



**CIED 5397 Human Growth and Development Across the Lifespan
Spring 2018**

CIED 5397 is a required course for the Masters in Curriculum and Instruction and Alternative Teacher Certification

College of Education, Department of Curriculum & Instruction

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Office hours: By appointment only

Day and time the class meets: Online

Location of class: Online via SHSU Online (Blackboard)

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.

Textbooks: Pritchard, A. (2009). *Ways of Learning: Learning Theories and Learning Styles in the Classroom*, 2nd ed., New York: Routledge. Books) – Provided in Blackboard

Course Objectives: The following objectives will be met during this course:

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 and 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	-The candidate will identify and explain the major theories of development -The candidate will consider the critiques of the major theories - The candidate will describe several developmental milestones	-Diversity in Action Unit -Final Exam	TS-1.1k DDP- 1, 4, 8 CF -1 N -1b, 1c NETS*S- 2,6

	or challenges for each of the life stages - The candidate will examine research findings and discuss these in terms of personal experience or evidence.		
The candidate will be able to: Recognize the implications of students' developmental characteristics for planning appropriate instruction	-The learner will identify and explain the major theories of development	-Contextual Factors Assignment	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 and explain the major theories of development	-Contextual Factors -Diversity in Action Unit -Article Critique -Philosophy of Education	TS 1.3K DDP-1, 4, 5, 6, 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 and 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 and socioeconomic differences and the significance of these differences for instructional planning;	-The candidate will examine research findings and discuss these in terms of personal experience or evidence.	-Contextual Factors Assignment - Diversity in Action Unit -Discussion Board	TS .5K DDP-1, 4, 5, 6, 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

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>

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.)

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gain factual knowledge such as terminology, classifications and methods

Important: Learn fundamental principals, generalizations, and theories

Course Outline

Assignments – Please read the course assignments carefully. There are some required of all students, some required of students seeking initial certification, and some for those who are already certified.

The Assignments in red font are for candidates seeking initial certification from the state of Texas. If you are already a certified teacher, you do not complete the assignments in red font.

1. Field Experience (For Initial Certification Candidates ONLY)- no point assigned

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 TK20 in Blackboard 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. **This course requires 10 hours of field experience.**

Student Interaction Policy: When we are in the field, it is expected that you will maintain the highest degree of integrity and professionalism possible. With this in mind, we expect you to adhere to the following rules:

- Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.

- Do NOT text, e-mail or access student Instagram, Facebook or any social media pages.
- Do NOT call students on their cell phones or home phones.
- Contact with students outside of school is prohibited.
- Do NOT give students rides or socialize with them or their families.

2. Initial Certification Dispositions (For Initial Certification Candidates ONLY) –no points assigned

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.

3. **Contextual Factors Assignment For Those Seeking Initial Certification (100 points)** - This topic of student differences and meeting the needs of the learners is the foundational information a teacher must consider before planning any instruction in the classroom. Your work with the Contextual Factors in this course establishes the foundation for every other process in the teaching cycle.

*****Please Note-For those seeking initial certification-Failure to complete the following will automatically give you a “F” in this course: a) Complete and upload your field experience log (with signatures) and field experience reflection in TK20 in Blackboard; b) Complete the initial DDPs.**

The Assignment in Blue font is for candidates who are **already certified teachers**. If you are seeking initial certification, you do not complete this assignment.

Research Paper on Theorist/Theory For Those NOT Seeking Initial Certification (100 Points)

For those not seeking initial certification, you may wish to complete this alternative assignment. If you would rather write a Contextual Factors Paper instead, you may do that as well. 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:

1. Introduction-Introduce your theorist including biography.
 2. Describe his/her theory. What does the theory say?
 3. 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?
 4. 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.).
 5. Why did you pick this theory? What was particularly interesting?
 6. Closing Paragraph-Summarize your paper.
 7. References (Must include at least 5 references)
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Assignments (Deliverables) - The following assignments in black font are required of all students in CIED 5397. 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. Introduction Wiki (100 Points)** – In Blackboard, go to “Course Tools”. Then, to Wikis. Here input your wiki. Share with us your family, your hobbies, things you love, etc. We want to know about you!!! **Everyone will need to respond to each Wiki** with either a connection you make with the person or something that surprises you.
- B. Discussion Posts (5 total/100 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 1/2 to 3/4 of a page needed for each post. Each discussion post is worth 10 points each.
- C. 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 library is a great resource for finding scholarly articles. (<http://library.shsu.edu/>)

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 <http://owl.english.purdue.edu/owl/resource/560/07/>. Your entire article critique needs to follow APA style. The paper should be well-written and free of grammar errors.

D. Diversity in Action Unit (300 points) - The purpose of this 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 (100/300 Points)

It's All About Me

The purpose of this paper 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 (100/300 Points)

And Now for Someone Else (Interview a Person and write their BIOGRAPHY)

The purpose of this paper 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 and Contrast (100/300)

It's All About You and Me: Together We Live, Love and Learn in the Same World

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

E. Teaching Philosophy (100 Points)-

Description: For this assignment, you will write your teaching philosophy through the eyes 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 might want to consider addressing 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?

F. Final Exam (100 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).

F. Professionalism (100 points) - During the course, students will be given some sort of individual or group written assignment or discussion. You must post your post on time or early, and respond to others appropriately and professionally. You must read the assigned material in order to do well.

	Dispositions (DDP)	CF	CAEP	NCATE
1.	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
2.	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.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.

	learners.			
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.

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

CF: Conceptual Framework

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs. There is a DDP Assignment for this course for those seeking initial certification.

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

CAEP/NCATE: <http://www.ncate.org>

Grades (Grading Scale)

A = 1000-900 points

B = 899-800 points

C = 799-700 points

F = Below 700 points

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #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](#)
 - [Technology during instruction:](#) Technology will be used in this course.

Course Expectations

- **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.

Bibliography

Pritchard, A. (2009). *Ways of Learning: Learning Theories and Learning Styles in the Classroom*, 2nd ed., New York: Routledge. Books).



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 responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.