

**CI 597 Online – Spring 2008**  
**Human Growth and Development Across the Lifespan**  
**SAM HOUSTON STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**Department of Curriculum and Instruction**

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**Office Hours:** 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

RECOMMENDED: Payne, Ruby (2003). *A framework for understanding poverty*. 3<sup>rd</sup> ed. Highlands, TX: aha! Process, Inc.

**Course Description:**

This course examines growth and learning in secondary environments. 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 interning and/or 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, interning and/or preservice teachers learn why these developmental issues are important to learning and instruction through discussions and module work, and finally, through self-exploration and reflection on their personal lives.

**STANDARDS MATRIX**

OBJECTIVES/ LEARNING OUTCOMES	COURSE ASSIGNMENTS/ACTIVITES	PERFORMANCE ASSESSMENT	STATE STANDARDS/NCAT E STANDARDS
The candidate will be able to identify and describe the contextual factors that impact learning for <u>all</u> students. <ul style="list-style-type: none"> <li>• The candidate will be able to describe the physical, cognitive, socio-emotional, and moral developmental theories, including:                             <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	Students will write their autobiography identifying several favorite memories of childhood, family traditions, prejudices and fears, greatest success and worst failure, discipline, favorite and least favorite teachers, fondest and least fondest memory of school, why they want to be a teacher, greatest fear as a teacher, and any other significant event or person that shaped their life.	Autobiography	1.1 k., 1.2 k., 1.3 k., 1.5 k, 1.14k



	<p><b>EXTRA CREDIT</b>  Below are some ‘myths’ about intelligence. Using information from experiences and research <u>and</u> the Snowman text, briefly respond to any two of the myths. Students will respond to these myths from a teacher’s point of view.</p> <ol style="list-style-type: none"> <li>1. IQ tests are the best measure of human intelligence.</li> <li>2. The poor are poor because they have low IQs. Those with high IQs end up in well-paid jobs.</li> <li>3. Your IQ is overwhelmingly determined by your genetic endowment.</li> </ol> <p>The website for the text, contains a section for <b>Field Experiences</b>. Under <u>Site-Based Cases</u> and <u>Case in Print</u> for Chapter 7 and 13, you will find a case and about three or four questions that follow each. Choose any <b>one</b> case and answer the questions.</p> <p>Students will choose one out of the three activities and type a 1 ½ - 2 page response. Students will use the information in the Snowman textbook when responding to these activities. The first activity choice is a Debate. The second is from Cases-in-Print (from our textbook website). The third is from Site-Based Cases (from our textbook website). For any activity, students must <i>make at least 3 references</i> to the Snowman textbook.</p> <p>Students will explore and inculcate the phases and categories of the Self-Regulation Cycle. The three processes are the forethought phase, the self-regulation phase and the performance phase. Students will describe some of the teacher’s responsibilities for each of those three processes. Students must refer to the Snowman textbook at least three times as they write about a teacher’s responsibilities  In Chapter 10, the authors list four facets of Constructivism. Students will describe some of the teacher’s responsibilities for each of those four facets. Students must refer to the Snowman textbook at least three times as they write about a teacher’s responsibilities.</p> <p>Student will read and write about two articles that address issues in life span development. These articles must be from scholarly journals and must be recent (1999-present). All reviews must contain:</p>	<p>Field Experience  Case Studies</p> <p>Information  Processing  Essay/Debate</p> <p>Understand and  explain the teacher’s  role/responsibilities  in Social Cognitive  and Constructivist  Learning Theories</p> <p>Literature Reviews</p>	
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	1) a brief summary of the article (about two-three paragraphs) and, 2) student's reflection on the content of the study (about two paragraphs).		
The candidate will be able to identify educational challenges and describe their impact on student learning, including: <ul style="list-style-type: none"> <li>• ADHD</li> <li>• Students with Special needs</li> <li>• Abuse</li> <li>• Peer Pressure</li> <li>• Gifted and Talented.</li> </ul>	Students will read and understand appropriate chapters from textbook	Discussion Board and Supplemental Assignments	2.1k, 2.2k. 2.23k, 2.4k

**TEACHER STANDARDS**

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*. **In this course, we will focus on Standard I, specifically Competencies 1, 2, and 4.**

**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.

**Domain I.** Designing Instruction and Assessment to Promote Student Learning.

- **Competency 1:** The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
- **Competency 2:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- **Competency 4:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

\* Web address for state standards: <http://www.tea.state.tx.us>

\* Web link to TExES study guides: <http://texes.ets.org/>

**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 children on videos
- Share their individual life experiences and reflections

Through these activities, students will:

- Gain factual knowledge such as terminology, classifications and methods
- Learn fundamental principles, 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

**IDEA Objectives for this course:**

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions.

**Course Requirements:**

**Homepage – 25 points**

Under the “Tools” heading, create your homepage. Make sure to attach a recent photograph of yourself and include your three favorite websites.

**Discussions – (10-20 points each week) – Please post on “Discussion Board”**

You are expected to fully participate in the weekly discussions. This participation should include commenting on the topic by referencing the text or some other source (please use internal documentation), and a personal example to support your comments. In addition, you should respond to at least two of your classmates’ comments. Interaction in the discussions is vital to fully understanding the material. Sharing also gives us new ideas and needed support.

**Module Assignments – 100 points each**

You will be assigned activities for each unit or chapter throughout the semester. These activities will help you to further understand the developmental theories and topics. It is very important that you complete each activity and turn it in when it is due. Check Blackboard regularly.

**Two Literature Reviews – 75 points each**

You will read and write about two articles that address issues in life span development. These articles must be from scholarly journals and must be recent (1999-present). All reviews must contain:

- 1) a brief summary of the article (about two-three paragraphs) and,
- 2) your reflection on the content of the study (about two paragraphs).

**Evaluation:**

**1105 possible points**

**At any point in time, you can use the Grading Scale below to figure out your approximate grade.**

**Grading Scale**

**A = 90-100% of total possible points**

**B = 80-89%**

**C = 70-79%**

**D = 60-69%**

**F = Below 60%**

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

**Expectations:**

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor.

A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

**AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

**Attendance Policy:** Regular and punctual attendance is required for class, seminars, and field experience. A student shall not be penalized for three or fewer hours of absences when exams or other assigned class work have not been missed; however, at the discretion of the instructor, a student may be penalized for more than three hours of absences. Absences, tardies and early exits will affect grades. The three hours of absence provided by University policy should be used carefully for illness and emergencies.

After second hour the student will be notified by instructor via e-mail of a concern over these two absences. After the third hour the student will receive a copy of the letter sent to the Chair of C & I indicating a concern over absences. After the fourth hour, a meeting will be held with the student, faculty, and chair to determine if the student needs to continue in the program.

Attendance (absences, tardies, early exits) will be documented each day. Students should discuss each absence with the instructor in advance. Excessive absences and/or tardies may adversely affect your final grade in this class.

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: All assignments need to be turned in on or before the due date. If for some reason you are unable to submit an assignment, 10% (from the total possible points) will be deducted each day it is late.**

**Time Requirement:** For each hour attempted, at least three hours outside class is expected. **This is a 3-credit hour course.** This means a minimum of nine hours is expected each week outside of class in which to read, observe, and complete assignments. It is expected that if you are enrolled in this course, you can meet the time requirements.

**Professionalism:** 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 field of education.

**Bibliography:**

Berk, L. (2006). *Child Development, 7<sup>th</sup> edition*. Allyn & Bacon

Feldman, R. (2007). *Child Development, 4<sup>th</sup> edition*. New York: Prentice Hall.

Green, M. and Piel, J. (2002). *Theories of Human Development: A Comparative Approach*. Allyn & Bacon.

Meece, J. and Daniels, D. (2005). *Child and Adolescent Development for Educators, 2nd Edition* New York: McGraw-Hill Publishers.

Santrock, J. (2007). *Child Development: An introduction, 11<sup>th</sup> edition*. New York: McGraw-Hill Publishers.

Siegler, R. and Alibali, M. (2005). *Children's Thinking, 4<sup>th</sup> edition*. New York: Prentice Hall.