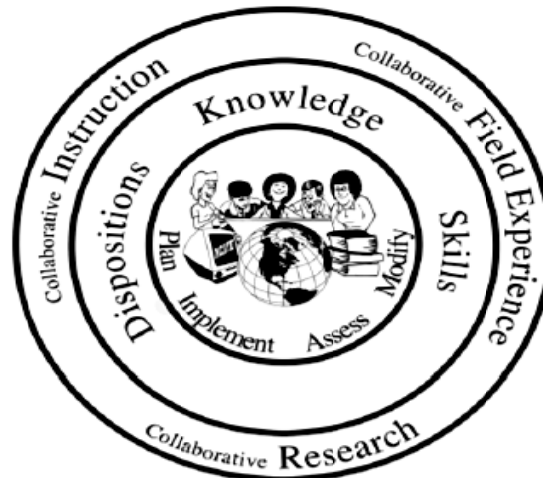


CI 597 Online – Fall 2007
Human Growth and Development Across the Lifespan

SAM HOUSTON STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Curriculum and Instruction



Enhancing The Future
Through Educator Preparation

Instructors:

Dr. Rowan Ljungdahl
Box 2119 Huntsville, TX 77341
Phone: 936.594.3560 ext. 4015
After Hours: 832.643.1453
e-mail: edu_rtl@shsu.edu or rljungdahl@trinityisd.net
Office hours: By appointment

Office Hours:

By appointment

Texts/Readings:

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

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

Course Description:

A review of theory and current research concerning the growth and development of the individual through the lifespan with emphasis placed on childhood and adolescence. This course attempts to relate theory and research to present concerns and problems of teachers through the study of physiological, psychological, and social development and interrelationships.

TEACHER STANDARDS

The Sam Houston State University Teacher Preparation Program is committed to assisting pre-service teachers achieve the following standards, which collectively describe a vision of an ideal entry-level educator.

- 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.

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.)

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

Policies:

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. Students may tape record lectures provided they

do not disturb other students in the process.

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.*

Late Assignments:

As a professional, you need to make sure you turn in assignments when they are due. For assignments turned in after the due date and time, 10% will be deducted each day it is late.

Time Requirement:

For each hour attempted, at least three hours outside class is expected. This 3-credit hour course will require at least 12 hours of work each week. **It is expected that if you are enrolled in this course, you can meet the time requirements.**

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.

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 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 much needed support.

Module Assignments – (Points will vary depending on complexity of assignments)

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.

Through Blackboard, I will soon post a Tentative Timetable for the course. That way you can see the Chapters and Topics we will cover.

Evaluation:

I do not have the total number of points yet, but 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.

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>