### Course Description:
This learning community will merge the fields of Psychology and Education to explore alternative careers in working with children and their families. We will examine how cultural competence and diversity play a central role in working with children and their families. Psychology 103 will introduce the tools psychologists use to investigate, describe, predict and explain emotions, thoughts and behaviors, emphasizing reactions to illness. Students will learn how to interview various professionals who work with children to equip students with a broader knowledge of alternative opportunities available in working with children beyond the typical career paths. (Sample career paths covered will be Child Life Specialists, Pediatric Medicine, Behavioral specialists, Special and General Education, Physical therapists, Recreation therapists, Speech and Language Pathologists, Occupational therapists, Healthcare Social Workers, Guidance Counselors, School Nurses, and Juvenile Justice.)

**Note:** Completing the required service learning component of the course is mandatory. Most assignments in the course are linked to your successful completion of the service-learning requirement.

### Course Materials:


All other readings will be available on OAKS. You should prepare for each class by doing your readings in advance, and bringing them into class with your 3-2-1 summaries. I encourage you to take notes on your reading, rather than highlighting or underlining. This will help you retain information.
**Course Objectives:**

1. To apply knowledge of child and adolescent development.
2. To explore child and family related careers and potential college majors.
3. To analyze and describe professional training and career-related professional competencies of a specific career.
4. To examine how cultural competence and diversity play a central role in working with children and their families.
5. Locate multiple, peer-reviewed sources on a topic.
6. Summarize and critically evaluate research.
7. Synthesize multiple research articles on a topic.
8. Cite research in-text and list references at the end of a paper using APA style.
9. To use varying technologies, such as wikis, blogs, and digital stories, to convey understanding of a psychological concept addressed within a specific child-related career.
10. To use academic resources and student support services at College of Charleston, including the library, information technology, the Center for Student Learning, the Academic Advising and Planning Center, the office of Career Services, and other appropriate academic resources, student support services, and cultural resources.
11. To gain familiarity with appropriate data, information and knowledge-gathering techniques and research skills.
12. To understanding and respect the values of professional academic integrity, including the College Honor Code.
13. To use effective skills and strategies for working collaboratively with peers and professionals.
14. To engage constructively in the College and local communities.

**First Year Experience Learning Outcomes**

**Learning Objective 1:** By the completion of the First-Year Experience, a student will be able to Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

**Learning Objective 2:** By the completion of the First-Year Experience, a student will be able to use appropriate tools and search strategies for identifying particular types of information specific to the discipline; evaluate the relevance, quality, and appropriateness of different sources of information; recognize and classify the information contained within a bibliographic citation; access and use information ethically and legally

**Learning Objective 3:** Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion of the first-year, a student will be able to use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts and make connections across disciplines and/or relevant experiences

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<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>FYSS101</td>
<td>21906</td>
<td>Mondays from 8 - 8:50 am</td>
<td>TBA</td>
<td>Rylee Prusak &amp; Liz Simmons</td>
</tr>
<tr>
<td>FYSE138</td>
<td>21898</td>
<td>MW from 2pm -3:15pm</td>
<td>ECTR 216</td>
<td>Dr. Genevieve Howe Hay</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>21991</td>
<td>MWF 1 – 1:50 pm</td>
<td>Maybank 105</td>
<td>Dr. Silvia Youssef Hanna</td>
</tr>
</tbody>
</table>
Class Policies & Procedures:

Attendance:
Attendance will be taken regularly. Subject to the instructor's discretion, more than four (4) excused/documented absences will result in a WA grade for the course, which means the student will be dropped from the course earning a failing grade for "excessive absenteeism." Missing class due to work, meetings, or other conflicting appointments is considered an unexcused absence. Late arrival or early departures to and from class will result in loss of attendance points for that class period. Absence Memos are processed through the Office of the Associate Dean of Students (67 George Street-next to the Stern Center). See OAKS for Excused Absence Policy.

REQUIRED DOCUMENTATION – Go to the Absence Memo Office - Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Forms can also be found online at http://studentaffairs.cofc.edu/services/absence.php and they also can be faxed to the office at 953-2290. You will need to provide documentation for health, personal or emergency situation. Email notification by the student will not be considered.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Homework & Classwork:
In class and for homework, you will respond to various scenarios, videos, lesson plans, and questions regarding careers working with children. It is expected that textbook and outside reading assignments be read PRIOR to class and that students will attend ALL class sessions. Assigned readings and projects must be completed and submitted on time. Responsibility for all course content (lecture, text, outside reading, handouts, research) is the student’s responsibility. Students are responsible for obtaining missed assignments/notes from someone in class, not the instructor. Note: Weekly modules, including all readings and assignments, are due by 1 pm on Mondays unless otherwise noted. You are required to check each completed item on OAKS for the instructor's review.

Assignment Submission: Use of OAKS is required for ALL assignment submissions. For some assignments, electronic and hard copy submission is required.

Sample College Support Services:
Center of Student Learning: Students will benefit from the writing lab and college study skills seminars offered by the College of Charleston Center of Student Learning (1st Floor of Addlestone Library). For more information, visit http://csl.cofc.edu or call (843) 953-5635.

SNAP (Students Needing Access Parity) Services: Any student who has a documented disability through SNAP Services that may require special arrangements in order to meet course requirements should contact me as soon as possible to make such accommodations. SNAP Services are available to provide assistance and guidance to students with a documented disability to ensure equal access to all programs and services of the College. For more information on these services, contact SNAP at (843) 953-1431 or stop by room 104 in the Lightsey Center.

Technology: Students are expected to have a Gmail email account through the College of Charleston. This account will allow you to access email, Internet and OAKS. In the interest of personal privacy, no recording devices are allowed in the classroom, unless recommended by SNAP (Students Needing Access Parity) Services for a documented disability. Please, turn off pagers, cell phones and any other electronic devices. Use of cell phones during class time will not be tolerated. Students will be asked to leave and return when they are prepared to participate with the class. Points will be deducted from the final grade.
**Academic Dishonesty:** Lying, cheating, attempted cheating and plagiarism are violations of our Honor Code. Cases of suspected academic dishonesty will be reported directly to the Dean of Students and require meeting the Honor Board. Refer to the College of Charleston Student Handbook for a full explanation of academic dishonesty and penalties: [www.cofc.edu/about/handbook.pdf](http://www.cofc.edu/about/handbook.pdf).

**Syllabus Changes:** The information outlined in this syllabus is subject to change. Extenuating circumstances (poor weather, emergencies, instructor's illness, etc.) may necessitate cancellation of class that may in turn affect class assignments, due dates and lecture/reading schedule. Students will be advised of such changes if and when they occur.

**Required Assignments:** *Note the due dates in your date planner. Additionally, utilize the OAKS checklists for each module to help you keep track of assignments. Late assignments will result in the loss of 2 points/day.* The main purpose for these assignments beyond evaluating student’s performance is to allow students the opportunity to apply concepts taught in class through hands on experience. Through these assignments, students will also critically analyze topics pertinent to their academic and intellectual pursuits. The assignments are:

1. **Integrated PSYC 103 and FYSE 138 Final Analysis Paper/Presentation:** Over the course of the semester, you will develop a final analysis paper and presentation that link and apply scholarly sources to an FYSE 138 course topic and to your service-learning project. To accomplish this goal, you will complete the following preliminary assignments.

   a. **Topic Proposal, Paper Outline & APA Reference List:** Select a topic that relates to your service learning experience and to a PSYC 103 and FYSE 138 course topic. Find six strong, peer-reviewed journal articles (i.e. 3 psychology and 3 educational peer-reviewed, research articles) that relate to a FYSE 138 course topic as well as link and apply the sources to your service-learning project. The articles should point out an issue you want to share with the class during your presentation of the topic. Read how the investigators conducted their research, and use their tips to guide your own research. *(NOTE: You may want to use your textbook or other informal articles as sources in your paper. This is encouraged, as long as they are in addition to your 6 journal articles)*. Using the paper sections (below), develop an outline of your paper and create an APA reference page with the sources (i.e. 3 psychology and 3 educational peer-reviewed, research articles) you plan to use in your paper.

   b. **Annotated Bibliography:** For this assignment, you will annotate each of your 6 peer-reviewed sources as to their content and describe their usefulness for your final paper. Summarize each of the articles/studies in detail, compare it to your other sources, and evaluate the studies as to their usefulness to your topic/paper. For all psychology research studies, discuss and analyze the methods and results.

   c. **Introduction:** The introduction section of your paper sets up your research topic with a short literature review of sources and a thesis statement. The introduction section of your paper sets up your research topic with a short literature review of sources and a thesis statement.

   d. **Rough Drafts and Peer Editing Workshops:**
      - **Rough Draft 1** – During the workshop, bring a rough draft of your paper including your introduction and literature review, a critical summary of what the scientific literature says about your specific topic or question.
      - **Rough Draft 2** – During the workshop, bring a completed rough draft to class for peer review during class.
c. **Integrated Final Analysis Paper: Due Monday, April 19 to the OAKS Dropbox.**

Your paper will have the following sections:

1. **Introduction** - The introduction section of your paper sets up your research topic with a short literature review of sources and a thesis statement. Your introduction should include what the topic is, why it was chosen, and why it is important. Additionally, the introduction should clearly reflect how the topic was inspired by your service learning project and how it will benefit the professional interviewed. Your specific topic should be narrowed to the studies/articles that will be discussed.

2. **Brief statement,** which outlines how the paper will be arranged (for example, if you are investigating areas of disagreement within your topic, you might begin by explaining the controversy then follow by saying you will present all of the articles that support one side of the argument followed by the articles that support the other side).

3. **Six articles reviewed (3 psychological AND 3 educational/child-related based articles)** – Each of the articles/studies should be described in detail and the studies should be evaluated. For all psychology research studies, discuss and analyze the methods and results.

4. **Conclude with what the entire body of information shows,** and suggest areas that need to be investigated further. Your conclusion should incorporate findings from the articles reviewed and whether they answer your initial research question.

5. **Writing Clarity - Grammar, Spelling, Organization**

6. **APA Style Followed**

f. **Career Multimedia Presentation: Due Friday, April 28th by class time.** The purpose of this assignment is for you to present the knowledge you have gained about child-related careers and child development on a poster you have created as a collaborative group. The presentation will include: the job description, the job qualifications, references, and resources. Each group will present their poster to the class.

2. **Service Learning Reflections:** See calendar for individual due dates. Students will be required to participate in a service learning project where students will record regular meetings with a professional who works with children and their families in a web-based journal. Journal entries will be regularly submitted on OAKS where feedback will be given. Grading will be based on number of meetings and the depth of the journal entries. These professionals are gracious enough to allow us into their workplace and lives. It is very important to be professional, organized, clear and consistent in how you present yourself, your class and your College. Remember, you are a volunteer.

3. **Readings & Online/In-Class Activities:** Prior to each class meeting, complete weekly assigned readings and online reading activities and using the checklist in the OAKS weekly module document completion of each item for the instructor’s review. Additional follow-up activities (e.g. unannounced quizzes, group work, etc.) will be completed in class.

4. **Guest Speaker Exit Cards:** See calendar for individual due dates. For each class, bring a tablet, laptop or another portable device to complete exit survey questions using Microsoft Forms after each guest speaker presentation. Results from the exit surveys will be shared with the class, the professors, peer facilitators, and the guest speakers.

5. **Reflection on Careers and College Majors:** See calendar for individual due dates. Complete the FOCUS self-assessment tool available to College of Charleston students through the Career Center. The self-
assessment will provide a starting point prior to exploring potential careers and majors of interest.

GO to: [http://careercenter.cofc.edu/students/careerplanning.php](http://careercenter.cofc.edu/students/careerplanning.php)

a. After taking the FOCUS self-assessment, visit "What Can I Do with this Major?" to explore potential majors and choose one potential career field to investigate.

b. Write a report providing information such as educational requirements, job outlook, starting salaries, and possible challenges based on information you obtained from a resource at the Career Center. A citation is required. Also, answer if the service learning you completed this semester helped you think about or decide on a possible major.

c. Students will complete a reflection assignment in which they evaluate personal goals, beliefs and potential career aspirations.

6. Synthesis Seminar: FYES 101. Students are required to attend an hour-long synthesis seminar each week. This seminar is taught by a team of peer facilitators and enables first year students to develop solid academic, social, and personal foundations in order to successfully transition from high school to college. The seminar is designed to provide a forum for discussion pertaining to issues facing first year students and offer strategies and techniques for addressing these issues. Points will be awarded by the peer facilitators based on attendance and participation in the synthesis seminar activities and relayed to the FYE instructors.

Grading

1. *Research Analysis Paper & Presentation (150 points)
   b. Annotated Bibliography (15 pts)
   c. Introduction (10 pts)
   d. Rough Draft 1 (10 pts)
   e. Rough Draft 2 – (10 pts)
   f. Integrated Final Analysis Paper (50 pts)
   g. Career Multimedia Presentation (50 points)

2. *Service Learning Reflections (50 pts)
3. Readings & Online/In-Class Activities (50 pts)
4. Guest Speaker Microsoft Exit Survey Responses (10 pts)
5. Reflection on Careers and College Majors (25 pts)

Total = 300 points

*Service-learning linked assignments critical to successful completion of the course.*
<table>
<thead>
<tr>
<th>Week &amp; Day</th>
<th>Time &amp; Location</th>
<th>Class Topic(s)</th>
<th>Assignments Due</th>
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</thead>
</table>
| Jan. 11 (Wed) | Maybank 105 1:00 – 1:50  
JWS 337 2 – 3:15 pm | Joint Learning Community Introduction  
FYSE 138 Introduction and Syllabus Quiz | |
| Jan. 16 (Mon.) |  | MLK Holiday – A great day to get out in your community and make a difference!!! | |
| **Module 1**  
Jan. 18 (Wed.) | ECTR 201 2 – 3:15 pm | Child Care Careers – An Introduction - Syllabus Quiz | 1. Read Eberts & Gisler, Chapter 1 & *Complete 3-2-1 Reading Summary*  
2. Read “Engaging Students with Text: The 3-2-1 Strategy” (Zygouris-Coe, et al.) *in OAKS*  
3. Read “Careers in Early Childhood Education,” (Brodie et al.) *in OAKS* |
| **Module 2**  
Jan. 23 | ECTR 201 2 – 3:15 pm | Exploring Majors  
Career Services Guest Speaker, Meredith Gerber (1/23) | 1. Complete FOCUS Assessment before class and bring the results (1/23) |
| **Module 2**  
Jan. 25 | ECTR 201 2 – 3:15 pm | Exploring Majors  
Learning All About Children | 1. Read Brooks, Chapters 1 – 3 and complete exercises in the book.  
2. Complete and submit activities in Brooks:  
   - Chapter 1, p. 17 – 18  
| **Module 3**  
Jan. 30 (Mon.) | 86 Wentworth, School of Ed, Alumni Center 1:00 – 3:15 pm | Service Learning Site Presentations & Completion of Service Learning Agreement Forms | 1. Read “Perceptions of Professionalism Among Individuals in the Child Care Field,” (Martin, et al.), *in OAKS*  
2. Read Brooks, Chapter 4 & 6 and complete exercises in the book. Complete and submit activity in Brooks:  
   - Chapter 4, p. 99–108.  
   - Chapter 6, p. 142-143 |
<table>
<thead>
<tr>
<th>Module 3</th>
<th>ECTR 201</th>
<th>Working in Child Care Centers; Caring for Children In Your Home and Working as a Nanny and Babysitter</th>
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</table>
| Feb. 1 (Wed.) | 2 – 3:15 pm | In class, we will be reading the following articles in groups:  
1. “The Effects of Day Care on the Social-Emotional Development of Children,” (FamilyFacts.org), in OAKS  
2. “3 New Studies Assess Effects of Child Care,” (Lewin), in OAKS  
3. “Not Babysitting,” (Gerstenblatt, et al.), in OAKS  |
| 1. Read “Toward understanding ethical and cultural factors in the interviewing process,” (Aklin, et al) in OAKS  
2. Read Eberts & Gisler, Chapter 2 - 5 & Complete 3-2-1 Reading Summaries (1 summary for chapters 2 – 5)  
3. Read Brooks, Chapter 7 & 8 and complete exercises in the book.  

| Module 4  | ECTR 201 | Guest Speaker Early Childhood Development Center (ECDC) with Dr. Jarszewicz (2/6)  
IRIS Module |
|----------|----------|-----------------------------------------------------------------|
| Feb. 6 – 8 | 2 – 3:15 pm | 1. Review ECDC’s Website at http://ecdc.cofc.edu/ Each service-learning group is responsible for asking questions that the group developed.  
2. Read Eberts & Gisler Chapter 7-8 & Complete 3-2-1 Reading Summaries (1 summary for chapters 7 & 8) |

<table>
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<tr>
<th>Module 5</th>
<th>Addlestone Library, Room TBA</th>
<th>Chapter 7 Educating Children</th>
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</table>
| Feb. 13 (Mon.) | 2 – 3:15 pm | Introduction to Final Paper  
How to perform academic research, cite in APA Style & develop Annotated Bibliographies.  |
| 1. How to read & summarize research articles;  
2. How to use APA style and develop Annotated Bibliographies  |

<table>
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<tr>
<th>Module 5</th>
<th>ECTR 201</th>
<th>Educating Children - Guest Speaker, Mr. Chris Swetckie, Principal of Howe Hall AIMS.</th>
</tr>
</thead>
</table>
2. Each service-learning group is responsible for asking questions that the group developed.  

| Module 6  | ECTR 201 | Guest Speaker: Speech and Language Pathologist with Ms. Greta Waters (2/20)  
Key Concepts for Understanding Special Education & Inclusion |
|----------|----------|-----------------------------------------------------------------------|
| Feb. 20 – 22 | 2 – 3:15 pm | 1. Each Service Learning group is responsible for asking questions that the group developed.  
2. Review ASHA website’s section for “Students” at http://www.asha.org/students/  
3. Service Learning Reflection # 1 (Schedule your visit at least 2 weeks before this is due.)  
4. Read Friend, Chapter 1, “Key Concepts for Understanding Special Education,” on OAKS |

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<tr>
<th>Module 7</th>
<th>ECTR 201</th>
<th>Educating Children - Guidance Counselor</th>
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</table>
| Feb. 27 – March 1 | 2 – 3:15 pm | 1. Before class, review American School Guidance Counselor’s Website’s Careers In Guidance at https://www.schoolcounselor.org/school-
In class, cooperative groups will participate in a Jigsaw activity to learn about career possibilities’ in guidance. Working With Children in Sports and Recreation Centers

<table>
<thead>
<tr>
<th>Week 8: Spring Break</th>
<th><strong>Work on your papers!</strong></th>
<th><strong>Introduction drafts due Monday, March 20</strong></th>
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<tbody>
<tr>
<td>3/5-3/12</td>
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1. Read “This President might change the world,” (Post and Courier), in OAKS
2. Service Learning Reflection # 2 *(Schedule your visit at least 2 weeks before this is due.)*

<table>
<thead>
<tr>
<th>Module 9</th>
<th>ECTR 201</th>
<th>Keeping Children Healthy</th>
</tr>
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<tbody>
<tr>
<td>March 13 (Mon.)</td>
<td>2-3:15 pm</td>
<td>Guest Speakers: Dr. Tom Harper, Allergist and his Pediatric Nurse</td>
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</table>

1. Read Eberts & Gisler Chapter 9 & Complete 3-2-1 Reading Summary
2. Read “Culturally Competent Nursing…” (Michigan Nurse), in OAKS

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<tr>
<th>Module 10</th>
<th>Individual Conferences</th>
<th>Use of Multimedia in Presentations</th>
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<tbody>
<tr>
<td>March 20 (Mon)</td>
<td>86 Wentworth, Room 225</td>
<td>Guest Speaker, Mendi Benigni</td>
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</table>

1. Research Paper - Introduction Draft
2. Bring Tablet or Laptop

<table>
<thead>
<tr>
<th>Module 11</th>
<th>Children’s Museum Field</th>
<th>Ensuring the Welfare of Children</th>
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<tbody>
<tr>
<td>March 27 (Mon)</td>
<td>Trip and Social</td>
<td>Rough Draft Peer Editing</td>
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<tr>
<td>Meet at ECTR 201</td>
<td>2 – 5 pm</td>
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</table>

2. Research Paper – Rough Draft 1 Due
2. Read Eberts & Gisler Chapter 10 & Complete 3-2-1 Reading Summary

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<thead>
<tr>
<th>Module 12</th>
<th>Individual Conferences</th>
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<tbody>
<tr>
<td>April 3 (Mon)</td>
<td>86 Wentworth, Room 225</td>
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</table>

1. Service Learning Reflection # 3 *(Schedule your visit at least 2 weeks before this is due.)*
| Module 12 | April 5 (Wed) | ECTR 201 | 2 – 3:15 pm | Ensuring the Welfare of Children  
Guest Speaker – Dr. Mary Berkstrom |
|---|---|---|---|---|
| Module 13 | April 10 - 12 | ECTR 201 | 2 – 3:15 pm | Guest Speaker – Dwayne Green  
– Juvenile Justice. (4/10)  
Peer Editing of Final Paper  
Introducing Children to the World of Arts and Entertainment. (4/12) |
|  | | | | 1. Rough Draft 2 Due  
2. Read Eberts & Gisler Chapter 11 & Complete 3-2-1 Reading Summary |
| Module 14 | April 17- 19 | ECTR 201 | 2 – 3:15 pm | Guest Speakers– Mr. George Younts, Theatre Teacher (4/17)  
Additional Careers Working with Children & Searching for a Job Working With Children. (4/19) |
|  | | | | 1. Final Research Paper Due Wednesday, April 19 by class time  
2. Read Eberts & Gisler Chapter 12 & 13 & Complete 3-2-1 Reading Summary (1 summary for chapters 12 & 13) |
| Module 15 | April 24  
(Mon) | ECTR 201 | 2 – 3:15 pm | Guest Speakers – Ms. Kristyn Palazzolo, Media Specialist;  
Recreational Therapist, Jennifer Molizon |
|  | | | | 1. Read Brooks Chapter 9 - 11 |
| April 28th  
4-7 pm | Alumni Center, 86 Wentworth Street | | | 1. Reflection on Careers & Majors  
2. Research Paper Presentations |