

EDUC 724 Social-Emotional Dvt.: Theory to Practice Syllabus

Summer 2021

Instructor Information

Instructor

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General Information

Description

Covers theoretical, empirical and applied issues in children's interpersonal, emotional and personality development. Specific topics addressed will include attachment, personality, temperament, aggression, motivation with consideration of biological and environmental influences. *Prereq. ED 700 and ED 701*

Program Learning Outcomes (P.L.O)

P.L.O. 1: Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice). P.L.O. 2: Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory). P.L.O. 3: Apply research -based practice characterized by caring and mutual respect for diverse populations (Diversity). P.L.O. 4: Design and assess learning activities that all ow for the construction of meaning and promotion of self -responsibility for learning (Design). P.L.O. 5: Critique and analyze academic literature and research methodologies (Scholarship). P.L.O. 6: Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (communication). P.L.O. 7: Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

Course Learning Objectives (C.L.O)

1. Describe and identify major theories and research in social-emotional development
2. Critique and evaluate theories and research of social-emotional development
3. Apply theories and research of social-emotional development to educational and practical settings
4. Locate current information and research related to social-emotional development
5. Apply the scientific method to the study of social-emotional development

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Major Course Topics

1. Developmental Issues and Research Design
2. Classic and Recent Perspectives on Social and Emotional Development
3. Emotions and Temperament

4. Attachment and Family Influences
5. Self and Social Cognition
6. Achievement
7. Gender Development and Issues
8. Aggression and Relationship with Peers
9. Moral Development

Course Materials

Required Texts

Parke, R. D., Roisman, G. I., & Rose, A. J. (2019). *Social development, 3rd edition*. Hoboken, NJ: Wiley.

ISBN: 978-1-119-49805-6

Electronic Readings (located in Canvas)

NOTE: You will rent one documentary (between \$3.00-5.00).

Suggested Materials

American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7th edition*. Washington, DC: author.

Assignments

Introduction Assignment (5 pts)

Response and Reflection (8 x 10 pts = 80 pts)

Fieldwork Assignments (2 x 15 pts = 30 pts)

Documentary Assignment (15 pts)

Article Review and Reflection (10 pts)

Literature Review (40 pts) with Pamphlet (10 pts) = 50 pts)

Grading Scale

A = 190-171

B = 170-152

C = 151-133 (Retake Course)

COURSE POLICIES

No more than 2 late assignments will be accepted.

Late assignments will not be accepted three days after the due date.

Points will be deducted for late assignments (up to 50% deduction).

No work will be accepted late at any time during the last two weeks of the course.

Late points may be waived if there are extenuating circumstances (e.g. medical emergencies). It would be helpful if you contacted me BEFORE the assignment's due date.

UNIVERSITY POLICIES

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook**, **General Catalog**, and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

Course Schedule

Week	Dates	Topic	Assignment
Week 1	July 6-11	Developmental Issues	Introduction Readings: Chapter 1
Week 2	July 12-18	Theory and Research	Response and Reflection #1 Readings: Chapters 1 and 2
Week 3	July 19-25	Temperament and Emotions	Response and Reflection #2 Fieldwork #1 Readings: Chapters 3 and 5
Week 4	July 26-Aug 1	Attachment and Family	Response and Reflection #3 Readings: Chapters 4 and 7

Week	Dates	Topic	Assignment
Week 5	Aug 2-8	Self and Social Cognition	Response and Reflection #4 Fieldwork #2 Readings: Chapter 6
Week 6	Aug 9-15	Achievement	Response and Reflection #5 Fieldwork #3 Readings: Chapter 9
Week 7	Aug 16-22	Gender	Response and Reflection #6 Documentary #1 Readings: Chapter 10
Week 8	Aug 23-Aug 29	Peers and Aggression	Response and Reflection #7 Documentary #2 Readings: Chapters 8 and 12
Week 9	Aug 30-Sept 5	Moral Dvt.	8 Response and Reflection Article Review Readings: Chapter 11
Week 10	Sept 6-10		Social-Emotional Review and Pamphlet

NOTE: There are three fieldwork assignments; however, you will choose two to complete.

NOTE: There are two documentary assignments; however, you will choose one to complete.