

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

COLLEGE OF EDUCATION
Department of Curriculum and Instruction

SAM HOUSTON STATE UNIVERSITY



Enhancing The Future
Through Educator Preparation

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T/Th 3:00-3:30 or by appointment

W/F 12:30-1:30 or by appointment

University Center

T/Th 10:30-11:00 and 11:20-12:00 or by appointment

Teaching Schedule:

T/Th 11:00 UC and 4:00 TEC

W/F 11:00 TEC and 2:00 TEC

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

REQUIRED: Payne, Ruby. A framework for understanding poverty, Fourth revised ed. (2005). Aha! Process, Inc.

Course Description:

This course examines growth and learning in elementary and secondary 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 teachers candidates aware of the physical, mental, emotional, and social development of children from preconception through adolescence, including issues regarding diversity and educational challenges. Additionally, teacher candidates 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 teacher candidates 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 AND LEARNING OUTCOMES	COURSE ASSIGNMENTS/ACTIVITIES (partial list)	PERFORMANCE ASSESSMENTS	STATE STANDARDS
<p>The teacher candidate knows and understands the impact of appropriate instruction for <u>all</u> students.</p>	<p>Teacher candidates will observe children in Field Experience Placement Site</p> <p>Teacher candidates will develop timeline presentation including significant events in their development and schooling.</p> <p>Teacher candidates will develop and discuss procedures for Piaget Testing</p> <p>Teacher candidates will watch Parenthood video learning how development in one domain (cognitive, psychosocial, biosocial) affects development in other domains</p> <p>Teacher candidates will read and discuss information on characteristics and instructional needs of students living in poverty</p> <p>Teacher candidates will synthesize information on Teratogens from at least two websites</p> <p>Teacher candidates will do in-class assignments either individually or in groups based on course content and current topics</p> <p>Teacher candidates will read, study, and understand course content.</p>	<p>Field Experience Reflection Paper</p> <p>Class Discussion</p> <p>My Life Timeline Paper and Presentation</p> <p>Class Discussion</p> <p>Evaluation of Parenthood characters using course content</p> <p>Class discussion</p> <p>Class discussion</p> <p>Small group presentations using Poverty scenarios and selected chapters</p> <p>Teratogen Assignment</p> <p>In-Class Assignments</p> <p>Multiple-choice, short answer tests and quizzes</p>	<p>1.1 k., 1.11 k, 1.14 k, 1.2 k., 1.3 k., 1.31 k, 1.4 k, 1.5 k</p>

		PERFORMANCE ASSESSMENTS	
The candidate knows and understands the importance of a classroom environment of respect and rapport for all students.	<p>Teacher candidates will observe and write about environment of Field Experience Site</p> <p>Teacher candidates will do in-class presentations</p> <p>Teacher candidates will do in-class assignments either individually or in groups based on course content and current topics</p> <p>Teacher candidates will read, study, and understand appropriate chapter content from texts</p>	<p>Field Experience Reflection Paper, AEIS Reflection Class Discussion</p> <p>Self-assessment, assessment of presentations Class Discussion</p> <p>In-Class Assignments</p> <p>Multiple-choice test and quizzes</p>	2.1k, 2.2k, 2.3k, 2.4k.
The candidate knows and understands the importance of using effective communication techniques and instructional strategies that actively engage students in the learning process.	<p>Teacher candidates will assist children in Field Experience Placement Site with homework and activities</p> <p>Teacher candidates will effectively set up materials, interview, document the Piaget interview/testing with a 4, 5, or 6 yr old.</p> <p>Teacher candidates will do in-class assignments either individually or in groups based on textbook and current topics/handouts.</p> <p>Teacher candidates will read, study, and understand appropriate course content.</p>	<p>Field Experience Reflection Paper Class Discussion</p> <p>Class Discussion / Practice Piaget Paper</p> <p>In-Class Assignments</p> <p>Multiple-choice test and quizzes</p>	3.1k,3.3k, 3.8k
The candidate knows and understands the importance of family involvement in children's education.	<p>Teacher candidate will discuss selected Poverty chapters that include effects of poverty on student learning and role of education to assist families to begin process of moving out of poverty.</p> <p>Teacher candidates will do in-class assignments either individually or in groups based on textbook or current topics</p> <p>Teacher candidates will selectively apply course information on their personal development</p> <p>Teacher candidates will read and understand appropriate chapters from textbook</p>	<p>Class discussion</p> <p>In-Class Assignments</p> <p>My Life Paper and My Life Presentation</p> <p>Multiple-choice test and quizzes.</p>	4.1k

Course Content:

374 Course goal is to make teacher candidates 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.)

374 Course provides opportunities for teacher candidates 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, teacher candidates 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

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.*

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:

The Teacher Preparation program has strict guidelines regarding attendance and punctuality.

Regular and punctual attendance is required for class, seminars, and field experience. A student shall not be penalized for **two or fewer absences** (this equals to no more than 2 class times if 1 ½ hour class, for example). Absences, tardies and early exits will seriously affect grades. The three hours of absence provided by University policy should be used carefully for illness and emergencies.

After a second absence, the teacher candidate will be notified via e-mail of a concern over these two absences. After the third absence the candidate will receive a copy of the Professional Concerns form letter sent to the Chair of C & I indicating a concern over absences. After the fourth absence, a meeting will be held with the candidate, faculty, and chair to determine if the student should continue in the program, and the candidate will also be called for a meeting with the Professional Concerns Committee of the Teacher Preparation Program.

Attendance (absences, tardies, early exits) will be documented each day. **In this 374 course, a reduction of 10 points is automatically made in the final grade for each HOUR of absence over the university allowance of three hours.** If you are 15 minutes late or leave 15 minutes before class is dismissed, it is recorded 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:

Any **daily work cannot be made up. All assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, or have a friend bring it in when it is due, 20% (from the total possible points) will be deducted each class period it is late.** Do not email assignments.

Handouts will be initially provided in class. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

Time Requirement:

For each hour attempted, at least three hours outside class is expected. **This 3-credit hour course will meet three hours each week.** This means a minimum of nine hours 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. **It is expected that candidates have done the assigned readings before class time.**

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. This class combines lecture, discussion, and small group interactions. It is important for each teacher candidate to participate in classroom discussion and activities. If you believe 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.

Fulfilling ALL requirements by the Field Experience Office is a crucial component of the 374 course.

Remember, there are specific due dates for Field Experience requirements.

Course Requirements:

Check BLACKBOARD and your E-MAIL account regularly. Comments, clarifications, and urgent messages come frequently through e-mail. On Blackboard, there may be assignments, documents, and other information and directions.

There might be class summaries of the lessons and homework reminders for the next class sent to you through e-mail.

Exams - 150 Points

There will be three exams each exam worth 50 points. **If you know you will be absent on the day of a test, see me and I can arrange for you to take it early.** If you are not present on the day of the exam or do not turn in any take-home portions on time, 10 pts are deducted from the total exam points for EACH DAY after the test date. **Tests need to be made up *within* the week it is given.**

My Life (Timeline) - 50 points

This project includes a **brief (5-8 minute MAXIMUM)** presentation and a five page paper (My Life Theory Paper). For the presentation, you will create and present a visual (either poster or powerpoint) of **developmental milestones** and **significant events** in your life **that influenced you** as a student and/or your decision to become a teacher (consider perhaps the happiest, saddest, embarrassing moment, favorite teacher, positive/negative influences in your life, etc.) (10 points). For the paper, you will summarize a developmental theory and relate it to your life or lifeline (40 points). More information will be provided in class or via Blackboard.

Research Paper on Age Level Characteristics -50 points

It will require the application of knowledge and skills learned in class. Specific directions will be given for the assignment in class or via Blackboard.

Homework or In-Class Assignments – 270 points

During most class sessions students will be responsible for completing a homework assignment with each of the chapters read. Each homework assignment will be due at the beginning of each class and **there are no make-ups for these.** You must read the assigned material (the textbook or any handouts given in advance) in order to do well on these assignments. There will be 27 homework or in-class assignments worth 10 points each.

Chapter 1 Assignment – 10 points

Answer questions based on Chapter 1 (Snowman/Biehler text). More information will be provided in class or via Blackboard.

Attendance Bonus - 10 points

During this semester, you can earn 10 points for attendance. You will receive 10 points for two or less absences.

Field Experience Reflection - 20 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/ no more than two full pages. More information will be provided in class or via Blackboard.

AEIS Printout

You need to print out your AEIS report for Scott Johnson (See Office of Field Experience website on how to do this). If you are able to substitute hours for observation, print out the AEIS for the school or district you worked at. If no AEIS report, then use the Scott Johnson AEIS report for this brief AEIS Reflection paper.

PPR Programmatic Portfolio - 5 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. Dividers will be provided by the Curriculum and Instruction Department.

Note - Papers turned in must comply with the following:

- 1. Cover sheet with title in caps, name, course number, university, and date**
- 2. Type the paper and run spelling/grammar checks**
- 3. Follow the recommended length**
- 4. Add page numbers (this is especially important if you e-mail me any information)**
- 5. Staple pages together**

Extra Credit Assignments:- 40 points

Four papers—Teratogens, Bilingual Education, Special Education, or Gifted and Talented Education. Each is worth 10 points for a possible 40 points.

Evaluation:

565 possible points excluding the extra credit

Grading Scale

A = 565 - 515

B = 514 - 464

C = 463 - 413

D = 412 - 362

F = 361 and below

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>