in this class, you may encounter new ideas and topics that challenge your worldview. You may find some discussions uncomfortable or offensive, but it is important to be respectful of others in this class. Please be respectful of others in this class. If you would like to make a point, you may challenge another's idea, but please do not challenge the person. Insulting and derogatory statements will not be tolerated.

2. Communication Policy. E-mail is the best way to communicate with the instructor and he will do his best to reply within 24 hours. If you are emailing to ask a question about assignment guidelines, due dates, or class expectations, be sure you have carefully looked at your syllabus and explored D2L for the answer.

3. Accommodations for Disabilities. If you are a student with a documented physical or learning disability, please contact the instructor by the first week of class so that necessary accommodations can be made. Students with disabilities should contact the Resource Center for People with Disabilities (<https://www.rcpd.msu.edu/>) to discuss obtaining such documentation or to develop reasonable accommodations.

4. Religious Observances. Please notify the instructor in advance if you will be absent from class to observe a religious holiday.

5. Academic Honesty. Students are expected to complete their course work with honesty and integrity. Students who commit acts of academic dishonesty, such as cheating, copying other students work, allowing others to copy your work, plagiarism (including internet plagiarism and self-plagiarism), receiving or giving unauthorized materials, information, or assistance, may receive a 0.0 on the assignment or fail the course. **Academic dishonesty may also be grounds for dismissal from degree programs.** The University's policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, state: The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

1.01 claim or submit the academic work of another as one's own.

1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.

1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.

1.04 allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.

1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.

1.06 fabricate or falsify data or results.

6. Assignments. For all assignments and papers, references and citations should follow APA style, sixth edition. See the Purdue Writing Lab for assistance with citations: <https://owl.english.purdue.edu/owl/resource/560/01/>. You may also consider purchasing the *Publication Manual of the American Psychological Association* (6th edition) (ISBN 13: 978-1-4338-0561-5; ISBN 10: 1-4338-0561-8)

7. Late Work Policy. Late assignments will not be accepted. Extensions are only granted in rare and extreme circumstances. Technical difficulties on D2L are NOT an acceptable excuse for submitting late work. Be sure to work ahead so that you have time to troubleshoot technical difficulties before the deadline.

8. Course Absence. In case of an emergency or illness that affects your participation in the course, contact me right away. Points will be deducted from (or you may not receive any credit for) your products if you fail to meet the deadlines as stated unless the instructor hears from you in advance.

Course Themes, Readings, Assignments and Due Dates

Date	Theme	Readings ²	Assignments	Due Dates ³
Week 1 June 12-18	Contemporary perspectives of developmental psychology	Chapter 1 (pp. 3-31) <ul style="list-style-type: none"> • What is Child Development (CD)? • Theories of CD • Controversies in CD The case study assigned to your group	Short Biography Case Study Analysis 1	June 14 (Wed.)
			Learning Log 1 Multiple Choice Question Quiz 1	June 16 (Fri.)
			Group Discussion of Case Study Analyses	June 18 (Sun.)
Week 2 June 19-25	Familial relationships and influences	Chapter 10 (pp. 312-321) <ul style="list-style-type: none"> • Influences on development: Parents, siblings, and peers Chapter 13 (pp. 425-433) <ul style="list-style-type: none"> • The family Chapter 16 (pp. 529-530) <ul style="list-style-type: none"> • Relationships with parents The case study assigned to your group	Case Study Analysis 2	June 21 (Wed.)
			Learning Log 2 Multiple Choice Question Quiz 2	June 23 (Fri.)
			Group Discussion of Case Study Analyses	June 25 (Sun.)
Week 3 June 26-July 2	Friends, peers, and social networks	Chapter 10 (pp. 321-322) <ul style="list-style-type: none"> • Peer relationships Chapter 13 (pp. 433-441) <ul style="list-style-type: none"> • Peer relationships • The school Chapter 16 (pp. 530-536) <ul style="list-style-type: none"> • Relationships with peers The case study assigned to your group Two self-selected articles on how to write case studies	Case Study Analysis 3	June 28 (Wed.)
			Learning Log 3 Multiple Choice Question Quiz 3	June 30 (Fri.)
			Group Discussion of Case Study Analyses	July 2 (Sun.)

² All the chapters in this column refer to the ones in the first required textbook *Childhood and adolescence: Voyages in development* (Rathus, 2013).

³ **Assignments are due at 11:59pm on the respective due dates.** For instance, the specific due time for the first assignment Short Biography is 11:59pm on June 14 (Fri.), 2017.

Week 4 July 3-9	Gender differences	<p>Chapter 10 (pp. 338-345)</p> <ul style="list-style-type: none"> • Development of gender roles and sex differences <p>Chapter 16 (pp. 537-549)</p> <ul style="list-style-type: none"> • Sexuality (seven questions) <p>The case study assigned to your group</p>	Case Study Analysis 4	July 5 (Wed.)
			<p>Learning Log 4</p> <p>Multiple Choice Question Quiz 4</p> <p>Case Writing Draft/Plan</p>	July 7 (Fri.)
			Group Discussion of Case Study Analyses	July 9 (Sun.)
Week 5 July 10-16	Personality, self-concept and social cognition	<p>Chapter 10 (pp. 334-337)</p> <ul style="list-style-type: none"> • Personality and emotional development <p>Chapter 13 (pp. 420-425)</p> <ul style="list-style-type: none"> • Theories of social and emotional development in middle childhood <p>Chapter 16 (pp. 522-528)</p> <ul style="list-style-type: none"> • Development of identity and the self-concept: “Who Am I” (and Who Else?) <p>The case study assigned to your group</p>	Case Study Analysis 5	July 12 (Wed.)
			<p>Learning Log 5</p> <p>Multiple Choice Question Quiz 5</p>	July 14 (Fri.)
			Group Discussion of Case Study Analyses	July 16 (Sun.)
Week 6 July 17-23	Antisocial & prosocial behaviors	<p>Chapter 10 (pp. 323-334)</p> <ul style="list-style-type: none"> • Social behaviors: In the world, among others <p>Chapter 13 (pp. 442-450)</p> <ul style="list-style-type: none"> • Social and emotional problems <p>The case study assigned to your group</p>	Case Study Analysis 6	July 19 (Wed.)
			<p>Learning Log 6</p> <p>Multiple Choice Question Quiz 6</p>	July 21 (Fri.)
			Group Discussion of Case Study Analyses	July 23 (Sun.)
Week 7 July 24-30	Integrating concepts	<ul style="list-style-type: none"> • Review previous readings 	Course Reflection	July 28 (Fri.)
Week 8 July 31-August 6	Final project	<ul style="list-style-type: none"> • Review previous readings • Case study textbook 	Create Your Own Case Study	August 2 (Wed.)