OBJECTIVE:
This course is designed to provide students with an intense experience in combining theory and practice in the study of human development. Students will learn to use ethnographic, participant observation techniques as the foundation for evaluating theories of learning, communication, and development.

Core Required Activities:
There are five main activities associated with the course:

1] To attend class twice a week on campus. These class sections will be devoted to instructor- and student-led discussions of basic readings.

2] To attend an in-school activity site at Torrey Pines elementary once a week. During the activities, students work & play directly with children to promote their intellectual and social development. Interactions with children occur around computer games.

3] To write detailed field notes on the experience following each after school site visit. **Field notes must be submitted by email no later than 5pm Sunday following the site visit.** Field notes turned in after this time will be considered late.

4] To write journals once a week on the class readings. Journals are due each Thursday at the beginning of class.

5] To reply to Wizard mail for the Torrey Pines Elementary students. Replies to Wizard mail are due each Tuesday at the beginning of class.
Grading:
Grades for the course will be based on performance of work in class and at the field site as follows:

- Class participation (15%)
- Field Notes (30%)
- 10 page final paper (30%)
- Journals (20%)
- Wizard mail (5%)

The final paper is due at the time scheduled for the final exam. The paper will develop a research question generated by the student's experience in working with the children and will draw upon fieldnotes for evidence.

Detailed guidelines for writing fieldnotes and the final papers will be given in class.

Required Texts:

Fine, G.A. & Sandstrom, K.L., Knowing Children: Participant Observation...

In addition, there is a reading packet available from Cal Copy.
The text will be available at Groundworks -- hopefully, by the second week of class.

Weekly Readings:

Week 1:
Thurs, Sep 25: Course Introduction
Fri, Sep 26: Introduction to 5th Dimension (at TPE)

Week 2:
Tues, Sep 30:
Wizard/Wizmail handout (pp. 1-7)
Olt & Woodbridge, "An Assessment of Learning Through the Qualitative Analysis of Fieldnotes." (pp. 8-18)
Fieldnote examples. (pp. 19-42)

Thurs, Oct 2:
Vygotsky, L., Mind in Society (pp. 43-50)
   Chapter 6: "Interaction between Learning and Development"
Week 3:
   Tues, Oct 7: Assign leaders for class discussions  
   Vygotsky, L., Mind in Society (pp. 51 - 58)  
       Chapter 7: "The Role of Play in Development."

   Thurs, Oct 9:  
   Fine, G.A. & Sandstrom, K.L., Knowing Children: Participant Observation...  
       Chapters 1-3

Week 4:
   Tues, Oct 14:  
   Norman, excerpt from Things that Make us Smart (pp. 59-72)

   Thurs, Oct 16:  
   Griffin, P. & Cole M., "Current Activity for the Future: The Zo-ped." (pp. 73-82)

Week 5:
   Tues, Oct 21:  
   Laboratory of Comparative Human Cognition, "Kids and Computers..." (pp. 83-96)

   Thurs, Oct 23:  
   Roschelle, "Learning in interactive environments" (pp. 97-122)

Week 6:
   Tues, Oct 28: Assign paper presentations for Weeks 8-9  
   Rogoff, "Observing sociocultural activity on three planes:...." (pp. 123-138)

   Thurs, Oct 30:  
   Streitmatter, Toward gender equity in the classroom (pp. 139-156)  
       Chapter 2: "Socialization"

Week 7:
   Tues, Nov 4:  
   Jackson, P., The Daily Grind... (pp. 157-175)

   Thur, Nov 6: Final paper examples  
   Elkind, The Hurried Child (pp. 177-187)  
       Chapter 1: "Our Hurried Children"

Week 8:
   Tues, Nov 11:  
   Elkind, The Hurried Child (pp. 188-201)  
       Chapter 3: "The Dynamics of Hurrying: Schools"
Thurs, Nov 13:
Final paper presentations

Week 9:
Tues, Nov 18:
Final paper presentations

Thurs, Nov 20:
Final paper presentations

Week 10:

Tues, Nov 25:
TBA

Thurs, Nov 27:
Thanksgiving holiday

Week 11:

Tues, Dec 2:
TBA

Thurs, Dec 4:
TBA