
CHILD DEVELOPMENT 132
SERVICE-LEARNING/FIELDWORK IN CHILD DEVELOPMENT

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Course Description

CHDV 132 "Service-Learning/Field Work in Child Development." Directed field experiences in settings selected to meet students' experience and needs. Students are required to work at a selected setting and attend on-campus seminars to explore developmental content and issues. This is a 2 unit course with the option of an additional (1) unit (totaling 3 units of fieldwork), see the Course Requirements.

Prerequisites

- CHDV 30 or CHDV 35 and 35F. CHDV 131 desirable and Junior class standing.

Course Goals for Students

Service learning is a process that links academic learning and community participation. The goals of service learning are generally to:

- facilitate students learning and understanding of academic content in an applied, experiential and reflective manner;
- promote awareness of community needs and the rewards of civic engagement; and
- contribute to the community in ways that build on community identified assets and strengths and address community identified needs
- To become more knowledgeable of Career options for Child Development majors and further develop career goals.
- To develop personal recognition and awareness of personal strengths and areas of need as they relate to the work setting of their chosen fieldwork/service-learning experience.

Course Objectives for students:

- To demonstrate the mastery of course content as evidenced by written work.
- To apply developmentally appropriate ideas as evidenced in the Journal reflections and as observed by your site supervisor.
- To analyze, assess and evaluate fieldwork experiences and environments as evidenced in class discussions and journal entries.
- To engage in critical thinking and apply critical thinking to discussions and writing in this course.
- To develop an expanded knowledge of community programs and resources through class presentations as evidenced by a binder of information regarding all class presentations as well as additional individual entries.
- To conduct yourself professionally in your fieldwork setting as evidenced by your fieldwork evaluations.
- To complete the required service learning/fieldwork hours required for this course, as evidenced by the timely submission of the Service Learning Time Log, Mid-Semester and Summary Evaluations.

TEXTBOOK, Required

- **Fundamentals of Early Childhood Education 5/E. George S. Morrison ISBN:**
- **Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky (Redleaf Press Series): 1/e Carol Mooney © 2006 Prentice Hall ISBN-10: 013172794X | ISBN-13: 9780131727946**

Technology Requirements

Students will need an electronic mail account and computer access to the Web. All CSUS students enrolled in one or more units can create a [Sac Link](#) account for electronic mail and Internet services. Although a home computer with a high-speed modem running Netscape or Internet Explorer would be beneficial, students can use the Web from one of the campus student labs. There are many computer labs on campus located in the Library, Eureka, Mendocino, Mariposa Halls to name a few as well as in other buildings.

Computing Recommendations

You should be comfortable using a computer and willing to browse the Web. You will need:

- Make sure you're using a browser supported by WebCT. Check here: <http://www.webct.com/tuneup>.
- 56K modem or faster connection
- Sac Link or other Internet Account
- Word processing skills

Course Requirements

1. Service-learning/Field Work Hours:

2 Units:

- Volunteer for a total of 40 hrs at a field placement site and do 4 reflective journal submissions, a Journal submission after approximately every 10 hours.

3 Units:

- Volunteer for a total of 80 hours at a field placement site and 8 journal submissions. In other words a Journal submission for approximately every 10 hours of service learning/fieldwork. There are no additional hours of class meetings for the additional unit, just the additional service learning hours.

For either 2 or 3 units, the hours must be completed before the last week of instruction. Your Service Learning may be in an educational setting, in a public or private agency, or school, which provides services to children or families with children, which is Licensed, not an in-home site. Various community programs or agencies will be discussed and presented as options. i.e.: Child Life Programs, CSUS Children's Center, Public Schools, Crisis Nursery, and other preschool/childcare programs or community agencies.

Students in CHDV Major B MUST complete their field assignment in a public elementary school, which reflects California's diverse cultural and economic population. The instructor will recommend a school site.

2. Placement Options: You will be provided with a variety of Placement Options for your fieldwork/service-learning hours. These are approved schools and agencies with whom the University has a Memorandum of Understanding (MOU). It is a requirement of the University that there be an MOU with the school or agency where a student completes his/her fieldwork/service-learning hours. All placements require a current (within one year) TB Clearance. Testing for the TB Clearance can be obtained at no cost to the student through the University Health Center. Some Agencies also require Fingerprinting/background check. The school or agency determines the type of fingerprinting required. Either the agency or the student is responsible for any fees associated with fingerprinting. Students may complete their fieldwork, if currently employed at a site, under the following conditions:

- The student must conduct professional activities that are clearly beyond regular employment requirements (e.g., more hours; special projects or responsibilities).
- The employer must not pay for additional hours .due to course requirements
- The employer must not release a student from regular employment requirements to complete course assignments.

The student must receive faculty approval for a work plan that specifies all the items above.

3. Journals: Submit Reflective Journals (1 & 1/2 to 2 pages on 8.5" x 11" paper) on specified dates to the instructor. Journals are to be typed/word processed and labeled with your name, Journal # , site and the age or grade level you are writing about. It is recommended that you make notes about your observations and reactions each time you are at your placement. This is a personal record of your experiences at your field placement for your use in writing your journals for submission.

***Journals are to be reflective, not just a chronology. Journal submissions must be submitted on time.**

You will receive a separate handout on the Reflective Process and Reflective Journals.

4. Readings: Read assignments PRIOR to class and be prepared for group work. Chapter quizzes will be posted on WebCT for students to complete by specified dates. Plan ahead to take the test before the closing date. Do not ask to have an extension on taking any quiz due to any reason.

5. Participation:

- **Participate actively** in class discussions. **Cell phones and Pagers** must be **turned off** their **auditory notification format**. It is impolite and a distraction to class discussions and presentations to have it "ring".

- Be prepared to share information about your service-learning experiences with other class members as well as relating your experiences to assigned readings in the text, handout or articles on the web.

6. Presentation: Present information about a program or community agency/resource from a list provided by the instructor as a member of a small group (2 or 3 members). The presentation must include informational handout(s) as well as visuals. Students are encouraged to make a Power Point presentation but a video or overhead transparencies will be acceptable.

7. Attendance: Arrive on time and attend the entire seminar. Only 2 absences are acceptable, even if due to illness. If an emergency arises, contact the instructor, you may need to drop and retake the course at a later date or do extra assignments under special circumstances to fulfill course requirements for an absence. It is your responsibility to identify a classmate who will be responsible for picking up handouts and sharing information from the class you miss. It is desirable for you to leave a message on the instructor's office phone about your absence.

8. Forms/Paperwork: Timely submission of all forms and paperwork associated with your field placement is required. There are many forms and it is your responsibility to, complete, and submit them as well as keeping track of what you have submitted! Create a checklist for yourself of all the assignments and paperwork that is required for this course. I recommend that you make a copy of your Mid-semester Evaluation and Summary Evaluation, **Copy BEFORE submitting, Do Not Ask the Instructor to return them to you for copying. All forms submitted for this course are filed and not returned.**

Evaluation

You will be evaluated on the basis of your Chapter Tests, your Research and Presentation of your topic/ agency or program, as well as the quality of your class participation. Attendance is part of your participation.

Grades will be calculated as follows:

A = 94-100%	B = 84-86%	C = 74-76%
A- = 90-93%	B- = 80-83%	C- = 70-73%
B+ = 87-89%	C+ = 77-79%	

Your grade will be calculated on the basis of points assigned to

1. Chapter tests and any written submissions done in group work during class or outside of class.
2. Participation: Class attendance: points are assigned for each scheduled class, the points for each class attended is added up and divided by the possible number of points for attendance at all classes. Your participation is also based on providing your attention to the guest speakers and presentations as well as contributing to small group work, class discussions, and presentations in class. This also means 1) not engaging in side conversations, 2) doing work for other courses or work for this course that should have been done prior to class.
3. Small group presentations: Equal preparation by group members should be evident in group presentations.
4. Conducting yourself in a professional manner in class and at your service learning site.

Calculation: 50% Participation, 25% Quizzes, 15% Presentation, 10% Resource Binder & Timely Submissions

Grading Follows the University Grading Policy as stated in the CSUS catalog:

- A: Exemplary achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, and creative contributory nature.
- B: Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.
- C: Satisfactory achievement of the course objectives. The student is now prepared for advanced work or study.
- D: Unsatisfactory achievement. This is not an acceptable grade in this course since it is a critical course in your studies. It is recommended that you withdraw from this course and take it another time.

A grade of Incomplete must be awarded in accordance with University policy – "there must be a specific, identifiable course requirement that needs to be met due to unforeseen but fully justified reasons". An "Incomplete Petition" must be filled out and signed by both the student, the instructor and submitted for department approval.

Contact the instructor as soon as possible if you find yourself in need of taking an "Incomplete".

Students with a disability:

If you have a documented disability and verification from The Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please talk to me as soon as possible.