



**CIEE 3374**

**HUMAN GROWTH AND LEARNING**

**Spring 2018**

*CIEE 3374 is a required course for EC-6 and 4-8 Certification*

**College of Education, Department of Curriculum and Instruction**

**Instructor:**

**Mrs. Jamie L Thompson, M. Ed**

Teacher Education Center (TEC)

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Office hours: Wednesday/Friday meet by appointment

**Class Format:** This course will consist of cooperative discussion groups, in-class activities, use of technology to improve teaching and learning, field experience, opportunities for learning, and reflections designed to help you further your knowledge, skills, and dispositions regarding teaching in the public schools.

**Class day and time:** Monday, Wednesday, Friday

Section 02 9:00 am – 9:50 am

**Class Location:** TEC Room 341

**Office hours:**

Tuesday & Thursday by Appointment Only

**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.

A minimum of ten hours will be spent in field experiences in a public school classroom. During Field Experiences, students will observe public school teachers and students. For specific requirements, see assignment descriptions below.

**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 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 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 Textbook: ETEXT:** Eggen, Paul & Kauchak, Don: *Educational Psychology Windows on Classrooms*, 10<sup>th</sup> Edition. © 2016 | ISBN-10: 0134041011

### **Course Requirements:**

#### **Late assignment policy**

- All assignments need to be turned in on the due date. **Late assignments will not be accepted.** 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.
- 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**

- 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 (3) absences during the semester. This class period absence 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 3<sup>rd</sup> 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. Beginning with the 4<sup>th</sup> absence, students will lose 1 letter grade for that absence and 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.
- During field experience, proper dress is expected. The teacher candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.
- **The use of cell phones for any reason is prohibited during class time and field observations in the schools.**
- 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.
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

### **NCATE Accreditation**

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](#)

[CAEP Standards](#)

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

### **The 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**

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

**Students in CIEE 3374 will address these DDPs (\*).**

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*).

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

### College of Education Information:

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.

## Course Evaluation: IDEA

Topics/Objective	Activities/Assignments	Measurement	Standards 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 for Students
IDEA-Gaining factual knowledge	Lectures and class discussions  Graded assignments	Rubrics	TS (PPR) I DDP 1, 2, 3, 8 CF 1, 2 NCATE 1b, 1c, 1g NETS*S 1, 5, 6
IDEA-Learning fundamental principles, generalizations or theories	Theorist presentations Readings My Life Presentation	Rubrics  Discussion Questions	TS (PPR) I DDP 1, 2, 3, 8 CF 1, 2 NCATE 1b, 1c, 1g NETS*S 1, 5, 6
IDEA-Learning to apply course material (to improve thinking, problem solving, and decisions)	Theorist presentations Readings My Life Presentation	Rubrics  Discussion Questions	TS (PPR) I DDP 1, 2, 3, 8 CF 1, 2 NCATE 1b, 1c, 1g NETS*S 1, 5, 6

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

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

### 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:

- Field Experience Documentation Log

**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:**

### **TAPR/Contextual Factors Mini-Activity (Part I and II) (group)-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. Completed assignment will be submitted in blackboard.

### **Contextual Factors Paper (group) - 100 Points**

Students will write a Contextual Factors Paper on a public school in Texas. In this paper you will include the following: a) Knowledge of Community, School, and Classroom Factors; b) Knowledge of the Characteristics of Students; c) Knowledge of Students' Varied Approaches to Learning; d) Knowledge of Students' Skills and Prior Learning; and e) Implications for Instructional Planning and Assessment.

### **Age Level Characteristics Brochure (group) -50 points**

Students will create a brochure sharing age-level characteristics for a specific age group. The students will also share activities to help parents/teachers work with students according to their developmental age/abilities. Bring color copy of brochure to class to submit when completed.

### **My Life Presentation/Justification (individual)–200 points (100 points presentation & 100 points Justification)**

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 student will also align his/her presentation with a minimum of 2 theorists discussed in class. Completed presentation will be presented in class and written assignment will be submitted in blackboard. Your justification paper is your written presentation. Please make sure to include all information you cover in your presentation. You will also upload My Life Presentation to TK20.

### **Article Critiques (individual)- 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 **1 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. <sup>[1][1][1]</sup><sub>[SEP][SEP]</sub> 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.
- Attach copy of Article to Critique.

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. Completed assignment will be submitted in class.

### **Theory/Theorist Presentation (group) – 200 points**

#### ***Due the day you present in Blackboard***

You will do research on a specified theory/theorist and present to the class. The presentations will include specific content, practical applications, suggestions for teachers, technology applications. Presentation should be a minimum 25 to 30 minutes. One group member will each upload your presentation to blackboard. See rubric in blackboard for specific requirements.

### **Professionalism (Attendance and Participation) (individual) – 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 as well as participate in class discussions. Sometimes I might ask you to start assignments before the next class period.

**\*\*\*\*Failure to post /create one or more of the following will result in an automatic “F” in this course:**

**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.

Learning Opportunities and Assignments	Due Date	Points
Coat of Arms	January 22 <sup>nd</sup>	50
Theorist Presentation	Feb 9 <sup>th</sup> – Feb 19 <sup>th</sup>	200
TAPR/Contextual Factors Mini-Activity (Part I and II) (Blackboard)	February 28 <sup>th</sup>	100
Contextual Factors Paper (Blackboard)	March 7 <sup>th</sup>	100
My Life Presentation	April 2 <sup>nd</sup> -April 16 <sup>th</sup>	100
My Life Justification Paper (Blackboard)	April 18 <sup>th</sup>	100
Age-Level Characteristics Brochure	April 27 <sup>th</sup>	50
Article Critique	May 4 <sup>th</sup>	100
Reading Quizzes	After each chapter discussion	100
Professionalism (Attendance and Participation)		100
<b>TOTAL OF POINTS</b>		<b>1000</b>

**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*, 7<sup>th</sup> edition. Allyn & Bacon

Feldman, R. (2007). *Child Development*, 4<sup>th</sup> 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*, 2<sup>nd</sup> Edition New York, NY: McGraw-Hill Publishers

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

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