**Course Overview**

Children’s computer use is widespread and highly controversial. This course will explore the impact of computers, and media in general, on children’s cognitive, social-emotional, and physical development. Students will develop their own computer skills, the ability to evaluate the appropriateness of technology for children at different developmental levels, and strategies for utilizing computers in educational settings.

As with all 490T Seminars, this course will utilize a variety of instructional methods:
- Reading assignments will survey relevant issues.
- Lectures and class activities will summarize and elaborate on reading topics.
- Group discussions and presentations will facilitate understanding diverse perspectives on these issues.
- Senior projects will allow students to investigate the application of technology to an area of particular interest in a real-world educational setting.

**Course Materials**

- **Required texts:**
  - Additional course readings (as specified in class schedule) are available on the class website.

- **Computer resources:**
  - Computer disk or other usable storage media.
  - Email address (must be checked weekly) and internet access.
Learning Objectives

After completing the Senior Seminar on Children and Computers, students will:

1. Understand the components of computer hardware, including their impact on computer function.
2. Recognize the different characteristics of computer software that impact children’s response.
3. Understand media influences on children’s identity development and concepts of others.
4. Know factors that mediate the influence of media on children’s social concepts.
5. Be familiar with common issues in social role messages presented in media regarding violence, race, ethnicity, and gender roles.
6. Know national standards regarding use of media with children and expectations for children’s knowledge and skill.
7. Understand strategies for identifying and implementing appropriate educational media in school, child care, and/or home settings.
8. Be able to plan appropriate strategies for use of computers with children.

Grading

Course grades will be based on the number of points you have earned out of the 500 possible points in the course. Points will be available as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class assignments</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Software Evaluation Presentation</td>
<td>20</td>
<td></td>
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<tr>
<td>Software Evaluation Paper</td>
<td>20</td>
<td></td>
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<tr>
<td>Classroom Observation</td>
<td>20</td>
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<tr>
<td>Senior Project</td>
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<tr>
<td>Source reviews</td>
<td>30</td>
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<tr>
<td>Outline</td>
<td>20</td>
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<tr>
<td>Intervention</td>
<td>30</td>
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<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Paper</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>400</td>
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This course does not use +/- grading. At the end of the semester, I will add your scores on the projects and exams and assign grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% of the 400 points (360 - 400)</td>
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<tr>
<td>B</td>
<td>80-89% of the 400 points (320 – 359)</td>
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<tr>
<td>C</td>
<td>70-79% of the 400 points (280 – 319)</td>
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<tr>
<td>D</td>
<td>60-69% of the 400 points (240 – 279)</td>
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<tr>
<td>F</td>
<td>less than 59% of the 400 points (239 or less)</td>
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</table>
## Overview of Course Assignments

### In-Class Assignments (50 points total)

Your in-class participation is very important both for yourself and your fellow students. Every day we will complete one or more in-class activities, including worksheets, computer-based activities, group assignments, and class discussions. Ten selected activities will be graded. These selected activities will be worth 5 points each.

### Quizzes (150 points total)

There will be six quizzes during the semester (as shown in the course schedule below). Quizzes will include a variety of assessment measures, including multiple choice, matching, short answer/essay, and other types of written work. Each quiz will be worth 25 points.

### Software Evaluation Project (40 points total)

To better understand the nature of children’s software and to gain practice in using strategies for analyzing the developmental impact of software activities, each student will analyze a children’s software program. This analysis will include using the program, reading the publisher’s description and other available reviews of the program, and examining the cognitive and physical skills and life experiences required for successful use of the software. Based upon this analysis, you will create a short (approximately 2-3 pages) review of the program (worth 20 points) and a presentation explaining your analysis of the software. You will then give this presentation to the class (20 points). Detailed instructions for this project will be available on the class website.

### Classroom/Child Care Observation (20 points total)

To increase your ability to assess media-related ergonomic, room arrangement, and material issues in educational settings, you will conduct an classroom/child care observation. Based upon your professional goals, you will select an appropriate age group and educational venue for the observation. You will then observe the target children in that setting and compare your observations to the criteria for appropriate physical design in our course material. This observation and comparison will be summarized in a short (approximately 2-3 pages) paper.

### Senior Project (140 points total)

The senior project is the culmination of your studies in Child and Adolescent Development and will incorporate your knowledge and skills from previous CAS classes as well as this senior seminar. For the project, you will identify a topic of interest, from within the course material, related to children’s use of computers. Sample topics include (but are not limited to) media-based strategies to help children acquire certain knowledge or skills, parent’s understanding of key media issues, strategies for expanding computer activities throughout the curriculum, and demographic influences on children’s access to and use of media.

Once your topic has been approved, you will collect at least 10 sources of information about this topic. Your information should include both scholarly and popular media in both electronic and printed formats. You will review each of your sources using the
review worksheet (available on the course website). These reviews will be worth 30 points.

Using the course information and the information contained in your additional project sources, you will identify an appropriate media intervention. Sample interventions include (but are not limited to) brochures or presentations for parents about key media issues, materials for children to help them understand and think critical about media messages, curriculum or activities for children using media to help master key academic or developmental skills and information, or strategies for teachers to use media more effectively. You will describe this intervention and the rationale for it in an outline (worth 20 points).

You will then use the outline to develop:

o The intervention itself (e.g., a newsletter/brochure, presentation, or lesson plan), worth 30 points.

o A paper explaining the rationale for the intervention, including a review of literature on this topic and the scholarly background for your ideas, worth 40 points.

o A presentation for your classmates on the intervention and its rationale, worth 20 points.

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**Child & Adolescent Studies Course Policies**

**Assignments**

Students are responsible for all material covered in class and all assignments on the syllabus or made in class. Assignments are to be completed on the due date which appears on the syllabus (5% of the grade will be deducted for each week day for which the assignment is late). All written work prepared outside of class must be proofread and typed.

**Academic Honesty Policy**

Students are responsible for familiarizing themselves with the Academic Dishonesty section of the University Catalog (page 484). The information is available online at http://www.fullerton.edu/handbook/policy. When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Associate Dean of Judicial Affairs, Dr. Sandra Rhoten (714-278-3211). If you have any questions regarding this policy, please see the instructor.

**Special Needs**

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Service Office, which is located in UH 101 and the phone number is (714) 278-3117. To learn more about the services, you may find the information online at www.fullerton.edu/disabledservices.
Make-Up Quizzes
Make-up exams will only be permitted under extenuating conditions. A 7% deduction will be assessed on all quizzes not taken on the assigned test day. Make-up quizzes will need to be taken within 2 business days of the missed quiz. Students are responsible for contacting the instructor immediately and scheduling time for make-up quiz.

Attendance
Attendance is vital to class participation and will be taken in class. Students should strive to attend every class session. If circumstances force a late arrival, students should enter class quietly and indicate their arrival time on the attendance sheet at the conclusion of the session. During class, students are asked to turn off (or place on vibrate) cell phones and pagers.

Extra Credit
Students may earn extra credit by attending workshops or community events that are deemed relevant to the course and writing a short (1-2 page) summary of the event and its relation to their coursework. Appropriate workshops will be announced by the professor in class, via the course website, and/or through email. Students may select alternative activities if they are approved, prior to the activity, by the professor. Each activity and paper are worth up to 5 points. Students may earn up to 20 points of extra credit during the semester.