

**SED 374 HUMAN GROWTH AND LEARNING**  
*EED 374 is a required course for Secondary Education Certification*

**COLLEGE OF EDUCATION**  
**Department of Curriculum and Instruction**

**SAM HOUSTON STATE UNIVERSITY**



Enhancing The Future  
Through Educator Preparation

**Instructor:**

Dr. Margaret Hammer  
Curriculum and Instruction  
TEC 2<sup>nd</sup> Floor  
Sam Houston State University  
Box 2119 Huntsville, TX 77341

Phone: 936.294.3896  
E-mail: edu\_mah@shsu.edu

Office hours: Wednesdays & Fridays  
2:00 p.m. to 3:00 p.m. or by appointment

**Texts/Readings:**

**REQUIRED:** Snowman J. and Biehler, R. (2006). *Psychology applied to teaching*, 11<sup>th</sup> ed. New York: Houghton Mifflin Company

**Course Description:**

This course examines growth and learning primarily in the elementary environs. Major theories of teaching-learning process are studied. Human development related to education is emphasized. Special attention is paid to the cultural milieu. This course is designed to make preservice teachers aware of the physical, mental, emotional, and social development of children from preconception through adolescence, including issues regarding diversity and educational challenges. Additionally, preservice teachers learn why these developmental issues are important to learning and instruction through classroom discussion and group work, field experience, small group interactions with children and finally, through self-exploration and reflection on their personal lives.

## TEACHER STANDARDS

The Sam Houston State University Teacher Preparation Program is committed to assisting pre-service teachers achieve the following Standards.

**Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that

actively engage students in the learning process, and timely, high-quality feedback.

**Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## STANDARDS MATRIX

OBJECTIVES/LEARNING OUTCOMES	COURSE ASSIGNMENTS/ACTIVITIES (partial list)	PERFORMANCE ASSESSMENT	STATE STANDARDS
<p>The candidate knows and understands the impact of appropriate instruction for <u>all</u> students.</p>	<p>Students will observe children in Field Experience Placement Site</p> <p>Students will watch Parenthood video learning how development in one domain (cognitive, psychosocial, biosocial) impacts development in other domains</p> <p>Students will do in-class assignments either individually or in groups based on textbook and current topics</p> <p>Students will read and understand appropriate chapters from textbook</p>	<p>Field Experience Reflection Paper Class Discussion</p> <p>Class Discussion</p> <p>Parenthood character evaluation Class discussion</p> <p>In-Class Assignments</p> <p>Multiple-choice tests, quizzes, written and oral</p>	<p>1.1 k., 1.2 k., 1.3 k., 1.5 k., 1.14k.,</p>

<p>The candidate knows and understands the importance of a classroom environment of respect and rapport for all students.</p>	<p>Students will observe and write about environment of Field Experience Site</p> <p>Students will do several in-class presentations</p> <p>Students will do in-class assignments either individually or in groups based on textbook and current topics</p> <p>Students will read and understand appropriate chapters from textbook</p>	<p>Field Experience Reflection Paper, AEIS Reflection Class Discussion</p> <p>Assessment of presentations Class Discussion</p> <p>In-Class Assignments</p> <p>Multiple-choice test and quizzes</p>	<p>2.1k, 2.2k, 2.23k, 2.4k.</p>
<p>The candidate knows and understands the importance of using effective communication techniques and instructional strategies that actively engage students in the learning process.</p>	<p>Students will assist children in Field Experience Placement Site with homework and activities</p> <p>Students will do in-class assignments either individually or in groups based on textbook and current topics</p> <p>Students will read and understand appropriate chapters from textbook</p>	<p>Field Experience Reflection Paper Class Discussion</p> <p>Class Discussion</p> <p>In-Class Assignments</p> <p>Multiple-choice test and quizzes</p>	<p>3.1k,3.3k, 3.8k</p>
<p>The candidate knows and understands the importance of family involvement in their children's education.</p>	<p>Students will do in-class assignments either individually or in groups based on textbook or current topics</p> <p>Students will do presentations on environmental influences on their development</p> <p>Students will read and understand appropriate chapters from textbook</p>	<p>In-Class Assignments</p> <p>Multiple-choice test and quizzes</p>	<p>4.1k</p>

**Course Content:**

Our goal is to make students aware of:

- Physical development (nature/nurture, etc.)
- Mental development (brain development, language acquisition, etc.)
- Emotional and Social Development
- Major developmental theories (historical and current)
- Diversity (SES, ethnicity, family structure, sexual identity, etc.)
- Educational challenges (ADHD, Abuse, Peer Pressure, etc.)

We provide opportunities for students to:

- Observe and interact with children in school settings
- Observe children on videos
- Interact with children one-on-one and in small group settings
- Engage in small group work to complete tasks
- Share their individual life experiences and reflections

Through these activities, students will:

- Gain factual knowledge such as terminology, classifications and methods
- Learn fundamental principals, generalizations, and theories
- Learn to apply course material to improve thinking, problem solving, and decision making
- Develop specific skills, competencies and points of view needed by professionals in the field
- Acquire skills in working with others as a member of a team

**TEACHER WORK SAMPLE:** As you begin your certification courses, you will also be learning about the Teacher Work Sample (TWS). Basically, for the TWS you will be required to teach a comprehensive unit during your student teaching semester. The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. The TWS is designed to help you learn to think about planning and implementing instruction like an effective teacher. In your EED/SED course, you will focus on those seven specific processes. In EED/SED 374, we will focus on one of those processes, Contextual Factors. For specific requirements, refer to assignment instructions distributed during the semester.

**Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

**Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination.

**Student Absences on Religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

**Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Attendance Policy:**

Regular and punctual attendance is required for class, seminars, and field experience. The students will be allowed 3 absences without receiving a penalty. After 3 absences students will lose 10 participation points for each absence. After 5 absences a letter grade will be lost with each succeeding absence.

Attendance (absences, tardies, and early exits) will be documented each day. If you are 15 minutes late or leave 15 minutes before class is dismissed, I will count that as an absence. A student who shows a pattern of coming in late or leaving early will be notified that continuation in this behavior will result in being counted absent and that procedures for being absent will be followed.

**Assignments and Handouts:**

1. Daily grades are given for class participation, in-class assignments, and quizzes. **This daily work cannot be made up. All assignments need to be turned in on the due date. Ability to use a computer is a requirement.** You must prepare, in advance, for problems involving technology. Don't wait until the last minute to complete and print assignments. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**
2. **Microsoft Word 2007 will be used for many documents.**

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you or see me during office hours.

**Time Requirement:**

**I expect that you read the material *before* you come to class.** This course will be computer enhanced. Unless otherwise specified all assignments will be posted under the appropriate heading on the *Discussion Board* in Blackboard. If you are unfamiliar with the use of Blackboard call the help desk and arrange a tutorial.

**Professionalism:**

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program. In this class, I will not only lecture, but will expect you to participate in classroom discussion and activities. If you feel you cannot appreciate the comments and questions of others in this class, respect the attendance and punctuality expectations, or handle the workload for this course this semester, you might consider registering during another semester.

**Field Experience:**

All students enrolled in education courses with a field experience component in the public schools are required to APPLY at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently, applications are located outside TEC # 213. Applications are to be submitted to the Associate Dean's office with a check for \$75.00. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools. Typically, this is completed at the beginning of EED 374.

**Course Requirements:**

**Check BLACKBOARD and your E-MAIL account regularly.** I often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I post assignments, documents, any take-home tests, etc. There might be class summaries of the lessons and homework reminders for the next class sent to you through e-mail.

**Exams – There are none.**

**Quizzes – Three quizzes worth 20 points each (60 total)**

**Designing Tests – 20 points**

**Lesson Planning – 20 points**

**Parenthood worksheet – 20 points**

**Bilingual debate – 20 points**

**Participation – 20 points**

**Field Experience Reflection - 60 points**

All EED 374 students must complete **10 hours** of observation in order to receive credit for this course. After these observations, you will be required to write a brief reflective essay (Field Experience Reflection Paper) answering some specific questions about your experiences as well as enter information with the Office of Field Experience. This paper should be no less than 4 pages or more than five full pages. More information is provided via Blackboard.

**PPR Programmatic Portfolio - 40 points**

As an education student, one of the programmatic requirements is that you compile a portfolio. Each class you take in education will require you to add to this programmatic portfolio. For this class you will need to create a portfolio with the following items. More information will be provided during the semester in class or via Blackboard. We recommend you begin to save on a desktop, a disk, a zip drive, etc., (the key word here is **SAVE**) these and any additional items:

1. Title Page
2. Table of Contents
3. Self-Evaluation (dispositions) Form/Teacher Disposition Summary Chart
4. Field Experience Reflection Paper (paper/electronic)
5. Field Experience Log (paper/electronic)

6. Field Experience AEIS (paper/electronic)

**Evaluation: 260 possible points**

**Grading Scale**

A = 234 to 260 points

B = 208 to 233 points

C = 182 to 207 points

D = 156 to 181 points

F = 180 or fewer points

A grade of D or lower will result in the student repeating the course.

WEBSITES you should look into...

<http://www.tea.state.tx.us/>, <http://www.tea.state.tx.us/teks/>,

<http://www.tea.state.tx.us/nclb/>

<http://www.tea.state.tx.us/teacher.html>,

<http://www.sbec.state.tx.us/SBECOnline/>

<http://school.discovery.com/lessonplans/9-12.html>