CAS 394 Jumpstart Practicum

Fall 2004

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Course Overview
This course is the first semester of a two-semester practicum sequence (to be continued in CAS 464: Early Childhood Practicum) designed to enhance the connection between your education in Child and Adolescent Development and your practice with children and families. Like all CAS 394L practicum courses, this class will help you understand professional work with people in various circumstances and settings and develop greater personal, interpersonal and professional skills. As part of the Jump Start program, this course will increase your understanding of family and personal characteristics associated with school readiness and strategies to promote school readiness and literacy skills in young children. For additional information about this goals of this course, please see the CAS 394 Learning Objectives on our class website and Section 1: Jumpstart Basics of the Jumpstart textbook.

Required Course Materials

Text books:

Additional readings posted on class website.

Recordable computer media (3 ½” disk, 100 MB Zip disk, or CD-Rom).
Email address (must be checked at least weekly) and internet access.
Course Requirements

Participation

Your in-class participation is very important both for yourself and your fellow students. Material is presented in class that may be on quizzes or necessary for class projects and may not be available in the course readings. In addition, class discussion and exercises will help you better understand the material and provide the opportunity to focus on the aspects of development that most interest you.

To benefit fully from the course, you should arrive at class on time and should have read any assigned materials and completed any assigned activities in advance of the class meeting. Your participation in class discussions about readings and activities will be worth 50 points. If you will be unable to attend class meetings or to turn in assignments, please let me know.

Fieldwork Journal:

You should purchase a binder to maintain all of the fieldwork documentation. The binder will contain the following:

- **Fieldwork Log:** Each time you work at your fieldwork site, you will note your activities in the fieldwork log. Appropriate completion and documentation of your fieldwork time will be worth 50 points.

- **Fieldwork Paperwork:** This binder should have a section for all of your fieldwork forms and certifications. Most of this paperwork will be completed at the beginning of the semester, but there will be some (e.g., evaluations) that will be completed as the semester progresses (25 points). You will submit one copy of your paperwork to the Program Coordinator, but should keep a second copy of all forms in your binder. A complete list of forms is available on the course website.

- **Reflection Papers:** Each week you will respond to a set of questions about your fieldwork site and/or your readings. These reflection papers will be turned in weekly for feedback, and then stored in the binder. At several points during the semester we will review your papers to see if your responses have changed (100 points).

- **Resume:** During the semester, you will be revising your resume to incorporate the fieldwork experience and to address the types of jobs you anticipate seeking. Both the original and final copies of your resume should be included in the binder (10 points).

- **Final Summary:** At the end of the semester, you will review your experiences using the Jumpstart Mid-Year Performance Evaluation Form and write a final paper (3-5 pages) summarizing the experience (including the program’s strengths and weaknesses, relationships between your experiences and your professional goals, and your learning). (25 points).

Quizzes

In lieu of longer exams, there will be 5 quizzes during the semester. You will not need a scantron or blue book for these quizzes. Each quiz will include some combination of objective and open-ended questions (e.g. multiple choice, matching, short answer and essay questions) and will be worth 25 points. (125 points total).
Grading

Course grades will be based on the number of points that you have earned out of the 400 possible points in the course. Points will be available as follows:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Log</td>
<td>50</td>
</tr>
<tr>
<td>Fieldwork Paperwork</td>
<td>25</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>100</td>
</tr>
<tr>
<td>Resume</td>
<td>10</td>
</tr>
<tr>
<td>Final Summary</td>
<td>25</td>
</tr>
<tr>
<td>Fieldwork Journal</td>
<td>15</td>
</tr>
<tr>
<td>Participation/Exercises</td>
<td>50</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>125</td>
</tr>
</tbody>
</table>

Grades in this class will not be assigned according to a curve. This means that it is theoretically possible for everyone in the class to receive an A. At the end of the semester, I will add your scores on the projects and exam and assign grades as follows:

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