



**CIEE 3374 - Human Growth & Learning  
Spring 2018**

*This class is a required course for the Bachelor's degree and EC-6 Certification.*

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

**Instructor:** Name – Dr. James W. Hynes, Ph.D.  
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**Office hours:** Tuesday and Thursday from 10:00 a.m. to 11:00 p.m. or by appointment.

**Days and time the class meets:** January 18 to May 3, 2018. 11:00 - 12:20 p.m.

**Location of class:** 322 Eleanor & Charles Garrett Teaching Center

**Course Description:** This course examines growth and learning in elementary environments. Major theories of the teaching-learning process are studied. Human development related to education is emphasized. Special attention is paid to the cultural milieu. Field experiences in public schools (10 hours).

**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).  
Learning to apply course material (to improve thinking, problem solving, and decisions).  
Acquiring skills in working with others as a member of a team.

**Textbooks:**

Snowman, J., & McCown, R., *Psychology applied to teaching*. 14<sup>th</sup>. Edition. This book can be purchased or rented from the publisher Cengage Learning. You can buy a hard copy or an online version. You should be able to rent the online version. You can even rent the individual chapters – we will not use all of the chapters in this book. This may be your cheapest source.

Please note – the power points I use in class will be posted on blackboard for your review.

**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:

- Engage in small group work to complete tasks
- Share their individual life experiences and reflections
- Model the theories presented in the classroom.

Through these activities and lectures, students will:

- Gain factual knowledge such as terminology, classifications and methods
- Learn fundamental principles, 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

**Calendar**

**January 2018**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b> <b>Classes Begin</b>	<b>18</b> <b>Class Overview and Introductions</b> <b>My Life Assignment</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b> <b>Read Chapter 2 and write your My Life paper</b>	<b>24</b>	<b>25</b> <b>Oral Presentation – My Life</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b> <b>Oral Presentation – My Life Chapter 2</b>	<b>31</b>			

**February 2018**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Chapter 2	2	3
4	5	6 Chapter 3	7	8 Chapter 3	9	10
11	12	13 Chapter 4	14	15 Chapter 4	16	17
18	19	20 Exam 1	21	22 Chapter 5	23	24
25	26	27 Chapter 5	28			

**March 2018**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Chapter 6	2	3
4	5	6 Chapter 6	7	8 Chapter 7	9	10
11	12	13 Spring Break	15	15 Spring Break	16	17
14	19	20 Chapter 7	21	22 Chapter 8	23	24
25	26	27 Chapter 8	28	29 Exam 2	30	31

**April 2018**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Chapter 9	4	5 Chapter 9	6	7
8	9	10 Chapter 10	11	12 Chapter 10	13	14
15	16	17 Chapter 11	18	19 Chapter 11	20	21
22	23	24 Chapter 12	25	26 Chapter 12	27	28
29	30					

**May 2018**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Essay Project	2	3 Exam 3	4	

## Course Requirements:

- Late assignment policy – **NO LATE WORK WILL BE ACCEPTED**
- Technology requirements: Ability to use Microsoft Office programs as well as familiarity with Blackboard. Be prepared for problems with technology. **Technology failure will not be accepted as an excuse for late work.**
- Time requirement – It is expected that students will attend class having completed the assigned reading. This requirement mandates at least 1 hour of reading before class begins
- Professionalism policy – **Cell phone use is not allowed during lectures.** Students are required to be courteous and civil to one another at all times.

### Attendance Policy:

Regular and punctual attendance is required for class, seminars, and field experience. The students will be allowed 2 absences without receiving a penalty. **You are allowed two absences in this class.** Beginning with the 2<sup>nd</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. **The use of cell phones for any reason other than instruction is prohibited during class time.**

### Assignments and Handouts:

Grades are earned for class participation, in class assignments, quizzes and exams as well as posting assignments on Blackboard. **In class work cannot be made up. All assignments need to be typed and turned in as a Microsoft word document at the time it is due. Ability to use a computer is a requirement.** You must prepare, in advance, for problems involving technology. Don't wait until the last minute to complete and print assignments. **NO LATE OR HAND WRITTEN ASSIGNMENTS WILL BE ACCEPTED.**

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.

## Academic Dishonesty policy

### 1. GENERAL

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System,

and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection

5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

(1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

(2) Using, during a test, materials not authorized by the person giving the test.

(3) Collaborating, without authorization, with another student during an examination or in preparing academic work.

(4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an un-administered test.

(5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

(6) Bribing another person to obtain an un-administered test or information about an un-administered test.

(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

## 2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

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.

- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>



### **NCATE Accreditation**

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator

preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

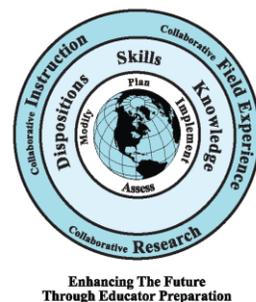
The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

## 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)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

## SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

### 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.

### STANDARDS MATRIX

OBJECTIVES/ LEARNING OUTCOMES	COURSE ASSIGNMENTS/ACTIVITES  ● <b>Please note:</b> A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.	PERFORMANCE ASSESSMENT	STATE STANDARDS/NCAT E STANDARDS  Conceptual Framework (CF)
<p>The candidate will be able to identify and describe the contextual factors that impact learning for <u>all</u> students.</p> <ul style="list-style-type: none"> <li>● The candidate will be able to describe the physical, cognitive, socio-emotional, and moral developmental theories, including: <ul style="list-style-type: none"> <li>○ Nature/nurture</li> <li>○ Brain development</li> <li>○ Piaget</li> <li>○ Vygotsky</li> <li>○ Erikson</li> <li>○ Garcia</li> <li>○ Kohlberg.</li> </ul> </li> <li>● The candidate will be able to describe the importance of family involvement and environmental elements that impact learning, including:</li> </ul>	<p>Students will observe children in Field Experience Placement Site</p> <p>Students will develop timeline presentation including significant events in their development and schooling.</p> <p>Students will read and discuss information on characteristics and instructional needs of students living in poverty</p> <p>Students will discuss selected Poverty chapters which include information on impact of poverty on student learning and key role that education plays in helping families begin process of moving out of poverty</p> <p>Students will do in-class assignments either individually or in groups based on textbook and current topics</p> <p>Students will read appropriate chapters from textbook</p>	<p>Field Experience Written Exam Class Discussion</p> <p>My Life Timeline Presentation</p> <p>Class Discussion</p> <p>Parenthood character evaluation Class discussion</p> <p>Class discussion using selected Poverty chapters</p> <p>In-Class Assignments</p>	<p>PPR Standard I</p> <p>CF – 1, 3, 4, 5</p> <p>CF – 1, 3, 4, 5</p> <p>PPR Standard II</p> <p>CF – 1, 3, 4, 5</p> <p>CF – 1,3, 4, 5</p> <p>PPR Standard III</p> <p>CF - 1, 3, 4, 5</p>

<ul style="list-style-type: none"> <li>○ Poverty</li> <li>○ Culture</li> <li>○ Family structure</li> <li>○ Ethnicity</li> <li>○ Sexual Identity</li> </ul> <p>Based on the previous mentioned contextual factors, the candidate will be able to describe appropriate instruction for <u>all</u> students.</p>	<p>Teacher Work Sample- Process #1: Contextual Factors with Instructional Implications</p>	<p>Discussion Board, Supplemental Assignments Multiple-choice test and quizzes</p> <p>Contextual Factors Paper</p>	<p>CF 1, 3, 4, 5</p> <p>CF 1, 2, 3, 4, 5</p> <p>CF 1, 2, 3, 4, 5</p> <p>CF – 1,3,4, 5</p>
<p>The candidate will be able to identify educational challenges and describe their impact on student learning, including:</p> <ul style="list-style-type: none"> <li>● ADHD</li> <li>● Students with Special needs</li> <li>● Abuse</li> <li>● Peer Pressure</li> <li>● Gifted and Talented.</li> </ul>	<p>Students will do presentations after researching educational challenges and environmental influences on student learning</p> <p>Students will read and understand appropriate chapters from textbook</p>	<p>In-Class Assignments</p> <p>My Life Presentation and My Life Theory Paper</p> <p>Discussion Board, Supplemental Assignments Multiple-choice test and quizzes</p>	<p>2.1k, 2.2k. 2.23k, 2.4k</p> <p>CF – 1, 2, 3, 4, 5</p> <p>CF – 1, 2, 3, 4, 5</p>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>

**Course Evaluation: IDEA**

**Expectations: Students will learn to teach and assess according to the PPR Standards**

**To receive your final grade for this course, you must complete all program requirements by the assigned due dates. The program requirements for this course are:**

- My Life Presentation in Blackboard

**Note - Papers turned in must comply with the following:**

1. Type the paper and run spelling/grammar checks. Points will be deducted for poor grammar and incorrect spelling.
2. Follow the recommended length
3. Add page numbers (this is especially important if you e-mail me any information)
4. Staple pages together

**Exams** – There are 3 worth 100 points each – bring a Scantron sheet.

The **My Life** presentation is worth 5 points. The **posting** of your presentation on the course site on Blackboard is worth 5 points.

The Essay Project is worth 20 points. The topic will be assigned during the semester.

**Evaluation: 330 possible points.**

**Grading Scale**

A = 297 to 330 points

B = 264 to 296 points

C = 231 to 263 points

D = 198 to 230 points

F = 197 or fewer points

**Bibliography:** Snowman J. and Biehler, R. (2009). *Psychology applied to teaching*, 12<sup>th</sup> ed. New York: Houghton Mifflin Company

ISBN 13: 978-0-547-20783-4

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: McGraw-Hill Publishers.

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

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