

**Curriculum & Instruction 509 \*\*\***  
**Special Problems in Curriculum and Instruction**

**Learning Strategies for Nonformal Youth Development**

**Course Syllabus**

North Carolina State University  
Spring Semester, 2006  
Thursday 1:30 pm – 4:15 pm, Poe 202  
Call No. ECI 509 E

Professor of Record:

Ed Maxa, Ph.D.  
Associate Professor and Extension Leader  
Department of 4-H Youth Development  
Room 220 E, Brickhaven  
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Raleigh, NC 27695-7606  
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Ms. Blanche Stokes, Administrative Secretary (919-515-8425)

## Course Description

This course is designed to prepare current and future youth development professional educators to engage in best management practices in the context of learning strategies in youth development programs, both school and community-based. Specific foci include: Assessment of needs, programming methods, learning theory and styles, teaching and learning strategies, educational environments, curriculum development and evaluation.

## Course Objectives

This course is designed to:

- (1) familiarize current and future professional educators with current concepts of learning strategies as applied to community-based youth development programs;
- (2) increase current and future educators' understanding of the effective and efficient learning strategies for community-based youth programs; and
- (3) encourage current and future educators to develop scholarly skills and abilities with regards to accessing, utilizing, and communicating their knowledge, attitudes, skills, and aspirations.
- (4) equip current and future educators with current concepts related to needs assessment, programming models and evaluation

## Course Text

The required course texts are:

Jensen, Eric, (2000). Brain-Based Learning. San Diego: The Brain Store, Inc. (ISBN 1-890-460-05-2).

Boone, E.J., R.D. Safrit, J, Jones, (2002). Developing Programs in Adult Education: A Conceptual Programming Model. Waveland Press Inc. Prospect Heights, Illinois. (ISBN 1-57766-229-6)

Both are available at [www.amazon.com](http://www.amazon.com)

Materials for the course may be drawn from the following:

Jensen, Eric, (1998). Teaching With The Brain In Mind. Alexandria: Association of Supervision and Curriculum Development. (ISBN 0-87120-299-9)

Sprenger, Marilee, (1999). Learning & Memory – The Brain In Action Alexandria: Association of Supervision and Curriculum Development (ISBN 0-87120-350-2)

Sylwester, Robert, (1995). A Celebration Of The Neurons – An Educator's Guide To The Human Brain Alexandria: Association of Supervision and Curriculum Development (ISBN 0-87120-243-3)

Silberman, Mel, (1996). Active Learning: 101 Strategies To Teach Any Subject. Needham Heights: Allyn & Bacon (ISBN 0-205-17866-9)

Bender, William, (2001). Learning Disabilities: Characteristics, Identification, and Teaching Strategies Needham Heights: Allyn & Bacon (ISBN 0-205-32184-4)

### **Learning Experiences and Course Requirements**

1. Each student is expected to attend all classes. Please notify Dr. Maxa *in advance* if you expect to miss class, as well as the reason for your expected absence (an e-mail message to the instructor or a telephone message left with Ms. Stokes is sufficient.)
2. Each student is expected to utilize the course texts and references identified, as supplemented by class handouts and other assigned readings.
3. Each student will keep a journal of his or her reflections with weekly entries. The entries will reflect how the student will use the information presented in the readings and class in their respective program as it pertains to enhancing the learning experience for both the program participant and the adults working with them.
4. The student will develop a written plan and make an oral presentation based upon their journal entries to the whole class. The plan should include needs assessment, goals, programming strategies, interventions and evaluation. This should be an actual plan of work, complete with philosophy of learning, time line, and any other materials deemed pertinent. The plan should be backed by literature cited using APA style.
5. The journal will be reviewed twice during the semester and comments made by the Professor.

### **Criteria for Evaluating Student Performance**

Individual class discussion participation	30%
Journal	20%
Student presentation of plan	50%
TOTAL	100%

### **Grading Scale Utilized**

100 – 98 = A+	97 – 93 = A	92 – 90 = A-
89 – 87 = B+	86 – 83 = B	82 – 80 = B-
79 – 77 = C+	76 – 73 = B	72 – 70 = B-
69 – 67 = D+	66 – 63 = C	62 – 60 = C-
≤ 59 = F		

(NOTE: The professor does not award incompletes without an authorized University excuse. All requirements must be completed before the last class meeting)

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**Learning Strategies for Non-formal Youth Development**  
**ECI 509 E Sections 001 & 601**  
**Spring Semester 2006**  
**(Thursday 1:30 pm – 4:15 pm)**  
**Poe 202**

**Course Schedule**

<b>Date</b>	<b>Topic &amp; Readings</b>
• Jan 12	• Course objectives, management, evaluation, responsibilities, process – Developing Programs in Adult Education – Chapters 1-2
• Jan 19	• Developing Programs in Adult Education – Chapters 3-4
• Jan 26	• Developing Programs in Adult Education – Chapters 5-6
• Feb 2	• Developing Programs in Adult Education – Chapter 7
• Feb 9	• Brain Based Learning – Chapters 1-3
• Feb 16	• Brain Based Learning – Chapters 4-6
• Feb 23	• Brain Based Learning – Chapters 7-9
• Mar 2	• Brain Based Learning – Chapters 8-10
• Mar 9	• Brain Based Learning – Chapters 11-13
• Mar 16	• Spring Break
• Mar 23	• Brain Based Learning – Chapters 14-16
• Mar 30	• Brain Based Learning – Chapters 17-19
• Apr 6	• Brain Based Learning – Chapters 20-22
• Apr 13	• Spring Break
• Apr 20	• Project Presentations
• Apr 27	• Project Presentations
• May 4	• Final Papers Due

Late papers will not be accepted.

Office hours are by appointment at 512 Brickhaven, Suite 220, Room E

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