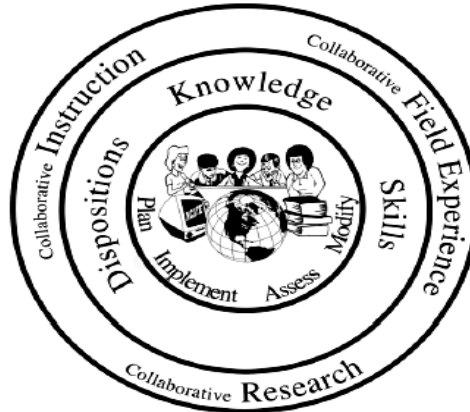


CI 597 Online – Summer 2008
Human Growth and Development Across the Lifespan

SAM HOUSTON STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Curriculum and Instruction



Enhancing The Future
Through Educator Preparation

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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 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

TEACHER WORK SAMPLE: As you begin your certification courses, you will also begin learning a bit about the Teacher Work Sample (TWS). Basically, for the TWS, you will be required to prepare and teach a comprehensive unit during your student teaching or internship. 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 assessing students, planning and implementing instruction like an effective teacher. In your CI courses, you will focus on those seven specific processes. In CI 597, we will focus on one of those processes, Contextual Factors. You will become more familiar with these Contextual Factors as you complete requirements for some of the **MODULES**. For more specific directions and requirements, refer to assignment instructions distributed online during the semester.

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.*

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:

Most assignments are due TUESDAYS at midnight. There will be a point deduction of 25% of total points for that assignment if turned in within first 24 hours after due date. After that, I will not accept late assignments.

Time Requirement:

For each hour attempted, at least three hours outside class is expected.. **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 our program.

Other information about this Online Course:

- To find the SYLLABUS and TENTATIVE TIMETABLE, go to the links in *Blackboard*.
- To find the required modules (activities and discussions), go to MODULES in *Blackboard*. To check on your grades go to Gradebook in *Blackboard*. Most of the assignments/activities are worth 50 points and requirements for each are posted in the module directions. Follow the directions clearly as many of the discussion prompts require you to reference the textbook, power point or some other resource.
- If Blackboard is down when something is due, I will of course adjust due dates accordingly.

Course Requirements:

Homepage – 15 points

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

Discussions –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 perhaps 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 but most are worth 50 points)

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 work on.

Evaluation:

See the **Grading Scale** below.

Grading Scale

A = 90-100% of total possible points

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

WEBSITES you should look into...

<http://texes.ets.org/> (for information and preparation manuals for your Content and PPR exams. Throughout many of the MODULES, I make reference to Competencies 001, 002 and 004. You will get familiar with all 13 Competencies as you complete the required courses toward certification. Check out this website for more information on those Texas Standards, Domains and Competencies!)

<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>