



CIEE 3374
HUMAN GROWTH AND LEARNING
Spring 2017
CIEE 3374 is a required course for EC-6 and 4-8 Certification
COLLEGE OF EDUCATION
Department of Curriculum and Instruction

Instructor: **Dr. Daphne D. Johnson**
Department of Curriculum and Instruction
TEC 249
Phone (936)294-3875

E-mail: ddjohnson@shsu.edu

Office hours: Monday: 10:00am to 2:00pm
Wednesday: 10:00am to 2:00pm
Friday: by appointment

Day and time the class meets: Monday/Wednesday/Friday: (01): 8:00 am - 8:50 am
(04): 9:00 am – 9:50 am

Course Description:

This course examines growth and learning in elementary environments. 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 pre-service teachers aware of the physical, mental, emotional, and social development of children from preconception through adolescence, including issues regarding diversity and educational challenges. Additionally, pre-service 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.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential

- Gaining factual knowledge (terminology, classifications, methods, trends)

Important

- Learning fundamental principles, generalizations, or **theories**

- Learning to apply course material (to improve thinking, problem solving, and decisions)

Course Format: Lecture, group activities, individual and group presentations
Assessments will be both oral and written.

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 children on videos
- 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

Course Requirements:

Late assignment policy

- All assignments need to be turned in on the due date. Late assignments will not be accepted. Do not email 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.
- 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 and Attendance Policy

- 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.
- Regular and punctual attendance is required for class, seminars, and field experience and will be documented every class period.
- As per University policy, candidates will not be penalized for three hours of absences during the semester. These hours of absences should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.
- 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.
- **After the 3rd hour of absence, the candidate will attend a conference with the course professor to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. After that, students will lose 1 letter grade for each succeeding absence.**
- Attendance (absences, tardiness, and early exits) will be documented each day. 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.

Professionalism Policy:

- Professionalism is expected, both in the classroom and in the public schools. Students are expected to assist in maintaining an environment conducive to learning. Students are to treat faculty and other students with respect.
- If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade.
- **The use of cell phones for any reason is prohibited during class time.**
- 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.

Student Interaction Policy:

Contact with public school students outside of school is prohibited.

- Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
- Do NOT text, e-mail, or access student My Space, Facebook or other social networking pages.
- Do NOT call students on their cell phones or home phones.

- Do NOT give students rides or socialize with them or their families.

Student Syllabus Guidelines

- 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](#)
- 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.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student information.

Expectations:

Note: The course instructor may alter the course assignments/schedule as necessary to enhance teacher candidate learning. Any changes will be announced in a timely fashion to candidates.

Students will learn to teach and assess according to the PPR Standards.

To receive your final grade for this course (and avoid receiving an “F”), you must complete all program requirements by the assigned due dates. The program requirements for this course are:

- My Life Presentation in TK20
- Novice Level DDPs

Check BLACKBOARD and your E-MAIL account regularly. I often send comments, clarifications, and messages through e-mail. On Blackboard, I post announcements, updates, assignments, documents, any take-home tests, etc.

Learning Opportunities & Assignments:

Theory/Theorist Presentation – 100 points

Students will do research on a specified theory/theorist and present to the class. The presentations will include specific content, practical applications, and suggestions for teachers, technology applications. Students are expected to submit their presentation in Blackboard by the day of their presentation.

TAPR/Contextual Factors Mini-Activity-100 Points

Students will learn about the importance of using TAPR through this activity. Students will also demonstrate your understanding of the importance of contextual factors in the school setting. This assignment will be discussed further in class.

Preschool Toy Development – 100 Points

Students will work in a small group to create a toy appropriate for a preschool student.

My Life Presentation – 100 points

This project includes a **(5 – 7 minute MAXIMUM)** presentation

For the presentation, the student will create and present a timeline of **developmental milestones** and **significant events** in their life **that influenced them** as a student and/or decision to become a teacher (consider perhaps the happiest, saddest, embarrassing moment, favorite teacher, positive/negative influences in your life, etc.). The students will also align their timeline with a theory or theories that we have learned in class. There must be a minimum of 2 theorists included in your presentation. **Must be loaded into TK20.**

My Life Paper-100 points

For the paper, the student will write a timeline of **developmental milestones** and **significant events** in their life **that influenced them** as a student and/or decision to become a teacher (consider perhaps the happiest, saddest, embarrassing moment, favorite teacher, positive/negative influences in your life, etc.). The students will also align their timeline with a theory or theories that we have learned in class.

Developmental Brochure-100 points

Students will create a tri-fold brochure detailing the cognitive, emotional, and physical developmental milestones of a school age child.

Novice Level Disposition and Diversity Proficiencies (DDPs)- 100 points

Completion of the Novice Level DDPs is a program requirement for this course. **Must be loaded into TK20.**

Research Paper-200 Points

In lieu of a final exam, students will research a topic of their choice (ESL, Dyslexia, Poverty, GT, etc.) and write a research paper in APA format. In this paper, students will also share strategies future/current teachers could implement for their specific topic. The research paper must have at least 5 references. Minimum page requirement is 4-5 pages (double-spaced).

Professionalism (Attendance and Participation) – 100 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 in order to do well on these assignments and quizzes as well as participate in class discussions. Sometimes I might ask you to start assignments before the next class period.

As a future educator, you are expected to write professionally and proficiently with correct spelling, grammar, sentence structure, and punctuation.

Papers turned in must comply with the following:

1. Papers must be typed in a 12-point, clear font. No handwritten papers will be accepted.
2. Please use spell/grammar check. Always proofread before you turn in work!
3. Follow the recommended length.
4. If you are struggling with writing, please utilize the SHSU Writing Center.

Grading Scale:

900-1000 points	A
800-899 points	B
700-799 points	C
**600-699 points	D
599 points or lower	F

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, NY: McGraw-Hill Publishers.

Santrock, J. (2007). *Child Development: An introduction*, 11th edition. New York, NY: McGraw-Hill Publishers.

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

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem- solving and decision making for diverse learners.	2
3.	Practices ethical behavior and intellectual honesty.	3
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3
5.	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
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3& 5
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1& 4
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5

--	--	--

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

Your Name
CIEE 3374
Date or Semester

Novice Dispositions and Diversity Proficiencies

(DDP 1) Demonstrates an attitude of reflection and thoughtfulness about professional
growth and instruction.

>> This is where you should write about the above topic. Where are you NOW – it’s okay to be
“on the road” or not perfect. Where do you need to improve? Or— write about specific
examples where you exemplify the above. And if you don’t understand professional growth or
some other aspect, ask!! ☺

(DDP 2) Demonstrates a commitment to using technology to create an authentic
learning environment that promotes problem solving and decision making for diverse
learners.

>> This is where you should write about the above topic... stay on point! Where are you now?
Provide examples!!

(DDP 3) Practices ethical behavior and intellectual honesty.

>> Again write in this space. Where are you now, etc.? Specifics!!

(DDP 8) Demonstrates a commitment to literacy, inquiry, and reflection.

>> Same song fourth verse. The one people seem to miss is INQUIRY. This one
definitely applies to you