



## Syllabus | Fall 2017

### **CIED 5397: Human growth & development across the lifespan** **M. Ed. Curriculum & Instruction and Alternative Teacher Certification** **College of Education, Department of Curriculum & Instruction**

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**Location & class hours:** Online

**Office hours:** Appointment only. I am always available by email and will try to get back to you within 24 hours. Please allow a reasonable amount of time for response.

### **Course description**

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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.

### **IDEA objectives**

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The course focuses on these major objectives, as assessed by the IDEA course evaluation system:

- *Essential* – Gain factual knowledge such as terminology, classifications and methods
- *Important* – Learn fundamental principles, generalizations, and theories

### **Textbook**

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Pritchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom* (2<sup>nd</sup> ed.). New York: Routledge.

### **Course format & content**

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This online course is offered through the Course Management System (CMS) SHSU Online (Blackboard). The goal of the course 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.)

## Course requirements

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### *Late assignment policy*

Assignments are due at midnight on the established due dates. There will be a point deduction of 50% 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 semester course hour attempted, at least three hours outside of the classtime is expected. It is expected that if you are enrolled in this course, you can meet the time requirements.

### *Professionalism policy*

The frequency with which you check the status of the course in Blackboard, 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 program.

## Student syllabus guidelines

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SHSU academic policy manual – students

- [Procedures in cases of academic dishonesty #810213](#)
- [Disabled student policy #811006](#)
- [Student absences on religious holy days #861001](#)
- [Academic grievance procedures for students # 900823](#)

SHSU academic policy manual – Curriculum and Instruction

- [Use of telephones and text messagers in academic classrooms and facilities #100728](#)

## NCATE accreditation

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The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator

preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

### NCATE Standards

1b – Pedagogical content knowledge for teacher candidates

1c – Professional and pedagogical knowledge and skills for teacher candidates

### CAEP Standard 1

*Content and pedagogical knowledge* – The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

## **Conceptual framework and model**

The [COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

### **SHSU Dispositions and Diversity Proficiency (DDP) Standards**

	<b>DDP</b>	<b>CF</b>	<b>CAEP</b>	<b>NCATE</b>
<b>1.</b>	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
<b>2.</b>	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
<b>3.</b>	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
<b>4.</b>	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
<b>5.</b>	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.

6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

## College of Education information

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Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

## Matrix

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Program specific URL address for *Specialty Program Association (SPA) standards*:

- **Conceptual Framework:** <http://www.shsu.edu/~ncate/concept.html>
- **TX PPR Standards:** <http://www.tea.state.tx.us>
- **CAEP/NCATE:** <http://www.ncate.org>
- **ISTE:** <http://www.iste.org>
- **State Standards:** <http://www.tea.state.tx.us/index2.aspx?id=5938>

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS - Texas Educator Standards/ Competencies DDP - Diversity & Disposition Proficiencies CF - Conceptual Framework Indicator N/C - NCATE/CAEP Standard 1 NETS*S - ISTE NETS Technology Standards
The candidate will be able to: Identify the intellectual, social, physical, and emotional developmental characteristics of students in different age groups	<i>The candidate will:</i> - identify & explain the major theories of development - consider the critiques of the major theories - describe several developmental milestones or challenges for each of the life stages - examine research findings & discuss these in terms of personal experience or evidence.	Diversity in Action unit  Final exam	TS-1.1k DDP- 1, 4, 8 CF -1 N -1b,1c NETS*S - 2, 6
The candidate will be able to: Recognize the implications of students' developmental characteristics for planning appropriate instruction	The learner will identify & explain the major theories of development	Final Exam	TS-1.2k DDP-1, 6, 8, 10 CF-1 N-1b, 1c NETS*S - 2,6
The candidate will be able to: Identify characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs.	The learner will identify & explain the major theories of development	Final Exam  Diversity in Action unit	TS – 1.3k DDP – 1, 4-7, 10 CF – 1 N – 1b, 1c NETS*S – 2,6
The candidate will be able to: Acknowledge different approaches to learning that students may exhibit and what motivates students to become active, engaged learners	The learner will identify & explain the major theories of development	Diversity in Action unit  Final Exam	TS 1.4K DDP-1, 4, 8 CF-1 N-1b, 1c NETS*S-2,6
The candidate will be able to: Describe cultural & socio-economic differences & the significance of these differences for instructional planning	The candidate will examine research findings & discuss these in terms of personal experience or evidence	Final Exam Diversity in Action unit Discussion board	TS .5K DDP-1, 4-7, 10 CF-1 N-1b, 1c NETS*S-2,6
The candidate will be able to: Recognize students' emotional needs and ways to address needs	The candidate will describe several developmental milestones or challenges for each of the life stages	Diversity in Action unit	TS 2.23K DDP-1, 4, 8 CF-1 N-1b, 1c NETS*S- 2,6

## Grading scale

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A = 495-550 points

B = 440-494 points

C = 385-439 points

F = Below 385 points

## Initial Certification Candidate expectations

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For Initial Certification Candidates only, field experience and initial certification dispositions are required.

*Failure to complete either of these assignments will result in an "F" for the course.*

### *Field experience*

As a graduate student in the College of Education, and as a candidate in the initial certification program, it is expected that you will have experiences with students in diverse settings. These experiences may or may not be directly related to your course work and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards Sam Houston State University has adopted you should document multiple and varied (diverse) field experiences. Additionally, you should complete a written reflection highlighting the totality of your experiences. The goal of this requirement is to monitor your experiences in diverse settings, reflect upon these experiences and your growth and development in knowledge, skills, and dispositions in teaching in diverse classrooms. This reflection will be submitted to Blackboard and TK20 as well as the accompanying Summary LOG of Diversity Field Experiences. You will also be required to create a field experience profile in TK20. See more information in Blackboard.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. We understand that the term field experience may not fully fit the experience and information you provide.

### *Initial certification dispositions*

Throughout the Post Bac Program, Initial Certification Candidates will be required to periodically "check" where you are on your teacher dispositions. The thought behind the dispositions is that, even though you may make good grades in your coursework, you may not possess, or choose to work at possessing the dispositions that are historically expected of classroom teachers. The Educator Preparation Program at SHSU assists you in determining whether or not you already have those characteristics of a classroom teacher and lets you decide whether or not you choose to embrace those characteristics expected of a classroom teacher.

You will have a "check" of your dispositions at three points throughout the Post-Bac Program: The Novice Dispositions are completed in CIED 5397, the Emerging Dispositions are completed in the first semester of Internship (CIED 5398), and the Competent Dispositions are completed in the second semester of Internship (CIED 5399).

You will complete the first “check” this semester in CIED 5397. Please refer to the Dispositions information provided in your course for more details on completing the Dispositions.

## Assignments

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All assignments are due by midnight on the assigned due date.

You will be assigned activities for each unit 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 each assignment very carefully, and check your e-mail and Blackboard regularly for any announcements.

### A. Discussion posts (3 total/50 points total)

You will be assigned 3 prompts throughout this course. You must respond to the prompt within the allotted time frame in a thoughtful and complete manner. You can estimate about  $\frac{1}{2}$  to  $\frac{3}{4}$  of a page needed for each post. Discussion Post #1 and Discussion Post #2 will be worth 15 points. Discussion Post #3 will be worth 20 points.

### B. Article critique #1 (100 points)

This assignment fits the SHSU teacher education conceptual framework centering on learning and leading. It:

- Connects you with a high quality body of literature;
- Helps you learn how to critique scholarly work;
- Requires you to discuss the substance of your critique and those of others;
- Encourages you to lead discussions about topics known and unknown.

You will complete a critique of a *journal article* (not Time, Newsweek...use an education journal of some sort) that deals with one of the following categories: ESL Learners, Poverty, Gifted and Talented, Bullying, Learning Disabilities and Motivation. The articles may be theory, research, or both. The [SHSU library](#) is a great resource for finding scholarly articles.

#### *Directions for writing the critique*

- Article Critique should have a cover page (APA style)
- Title and create a **summary** section in which the nature of the article and its key concepts and ideas are shared.
- Title and create an **evaluation** section in which you critique the claims of the article and the bases for those claims. (Basically, should anyone take action based on this article?)
- Title and create an **application** section in which you explain how reading and analyzing the article could affect your assessment practices in the classroom.
- **Reference at least 2 other articles in your article critique. Be sure to cite the article references on your reference page in APA style.**

Your critiques should be in the 2-3 page range. Also, please create a **Reference Page** at the end where you provide the article’s details in APA format. If you need guidance on that format, see the [Purdue Online Writing Lab](#). Your entire article critique needs to follow APA style. The

paper should be well-written and free of grammar errors.

### **C. Diversity in Action unit (100 points)**

The purpose of this three-part assignment is to enhance your awareness and understanding of the similarities and differences among various people. By addressing the requirements of the assignment, the teacher candidate learns and practices how to recognize the process of, first, identifying these similarities and differences so that they will be better prepared to plan a safe and productive instructional environment for all learners. Please use at least 3 scholarly sources in each paper using APA format.

#### *Autobiography – It's all about me (33 points)*

The purpose of this section is to have you reflect about your life and your development – good and bad. As teachers, we need to have a deep understanding of ourselves to be better able to understand and deal with our students. Knowing and understanding the about ourselves gives us insight into our students' lives and development. As we study the various developmental theories in class and you work on this paper at home, your understanding of students, their developmental differences, learning differences and cultural differences should increase. You will write a 2 page double-spaced autobiography. Please use at least 3 scholarly sources in your paper using APA format.

#### *Biography – And now for someone else (interview a person & write their biography) (33 Points)*

The purpose of this section is to have you explore an unfamiliar culture. As teachers, we need to have a deep understanding of ourselves as well as others. Knowing and understanding the items required gives us insight into our students' lives and development. Really understanding that not everyone grew up like you is difficult but extremely important for the effective classroom teacher. If you are looking ahead in the Snowman text, this assignment helps set the stage for some information on student characteristics. You will interview an individual and write a 2 page double-spaced biography. Please use at least 3 scholarly sources in your paper using APA format.

#### *Compare & contrast – It's all about you and me: Together we live, love and learn in the same world (34 points)*

As a classroom teacher, you are expected to not only acknowledge differences among you and your students, but also to embrace these differences, celebrating the backgrounds, talents, and abilities of all. Sometimes, we get so accustomed to what we have known, have been teaching, and are comfortable with that we tend to neglect the conscious effort to ensure that we re-assess our learners, their backgrounds, and their individual needs.

In order to recognize differences among learners and how you can address their varying needs, you must first fully understand who you are (your background, interests, desires, biases, and pre-conceived ideas). This is similar to what you did in the Autobiography assignment. Next, you must strive to understand, as best as possible, the persons you teach. This process is similar to what you did in the Biography.

For this assignment, compare/contrast you and your background to the background of the person



who was the subject of your Biography assignment.

As you reflect on the criteria in the Rubric (see Blackboard), situate your response in a mental approach of “respectful interchange” (more than recognition) between and among individuals, groups, and nations. This should also be a 2 page, double-spaced paper. Please use at least 3 scholarly sources in your paper using APA format.

#### **D. Teaching Philosophy (50 Points)-**

For this assignment, you will write your teaching philosophy through the eyes (perspective) of a theorist. Select a theorist that best fits your philosophy in regards to teaching and learning.

##### **What is a Teaching Philosophy?**

It is a personal statement about your educational beliefs (changing and transforming) through experiences in regards to teaching and learning. It is truly what you believe about education, teaching, and learning.

When writing your Teaching Philosophy, you should address the following areas:

- A). What are your motivations for teaching?
- B). What instructional methods/strategies do you think are most effective and why? **(Include information regarding your chosen theorist)**
- C). Share your teaching goals. Where do you see yourself in the next few years? How about 10 years from now?
- D). Share your professional goals you have set for yourself. How will these goals impact your professional career?

#### **E. Research paper on Theorist (100 points)**

For this assignment, you will write a 3 page research paper (double spaced) on the theory/theorist of your choice using APA format. You are required to have at least 5 references. You may want to consider the following theorists: Piaget, Vygotsky, Skinner, Gardner, Bandura, Kohlberg, Marcia and Bruner.

In this paper you need to address the following:

- Introduction – Introduce your theorist including biography.
- Describe his/her theory. What does the theory say?
- How/why does this relate to the study of educational psychology or education in general? Why should educators need to know this information regarding this theory?
- How can you connect this theory in your own teaching (whether it be in the K-12 classroom or other classroom such as college, police academy/training, etc.).
- Why did you pick this theory? What was particularly interesting?
- Closing paragraph – Summarize your paper.
- References (Must include at least 5 references)

## **F. Special Topics Presentation (100 points)**

**You will post your presentation in the Discussion Board AND Blackboard.** I will use your presentation in the final exam.

For this assignment, you will create a presentation (using Powerpoint or any other presentation tool) and share relevant information over one of the following topics:

- Gifted and Talented
- Dyslexia
- ELL Learners
- Learning Disabilities
- Physical Disabilities
- Multiple Intelligences
- Learning Styles
- Poverty
- Or a Topic Approved by Instructor

### **Your Presentation Must Include the Following:**

- a). Definition-Define the topic specifically; Might want to include interesting facts
- b). Characteristics-Share specific characteristics on your topic
- c). How it impacts Learning-Share how it impacts learning.
- d). Strategies for Teachers-What are some strategies that can help teachers work with students from this population.

Your presentation should include at least 3 references using APA citations.

**See Rubric for more information.**

## **G. Final Exam (50 points)**

The final exam will be a 25 question, multiple-choice/short-answer test based upon the readings and videos in the class. The test will be open book (access to the pdf chapters will be available online) as well as open video (links will be open).

## Bibliography

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Pritchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom* (2<sup>nd</sup> ed.). New York: Routledge.

## Course schedule

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Date	Topics	Required readings <i>(aligned videos will be linked in Blackboard)</i>	Assignments
<i>Module 1</i> 8/23-8/27	Learning  Behaviorism	Pritchard Ch. 1-2	-Discussion post 1 (8/27) -Article critique (8/27)
<i>Module 2</i> 8/28-9/10	Cognitive, constructivist learning  Multiple intelligences  Learning styles	Pritchard Ch. 3-5	-Discussion post 2 (9/10) -Research Paper over a Theorist (9/10) -Teaching Philosophy from the Viewpoint of an Educational Theorist (9/10)
<i>Module 3</i> 9/11-9/24	Learning difficulties  Brain-based learning  Learning from research	Pritchard Ch. 6-8	-Discussion post 3 (9/24) -Diversity Unit Paper (9/24)
<i>Module 4</i> 9/25-10/8	Poverty  Working with limited English proficient students  ADHD/autism/OHI	Articles	-Power point/Presentation: Special Topic (10/8)
<i>Module 5</i> 10/9-10/13	Final exam		-Final exam (10/13) <b><u>-Additional Assignments For Initial Certification students</u></b> Dispositions in TK20 in Blackboard (10/13) Documentation log of field experiences and reflection in TK20 in Blackboard (10/13)

