

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

Summer 2024

Instructor Information

Instructor

Jessica Martinez

jessica.martinez@chaminade.edu

Course 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

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

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.

Education Ethics

The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

General Information

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 allow 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

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)

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)

If it is a challenge to find children for the fieldwork assignments, there are two replacement assignments. If you are able to complete the fieldwork assignments (i.e., have access to age of child needed), I would recommend doing so. However, if you do not have access, you may complete the replacement assignments, which are **documentary assignments** (see Canvas for details).

Article Review and Reflection (10 pts)

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

Grading Scale

A = 175-157

B = 156-140

C = 139-122 (Retake Course)

Assessment

Assignment Groupings	Percentage of Overall Grade	Description
Weekly Assignments	54%	Engagement with readings and films
Observations/Documentaries	17%	Observations of children or families in documentaries
Signature Assignment	29%	Research paper with application for families and educators

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).

UNIVERSITY POLICIES And Support

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.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know

has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Credit Hour Policy

This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 52 hours researching and writing weekly activities, 5 hours studying for and taking the chapter quizzes, and 6 hours participating in class discussions. There will be an additional 72 hours of work required beyond what is described here including reading course materials and reviewing course presentations, averaging 4.5 hours

Course Schedule

Week	Dates	Topic	Assignment
Week 1	July 1-7	Developmental Issues	Introduction Readings: Chapter 1
Week 2	July 8-14	Theory and Research	Response and Reflection #1 Readings: Chapters 1 and 2
Week 3	July 15-21	Temperament and Emotions	Response and Reflection #2 Fieldwork #1 Readings: Chapters 3 and 5
Week 4	July 22-28	Attachment and Family	Response and Reflection #3 Readings: Chapters 4 and 7
Week 5	July 29-Aug 4	Self and Social Cognition	Response and Reflection #4 Fieldwork #2 Readings: Chapter 6
Week 6	Aug 5-11	Achievement	Response and Reflection #5 Fieldwork #3 Readings: Chapter 9
Week 7	Aug 12-18	Gender	Response and Reflection #6 Documentary #1 Readings: Chapter 10

Week	Dates	Topic	Assignment
Week 8	Aug 19-Aug 25	Peers and Aggression	Response and Reflection #7 Documentary #2 Readings: Chapters 8 and 12
Week 9	Aug 26-Sept 1	Moral Dvt.	8 Response and Reflection Article Review Readings: Chapter 11
Week 10	Sept 2-8		Social-Emotional Review and Pamphlet

NOTE: There are three fieldwork assignments; however, you will choose two to complete. The documentaries may replace fieldwork assignments if you struggle to find children. See Canvas for specifics.