

***EED 374 HUMAN GROWTH AND LEARNING**
EED 374 is a required courses for Elementary/Secondary Education Certification

COLLEGE OF EDUCATION
Department of Curriculum and Instruction

SAM HOUSTON STATE UNIVERSITY



Enhancing The Future
Through Educator Preparation

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Office hours: by *appointment*

Teaching Schedule for EED/EED 374:

Monday Evening: 6:00 PM to 8:50 PM

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:

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.

STANDARDS MATRIX

OBJECTIVES/ LEARNING OUTCOMES	COURSE ASSIGNMENTS/ACTIVITIES ● Please note: A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.	PERFORMANCE ASSESSMENT	STATE STANDARDS/NCATE STANDARDS
<p>The candidate will be able to identify and describe the contextual factors that impact learning for <u>all</u> students.</p> <p>The candidate will be able to describe the physical, cognitive, socio-emotional, and moral developmental theories, including: Nature/nurture Brain development</p> <p>Piaget Vygotsky Erikson Marcia Kohlberg.</p> <p>The candidate will be able to describe the importance of family involvement and environmental elements that impact learning, including: Poverty Culture Family structure Ethnicity Sexual Identity</p> <p>BaEED on the previous mentioned contextual factors, the candidate will be able to describe appropriate instruction for <u>all</u> students.</p>	<p>Students will observe children in Field Experience Placement Site</p> <p>Students will develop timeline presentation including significant events in their development and schooling.</p> <p>Students will develop and discuss procedures for Piaget Testing</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 synthesize information on Teratogens from at least two websites</p> <p>Students will do in-class assignments either individually or in groups baEED 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>Field Experience Reflection Paper Class Discussion</p> <p>My Life Timeline Presentation</p> <p>Class Discussion</p> <p>Parenthood character evaluation 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 Multiple-choice test and quizzes</p> <p>Contextual Factors Paper</p>	<p>1.1 k., 1.2 k., 1.3 k., 1.5 k, 1.14k</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"> ● ADHD ● Students with Special needs ● Abuse ● Peer Pressure ● Gifted and Talented. 	<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</p>	<p>2.1k, 2.2k. 2.23k, 2.4k</p>

		Multiple-choice test and quizzes	
		Contextual Factors Paper	

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 baEED 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://texas.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 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:

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 begin 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 EED 374, we will focus on one of those processes, **Contextual Factors**. For specific requirements, refer to assignment instructions distributed during the semester.

Field Experience: All students enrolled in EED 374 are required to APPLY to the Educator Preparation Program at the beginning of the semester before beginning their first field experience. Applications are to be submitted to the Associate Dean's office with a check for the appropriate amount. 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.

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 EED 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 baEED 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 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– 3 points

You **NEED** to print out your AEIS report (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.

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.

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
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. Cover sheet with title in caps, name, course number, University and date (Hardcopy or Ecopy)
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

A = 320 – 355

B = 284 – 319

C = 248 – 283

D = 213 – 247

F = Below 213

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

Expectations:

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: 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 grade. 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. I will deduct up to 10% off your final grade tally for **each** absence after the first three hours. 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, 20% (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, 7th edition.* Allyn & Bacon

Feldman, R. (2007). *Child Development, 4th 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, 11th edition.* New York: McGraw-Hill Publishers.

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