**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE Spring 2016

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY C. Hamilton

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

ED 300-01 Human Growth and Development 3

TEXTBOOK X Required Not Required

Author McDevitt, T.M. & Ormond, J.E.

Title Child Development & Education (6th Ed.)

Publisher Pearson

Date of Publication 2016

WORKBOOK

Author

Title

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received 01/14/2016

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*Campbellsville University*

**School Of Education**

**Spring 2016**

**ED300-01 Human Development and Learning Theory**

Instructor: Dr. Chuck Hamilton

Office Phone: 789-5166

Office Hours: posted/EB106

Cell Phone: 270-699-1693

Email: [clhamilton@campbellsville.edu](mailto:clhamilton@campbellsville.edu)

*Campus Security numbers:  Office* ***(270) 789-5555,*** *Cell* ***(270) 403-3611***

**“Empowerment for Learning”**



**Textbook:**

McDevitt, T.M., & Ormrod, J.E. (2016). *Child development and education sixth*

*edition.* Upper Saddle River, NJ: Pearson.

**Pre-requisites**: ED 102 is a pre-requisite for the course

**Course Description:** This course is designed to familiarize pre-service teachers with theory and practice that identifies strategies for promoting the physical, cognitive, and social-emotional growth of children and adolescents. It helps one come to a broad conceptual understanding of the field of child development and provides one with a broad sense of how and when children develop various abilities. Three core developmental issues will be examined – the relationship between biological and environmental influences on development, universality and diversity of developmental changes, and the qualitative and quantitative nature of developmental change from a chronological perspective.

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Standards (*ILS*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 5 Provider Quality Assurance and Continuous Improvement

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of:

* key theories in the field of human development and learning and be able to describe how the theorist’s contribution impacts your understanding of behavior**. Task 6**
* factors that influence the development of students’ perceptions and actions (e.g., biological, familial, social, economic, nutritional, hygienic, cultural, and linguistic) in educational contexts. **Task 1.**
* cultural and linguistic differences that can be celebrated in the classroom as powerful vehicles for learning and instruction. **Task 1.**
* integration of physical, social-emotional, and cognitive aspects that when integrated create and maintain a developmentally responsive program of learning. **Task 5.**
* key theories of human development and learning theory to assist one as a life-long learner. **Task 3.**
* principles and concepts inherent in the role of schooling in a diverse society. **Task 5.**
* relationships with parents and community to enhance student learning. **Task 2**
* legal aspects of education, including but not limited to: teacher’s rights, student’s rights, and the impact upon the accessibility of education. **Task 1.**
* individual differences (e.g., multicultural, gender, socio-economic, academic) and their impact on the teaching/learning environment. **Task 5.**
* exceptional children and at-risk students. **Task 2**; **Task 5**
* technology as it is imbedded in the curriculum. **Task 7.**
* intervention as it relates to violence in schools. **Task 9.**
* interrelationship of human growth and development to PRAXIS. **Task 8.**

**COURSE TASKS/Requirements:**

**Task 1—Participation [TPGES 4f(1)]**

**You are responsible for your own education.** Each pre-service teacher is valuable to the success of this course. To be engaged, you need to participate. To participate you must attend. It will be through group interaction that the depth of the course is enhanced. **Teacher dispositions are important!** *A disposition assessment may be completed on a student by the professor and submitted to the Undergraduate Chair.*

**Task 2--Field Experiences (20 hours) [KTS 8.1; CAEP 2; TPGES 2a(1)(2) & 4a,b(3)]**

Pre-service teachers are required to complete 20 hours of field experiences. Specific criteria for these experiences will be provided. During fall and spring semesters, pre-service teachers are required to participate in an all-day field trip to a diverse school (7 hours toward required field). Reflections for all experiences are required. Candidates will also observe, assist, tutor and/or reflect on families and developmental issues in one or more of the following settings: preschool/Headstart, P-5, 5-9, 8-12, extended school services, and family resource centers. Running records are required for designated hours.

**Task 3--Pre-Professional Development Experiences (3 hours) (KTS 9.1, 9.4; TPGES 4d&e)**

You are required to complete 3 hours of PPD. Watch for PPD Schedule to be posted on the bulletin board of the School of Education or on the SOE website (www.campbellsville.edu/school-of-education). Required PPDs include: Reflection/PPGP and one Praxis I/II prep seminar. Submit PPD voucher and reflection to obtain credit.

**Task 4--Research**

You will choose a district and research their school data from the KDE website, specifically as to the performance of diverse student populations. You will analyze three years of data and determine the area of greatest need. You will then develop a plan using research based methods for addressing the learning gaps identified.

**Task 5--KTIP Lesson Plan and Co-Teach Lesson Plan (TPGES 1)**

Create a KTIP lesson plan focusing on a selected culture (within or outside the US). Sources of Evidence forms for the lesson plan can be located on the SOE website ([www.campbellsville.edu/school-of-education](http://www.campbellsville.edu/school-of-education)). Include in the plan clear objectives aligned with appropriate assessments and accommodations. This plan will be revised until deemed acceptable! Lesson plans must also be saved to a dedicated flash drive. The Co-Teach lesson will be delivered to the course class using a co-teaching model. The KTIP Lesson will be delivered in a P-12 setting as appropriate.

**Task 6—Critiques** **(KTS 1.1, 1.2;TPGES D4e(1); ILS 1,4, 5, 6)**

Read and critique a minimum of two articles on the theme of appropriate human growth and development found in scholarly journals. Submit a minimum of a two-page critique (word processed, double-spaced). Also accepted would be a critique of the same length describing and reflecting upon a book that we mutually agree is appropriate**.**

**Task 7—Technology (CAEP 1, 2; KTS 6)**

Instructor e-mail is a valuable resource to ask questions, seek clarification, or just take the opportunity to share. TigerNet will be used to host discussion forums, upload assignments, and research resources. You will subscribe to Remind and Kahoot for use in course communication and survey. Students will also begin developing an *e*-*portfolio*, this will be discussed in further detail in class**. Grades will be posted in Tiger Net.**

**Task 8—CAP 2 Documentation/PPGP [CAEP 3; TPGES 4b(3)]**

**All ED 300 students must apply for admission to the School of Education. The admission process involves completing a packet of materials for CAP 2 (see work room or SOE website www.campbellsville.edu/school-of-education) along with an updated PPGP (pre-professional growth plan). Candidates must also participate in a writing proficiency evaluation and admission interview (TBA). All required documents are due March 10**

**Task 9--- Discussion Forums (KTS 6, 7, 8, 9; TPGES4d; ILS 1)**

Two discussion prompts will be posted in the course. Discussion forums afford the instructor the opportunity to challenge the learners’ thinking and active participation in their learning. To be effective, the instructor will be offering constructive comments to the posts. To encourage critical thinking, students will post responses to two fellow classmates’ posts. Additional information regarding discussion forums will be provided by the instructor.

**EVALUATION Process and expectations:**

Tests (3) 240

Final 100

Journal Critiques (2) 80

Lesson Plan (KTIP-Diversity) 70

Lesson Plan (Co-teach) 70

Field/PPD/Reflection 230

Participation/Technology 50

Discussion Forums 2@30/each 60

CAP 2 documents 100

**TOTAL 1000 pts**

**GRADING SCALE:**

**A 90-100%**

**B 80-89%**

**C 70-79%**

**D 65-69%**

**F 64% or below**

**RUBRICS:**

**Scoring Rubric for Written Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing Conventions** | **2**  **(A)** | **1**  **(B)** | **0**  **(C/D)** |
| **Ideas and Content**  **Article Review**  **6 points**  **Field Reflections**  **2 points** | Contains an engaging introduction identifying the topic; ideas clearly and elaborates with supporting details; uses appropriate language appropriate to the audience. | Contains and introduction BUT vague in identifying the topic; states ideas but provides limited details; uses appropriate language for the audience. | Very few relevant ideas or information. |
| **Organization**  **Article Review**  **6 points**  **Field Reflections**  **2 points** | Organization fully appropriate and effective for topic (***point of view, unity, paragraphing***); very strong introduction & conclusion, thesis statement, topic sentences. | Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences. | Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences. |
| **Mechanics**  **Article Review**  **6 points**  **Field Reflections**  **2 points** | Correct form for text type -headings, indentations; correct citations; spelling, capitalization, and punctuation error-free. | Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting. | Spelling, form, indentation, capitalization, punctuation, and citation errors throughout. |
| **Task Compliance**  **Article Review**  **16 points**  **Field Reflections**  **2 points** | Fully addresses all aspects of the writing assignment; stays on task throughout. | Address a part of the writing assignment, but generally writes about the topic and does not address the assignment directly.  Obviously digresses throughout the writing. | Does not address the writing assignment. Off-topic throughout the writing. |
| **APA Style**  **Article Review**  **6 points**  **Field Reflections**  **2 points** | Consistently and accurately followed the APA guidelines for the assignment; cites correctly ideas and information of others throughout the paper. | Somewhat followed the APA guidelines for the assignment; cites ideas and information of others throughout the paper. | Did not follow the APA guidelines for the assignment; inadequately cites ideas and information throughout the paper. |

***Discussion Forum Rubric***

**30 points**

* **Initial response** to prompt of 8 - 10 or more sentences
* Posts an insightful and informed response to the forum prompt(s).
* Response demonstrates sophisticated knowledge/understanding of the lesson content.
* **Posts two or more responses** to other students' posts. The responses reflect sophisticated knowledge/understanding of lesson content. Responses consists of 6-8 or more sentences
* Responses to other students' posts are expertly communicated and are professional in nature.

**20 points**

* **Initial response** to prompt of 6 - 8 sentences and
* Posts a response to the forum prompt(s) that is informed.
* Response demonstrates knowledge/understanding of the lesson content.
* **Posts at least 2 responses** to other students' posts. The responses reflect knowledge/understanding of lesson content. Responses consists of 4-6 or more sentences
* Responses to other students' posts are well communicated and appropriate in nature.

**10 points**

* **Initial response** to prompt of 4-6 sentences and
* Posts a response to the forum prompt(s).
* Response demonstrates some/limited knowledge/understanding of the lesson content.
* **Posts less than 2 responses** to other students' posts or 2 responses that are ineffective. The response(s) reflect limited knowledge/understanding of the lesson content. Responses consists of 4 or less sentences
* Responses to other students' post(s) are communicated but may not be appropriate in nature.

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J. Ron Bryan

**Guidelines for Writing Critiques**

Your Name

Date

Article Review Template *[Create a title.]*

**Reference:**

Use APA (American Psychological Association) 2009 guidelines.

**Keywords:** These should be keywords that define the major topics of the article, i.e., if someone were searching a database of these articles, then they would search these keywords much as you searched ERIC databases. Examples: gender equity, cooperative learning, diversity, spatial sense, exceptional learner etc. **[7 or more]**

**Introduction:** Write a very short intro to the article. Why did you decide to look at this article and review it for your current assignment? **[3 - 5 sentences]**

**Abstract and Overview:** Write a short summary of the article. This abstract and overview can be a little longer. However, try to keep it to a few paragraphs at most. **[100 - 150 words]**

**Analysis and Synthesis:** Here is where you actually "review" the article. What are the most important conclusions of the article or the most important aspects from your perspective? What did you learn from the article? Are there points in the article with which you agree or disagree? Do you agree or disagree with it? **Why** do you feel as you do? What are the implications for the classroom? Why? Pull it all together. Again, don't feel that you need to write a long document. A few well- constructed paragraphs that are concise and directly to the point with sound arguments supporting your position are all that are needed. **[125 - 200 words]**

**Implications for the Classroom:** Concluding comments. This may even be redundant with some of your analysis and synthesis section. Try to make this a short paragraph or even a bullet list. **[50 - 75 words]**

*This template is based on the educator’s article review template found at web address:* http://mste.illinois.edu/courses/ci302msp00/article\_review\_template.htm

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

**ED300 Class Meeting Outline: Spring 2016; Tuesday\_Thursday**

January

21 Course Syllabus, SOE Expectations and Resources

26 Co-Teaching Model/Lesson Plan

28 Developmental characteristics and stages; Theoretical perspectives

February

2 Research and Assessment

4 Family and cultural influences on learners; Diversity

9 Chromosomal and Genetic disorders

11 Physical Development

16 Brain Development

18 Assessment One

23 Cognitive Development, Piaget

25 Cognitive Development Vygotsky

March

1 Cognitive Processing

3 Field Trip (5 clinical hours)

8 Theories of Intelligence

10 Intelligence and Identification; Special Needs

Spring Break

22 Language Development

24 Assessment Two

29 Psychosocial and Emotional development

31 Development of Self

April

5 Self-Regulation and Motivation

7 Moral Reasoning; Social Behaviors

12 Sense of community; Socialization messages; Sensitivity

14 Assessment Three

19 Co-Teach/ Share Clinical Experiences

21 Co-Teach/ Share Clinical Experiences

26 Co-Teach/ Share Clinical Experiences

28 Co-Teach/ Share Clinical Experiences

May

3 Co-Teach/ Share Clinical Experiences

5 Review

12 Final Exam 11:00

Assignment Start Submit Score

KTIP LP Jan 26 Mar 1 / 70

Article One Feb 11 Feb 16 /40

Assessment One Feb 18 Feb 18 / 80

Discussion One Mar 1 Mar 8 / 30

CAP 2 Documents Jan 21 Mar 10 / 100

Article Two Mar 10 Mar 22 / 40

Assessment Two Mar 24 Mar 24 / 80

Co-Teach LP April 12 April 19-28 / 70

Assessment Three April 14 April 14 / 80

Discussion Two April 19 April 26 / 30

Final Exam May 12 May 12 / 100

Field/PPD Hours Jan 21 May 3 / 230

Participation/Tech Jan 21 May5 / 50

Total /1000