

**EED 374**  
**HUMAN GROWTH AND LEARNING**  
*EED 374 is a required course for Elementary Education Certification*  
**COLLEGE OF EDUCATION**  
**Department of Curriculum and Instruction**

**Instructor:**           **Name Connie Robinson**  
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**Office hours:**       Wed/Fri 12:30-2:00

**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 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.

A minimum of ten hours will be spent in field experiences in a public school classroom. During Field Experience students will observe public school teachers and students for information related to coursework. For specific Field Experience requirements see assignment descriptions below.

**STANDARDS MATRIX**

| <b>OBJECTIVES/<br/>LEARNING OUTCOMES</b>  | <b>COURSE<br/>ASSIGNMENTS/ACTIVITES</b>  | <b>PERFORMANCE<br/>ASSESSMENT</b>  | <b>STATE<br/>STANDARDS/NCAT<br/>E STANDARDS</b> |
|---|--|--|---|
| 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</li> </ul> | <p style="text-align: center;">● <b>Please note:</b> A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.</p> Students will observe children in Field Experience Placement Site<br><br>Students will develop timeline presentation including significant events in their development and schooling.<br><br>Students will develop and discuss procedures for Piaget Testing | Field Experience<br>Reflection Paper<br>Class Discussion<br><br>My Life Timeline<br>Presentation<br><br>Class Discussion | 1.1 k., 1.2 k.,<br>1.3 k., 1.5 k, 1.14k         |

|  |   |  |                                    |
|--|---|--|------------------------------------|
| <p>developmental theories, including:</p> <ul style="list-style-type: none"> <li>o Nature/nurture</li> <li>o Brain development</li> <br/> <li>o Piaget</li> <li>o Vygotsky</li> <li>o Erikson</li> <li>o Marcia</li> <li>o Kohlberg.</li> </ul> <ul style="list-style-type: none"> <li>• The candidate will be able to describe the importance of family involvement and environmental elements that impact learning, including:             <ul style="list-style-type: none"> <li>o teratogens</li> <li>o poverty</li> <li>o culture</li> <li>o family structure</li> <li>o ethnicity</li> <li>o sexual Identity</li> </ul> </li> </ul> <p>Based on the previous mentioned contextual factors, the candidate will be able to describe appropriate instruction for <u>all</u> students.</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 design a developmental brochure</p> <p>Students will read and discuss information on characteristics and instructional needs of students living in poverty</p> <p>Students will discuss selected Poverty chapters which include information on impact of poverty on student learning and key role that education plays in helping families begin process of moving out of poverty</p> <p>Students will synthesize information on Teratogens from at least two websites</p> <p>Students will do in-class assignments either individually or in groups based on textbook and current topics</p> <p>Students will read appropriate chapters from textbook</p> <p>Teacher Work Sample- Process #1: Contextual Factors with Instructional Implications</p> | <p>Parenthood character evaluation<br/>Class discussion</p> <p>Developmental Brochure</p> <p>Class discussion using selected Poverty chapters</p> <p>Teratogen Assignment</p> <p>In-Class Assignments</p> <p>Discussion Board, Supplemental Assignments<br/>Multiple-choice test and quizzes</p> <p>Contextual Factors Paper</p> |                                    |
| <p>The candidate will be able to identify educational challenges and describe their impact on student learning, including:</p> <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>   | <p>Students will do presentations after researching educational challenges and environmental influences on student learning</p> <p>Students will read and understand appropriate chapters from textbook</p> <p>Teacher Work Sample- Process #1: Contextual Factors with Instructional Implications</p>  | <p>In-Class Assignments</p> <p>My Life Presentation and My Life Theory Paper</p> <p>Discussion Board, Supplemental Assignments<br/>Multiple-choice test and quizzes</p> <p>Contextual Factors Paper</p>  | <p>2.1k, 2.2k.<br/>2.23k, 2.4k</p> |

## 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 Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

\* 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 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

#### **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:**

**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.

**Teacher Work Sample:** As you begin your certification courses, you will also be learning about the Teacher Work Sample (TWS). Basically, 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 SED 374, we will focus on one of those processes, **Contextual Factors**. For specific requirements, refer to assignment instructions distributed during the semester.

**Field Experience:** Field Experience is designed to give you the opportunity to observe teachers and students in the public school, and apply information covered in class to the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course.

### **Exams - 180 Points**

There will be four exams. Tests #1, #3, and #4 are worth 50 points. Test #2 is worth 30 points and is a take-home. **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 (unless otherwise specified) 20% (of the total possible points) will be taken off EACH DAY after the test date. **Tests nSED to be made up *within* the week it is given.**

### **My Life (Timeline) - 50 points**

This project includes a **brief (5-10 minute MAXIMUM)** presentation and a four-five page paper (My Life Theory Paper). For the presentation, you will create and present a timeline (on poster board) 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.

### **Mini project 1 (Parenthood movie) - 15 points**

During the semester, you will be required to complete one mini-project. It will require the application of knowledge and skills learned in class and you will have time during class time to work in groups. Specific directions will be given for the assignment in class or via Blackboard.

### **Mini project 2 (Developmental Brochure) – 20 points**

Students will work in groups to create a brochure of key developmental information about a specific age-group. Specific directions will be given for the assignment and time will be given during class time to work in groups.

### **In Class Assignments - 20 points**

During most class sessions students will be given some sort of individual or group written assignment or quiz. You must be present to do the assignment or quiz - **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 and quizzes. Sometimes I might ask you to start assignments before the next class period. More information will be provided in class.

### **Chapter 1 Assignment – 10 points**

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

### **Blackboard Discussions – 15 points**

During the semester, some questions will be posted to Blackboard DISCUSSION BOARD about the course content. You will be required to respond to my questions and to one other student.

**Attendance - 10 points**

During this semester, you can earn 10 points for attendance. You will receive 10 points for three or less hours absent.

**Field Experience Reflection - 20 points**

All SED 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. All Field Experience documentations should be submitted to your instructor.

**AEIS Printout and Paper– 3 points**

You need to print out the most recent AEIS report from the school(s) where you complete your 10 hours of Field Experience. (See Office of Field Experience website on how to do this). In class, we will discuss how to read and use the information in the AEIS report. From these discussion, you will write a paper discussing the contextual factors of your school.

**PPR Programmatic Portfolio – 12 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 as well as artifacts and justifications for Competencies 1, 2, and 4. Please note that for every artifact in your PPR Programmatic Portfolio, you will need a justification.

This justification about each artifact in your portfolio should be about 5 sentences in length and should relate directly to the competencies the artifact reflects. You should include specific vocabulary from the competency when possible. The statement should also answer these questions about the artifact:

- When did you create this artifact?
- Who is it written for? (Content, Course, and Grade Level)
- Where have you used it or will you use it in the future?
- Why do you believe that your artifact will be effective when used in a classroom?

Example: Competency 005:  
Artifact: Classroom Arrangement  
Justification Statement:

*I had the opportunity to create an ideal classroom arrangement during my methods semester. I decided to create this classroom using the content area and grade level that I most want to teach in hopes that the arrangement would create a positive, comfortable, learning environment that meets all my students' needs. I plan to teach 9<sup>th</sup> grade Algebra and want to establish an inclusive, nurturing classroom that maximizes student learning. During the methods semester we had 8 days of field experience at Willis High School. While I was in the school I was able to discuss my ideal classroom arrangement with my mentor teacher. We compared the set-up of his room with my planned classroom. My mentor teacher decided that my ideal classroom had several features that would help to organize his classroom. Together we re-arranged the classroom using several aspects of my classroom arrangement. After the new arrangement had been in place for several days we discussed the dynamics of the classroom. Both of us felt that the new arrangement created an atmosphere that encouraged more student-*

*teacher interaction as well as increased student participation in the learning tasks. I believe that my classroom arrangement will be effective because it is based on sound educational practice and when used in a classroom, the students' achievement is increased because of the organized, productive setting.*

**PPR Binder – 7 points**  
**Dispositions – 5 points**

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. My Life Theory Paper with Portfolio Justification
4. Self-Evaluation (dispositions) Form/Teacher Disposition Summary Chart
5. Field Experience Reflection Paper (paper/electronic)
6. Field Experience Log (paper/electronic)
7. Field Experience AEIS (paper/electronic)

**Note - Papers turned in must comply with the following:**

- 1. Type the paper and run spelling/grammar checks**
- 2. Follow the recommended length**
- 3. Add page numbers (this is especially important if you e-mail me any information)**
- 4. Staple pages together**

**Evaluation:**  
**355 possible points**

**Grading Scale**

|            |             |
|------------|-------------|
| <b>A =</b> | 319.5 – 350 |
| <b>B =</b> | 284 – 319.5 |
| <b>C =</b> | 248.5 – 284 |
| <b>D =</b> | 213 – 248.5 |
| <b>F =</b> | Below 213   |

**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 the due date. If for some reason you are unable to bring in any other assignment, or have a friend bring it in when it is due, 10% (from the total possible points) will be deducted each day it is late. Do not e-mail me your assignments unless prior arrangements have been made.

Daily grades are given for class participation and in-class assignments. **These daily in-class assignments cannot be made up.**

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:** 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. **I expect that you read the material before you come to class.**

**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.

### **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.