*Campbellsville University*

**School of Education**

**G5 2016-17: March 20 –May 13, 2017**

**ED 500-01 Human Development and Learning Theory**

# Professor: Dr. Debbie Schumacher

# Class: ED 500-01-G5-1617

# Phone: Cell 859-230-8262 (text or call)

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**Information:** 3 credit hours

**Chat Time: Tuesdays, 7:30 – 8:45 pm** (eastern)

# Classroom: Online

**Office Hours**: Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email or text to schedule a time for a face-to-face, telephone or online conference.

**“Empowerment for Learning”**



**Textbook:** McDevitt & Ormrod (2016). *Child Development and Education.* Enhanced Pearson eTextwith Loose Leaf Version--Access Card Package. ISBN-13: 978-0-13-401353-4. (Note: Must have access card for video clips and digital activities)

**Pre-requisites**: Graduate standing

**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 provides a broad conceptual understanding of the field of child development and a broad sense of how and when children develop various abilities. Three core developmental issues are 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*) Initial Level**

 Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 Designs and Plans Instruction

 Standard 3 Creates and Maintains Learning Environment

 Standard 4 Implements and Manages Instruction

 Standard 5 Assesses and Communicates Learning Results

 Standard 6 Demonstrates 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

**Kentucky Framework for Teaching Standards (*KFT*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***); **Progressions** **Level 1**

 InTASC 1 Learner Development

InTASC 2 Learner Differences

 InTASC 3 Learning Environments

 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 Association (*ILA*)**

Standard 4 Diversity

 Standard 5 Literate Environment

 Standard 6 Professional Learning and Leadership

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

Standard 1.1 Candidate Knowledge, Skills, and Professional Dispositions

**Council for Exceptional Children (CEC) Standards**

 Standard 1 Learner Development and Individual Learner Differences

 Standard 2 Learning Environments

 Standard 3 Curricular Content Knowledge

 Standard 4 Assessment

 Standard 5 Instructional Planning and Strategies

 Standard 6 Professional Learning and Ethical Practice

 Standard 7 Collaboration

**SPECIFIC OBJECTIVES:**

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

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

**COURSE ASSIGNMENTS**

A schedule of activities is included on the last page of this syllabus.

**Class Participation (80 points):** In an online course, each week begins on Monday morning and activities occur throughout the week until Sunday evening. In G5, the weekly class session is Tuesday evenings and requires advance preparation. Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, i.e., small and large group class discussions, readings, and study questions. A rubric for class participation is included in this syllabus (*KTS 1.2,2.2,7.1-7.3,8.1,9.1; CU Diversity Proficiencies 2.2, 3.3, 4.2, 5.4, 8.1; KFT 1, 4; InTASC 1d-k, 2g-o,3 j-l,6 k,n,q,7 i-j,n, 8 l,p-q, 9 h-i,m, 10 h,l; ILA 4, 5, 6; CAEP 1.1; CEC 1, 2, 3, 4, 5, 6, 7)*

**Discussion Forums (80 points):** Participation in weekly discussion forums includes (1) an initial response to the discussion forum prompt provided by the professor; and (2) responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings and video clips in the course and are designed to begin the conversation about the course content for the week. They prepare candidates for the activities and assignments for the week, so it is crucial that they are completed during the week they are assigned. **All initial forum responses are due before class (G5 before Tuesday 7:30 pm)** as preparation for class. No responses posted during class will be accepted. **All responses to classmates are due by the end of the week (Sunday midnight).** C**andidates will not receive credit for discussion forums that are completed late.** (*KTS 1.2,2.2,7.1-7.3,8.1,9.1; CU Diversity Proficiencies 2.2, 3.3, 4.2, 5.4, 8.1; KFT 1, 4; InTASC 1d-k, 2g-o,3 j-l,6 k,n,q,7 i-j,n, 8 l,p-q, 9 h-i,m, 10 h,l; ILA 4, 5, 6; CAEP 1.1; CEC 1, 2, 3, 4, 5, 6, 7)***.**

**Field Experiences-20 hours (100 pts.):** As approved by the professor, candidates should begin field experiences as soon as possible in at least two of the following settings: preschool/Head Start, P-5, 5-9, 8-12, extended school services, and family resource/youth services centers (FR/YSCs). Working collaboratively with appropriate school personnel in the field settings, the candidate will complete the following experiences specific to this course: (1) complete running record observations of students; (2) assist and/or tutor students; (3) design and teach a lesson to a diverse group, focusing on student backgrounds, current skills, and differentiation; (4) reflect on families, culture and developmental issues. More detail on field assignments will be provided. Candidates will document field hours on the SOE Field Summary form and submit at the end of the course. (*KTS 3.1-5, 4.2, 5.2, 6.2, 8l, p-q; CU Diversity Proficiencies 2.2, 3.3, 5.4, 8.1; KFT 1,2,3; InTASC 1b-c, 2a-b, 3a-b,f, 6 b,k,s, 7a-b, i-j,n, 8a,l,p-q, 9e,; ILA 4, 5, 6; CAEP 1.1; CEC 1, 2, 3, 4, 5, 6, 7*)

**Learning Context (40 points)**: Based on the field experience setting(s) selected, the candidate will research that school’s/district’s data from the Kentucky Department of Education web site (School/District Report Card; School/District Comprehensive Improvement Plan), specifically for the performance of diverse student populations (cultural, linguistic, ethnic, socio-economic, academic differences). *(KTS 1.2, 2.2, 5.4, 8.1; CU Diversity Proficiencies 2.2, 3.3, 5.4, 8.1; KFT 1, InTASC 6c,g, 7 i-j,n,8 l,p-q; ILA 4; CAEP 1.1;CEC 1)*

* After a review of the most recent school plans, the candidate will identify specific strategies to close achievement gaps for diverse populations that have an impact on the chosen field classroom/students/FR/YSC. A **School/District Diversity Report** outline will be provided.
* After time in a specific P-12 classroom setting, the candidate will complete the **Lesson Context** (first section of the SOE Lesson Plan), which is a description of student backgrounds and needs.

**SOE/KTIP Lesson Plan (40 points):** Working in collaboration with a classroom teacher for appropriate content and learning objectives, the candidate will create a lesson plan in SOE/KTIP format, to be taught in the P-12 field setting with a group of diverse students.The focus of the candidate’s planning will be on strategies for diverse learners to meet the needs identified in the **Context**, including differentiated activities. The lesson plan will be revised as needed to meet expectations, with all improvements made before it is taught. The lesson must be taught, and the follow-up **SOE/KTIP Lesson Reflection and Analysis** completed. The SOE forms will be provided. *(KTS 1.2,2.2-2.4, 3.2-3.3,3.5, 4.2,4.2,5.2,5.4, 6.2, 7.1-7.2; CU Diversity Proficiencies 2.2, 3.3, 4.2, 5.4, 8.1; KFT 1,4; InTASC 1b-c, 2a-b, 3a-b,f, 6 b,k,s, 7a-b, i-j,n, 8a,l,p-q, 9e; ILA 4, 5, 6; CAEP 1.1; CEC 1, 2, 3, 4, 5, 6, 7*)

**Application/Reflections (100 points; 4@25 points each):** Candidates will be given a set of questions from the readings, including eText Self Checks and Assessing Children, to analyze, reflect on, and make applications as a teacher. A particular focus will be on topics that are found under the eText tips “Preparing for Your Licensure Exam,” as well as other specific practical applications. (*KTS 1.2,2.2,7.1-7.3,8.1,9.1; CU Diversity Proficiencies 2.2, 3.3, 4.2, 5.4, 8.1; KFT 1, 4; InTASC 1d-k, 2g-o,3 j-l,6 k,n,q,7 i-j,n, 8 l,p-q, 9 h-i,m, 10 h,l; ILA 4, 5, 6; CAEP 1.1; CEC 1, 2, 3, 4, 5, 6, 7)*

**Critiques (40 points; 2@20 points each)**: Candidates will read and critique a minimum of two scholarly journal articles on topics covered in this course, from the references at the end of the text as a source for articles of interest. Each critique should be a minimum of a two-page critique (word processed, double-spaced), following the outline/format provided. *(10 h)*

Class Participation 80

Discussion Forums 80

Field Experience 200

Learning Context

 School/District Diversity Report 20

 Lesson Context 20

Lesson Plan

 SOE/KTIP Lesson Plan 30

 SOE/KTIP Reflection and Analysis 10

Application/Reflections (4) 100

Article Critiques (2) 40

**TOTAL 580 pts**

**GRADING SCALE:**

 A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F 0-59%

**EVALUATION**

**Process and expectations.** Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and classroom practice. In addition, all rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are **due Sunday night at midnight** **eastern** of the week they appear on the Moodle Class. Rubrics are provided in the course.

**POLICIES**

**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**

**Campbellsville University’s Online Course Attendance Policy**

**Bi-term and 8 week terms:** Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Requests for Incomplete**

Candidates may request an Incomplete before Week 8. A grade of “I” can be 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: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – 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)**

U.S. Department of Education federal regulations require Campbellsville University to monitor its students’ 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 who 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@students.campbellsville.edu) for all email communication for this class.

**References**

Dixon, W. (2016). *Twenty studies that revolutionized child development* (2nd ed.). Boston, MA: Pearson.

Erickson, E. H. (1963). *Childhood and society (*2nd ed.). New York, NY: W.W. Norton and Co., Inc.

Kail, R.V. (2003). *Children.* Boston, MA: Pearson.

Kentucky Department of Education (201 ). *Kentucky Academic Standards – Social Studies.* Retrieved at <http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Social_Studies.pdf>

Kohlberg, L. (1981). *The philosophy of moral development (Vol.1): Moral development and the idea of justice.* San Francisco, CA: Harper and Row.

Piaget, J. (1959). *The language and thought of the child.* (3rd ed.; M. Gabain, Trans.). London, England: Routledge.

Peregoy, S. F., & Boyle, O.F. (2017). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (7th ed.). Boston, MA: Pearson.

Shaywitz, S.E. (2004). *Overcoming dyslexia.* New York, NY: Knopf.

Sheehy, N., Chapman, A.J., & Convoy, W.A. (Eds.). (1997). *Biographical dictionary of psychology.* London, England: Routledge.

Vygotsky, L. S. (1962). *Thought and language.* (E. Hanfmann, & G. Vakar, Eds. and Trans.). Cambridge, MA: Massachusetts Institute of Technology Press.

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**Resources**

**Readings, Topics, Assignments and Due Dates**

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| **Week/Class** | **Readings and Topics** | **Assignments Due** |
| Week 1March 20-26Class: March 21 | ***Foundations in Child Development***  **Text Chapter 1: Making a Difference****Week 1 Online Study Resources** * Video clip of ED 500 course overview
* eText Self-Checks 1.1-1.3
* eText Assessing Children application exercises
* eText Licensure Exam Practice 1

**Class**: The themes of the course: nature-nurture; universality-diversity; qualitative-quantitative change. Theories of child development; developmental periods; applications. eText video examples of settings, assessing child development. Review of field expectations, course requirements. | 3/21 Initial discussion board 3/26 Discussion responses**3/26 Application/Reflection #1** |
| Week 2Mar 27-April 2Class: March 28 | ***Social and Cultural Aspects of Development*** **Text Chap 3: Family, Culture, Community** **Text Chap 2: Research (pp 34-49 only, not Classroom Assessments)** **Week 2 Online Study Resources** * eText Self-Checks 3.1-3.4 and 2.1-2.2
* eText Assessing Children application exercises
* eText Licensure Exam Practice 3
* Video clip on finding school/district data

**Class:** Research methods, particularly data collection, observation techniques and guidelines (running records, etc.). Family types, interactions, communications, involvement. Cultural diversity, including poverty, mobility, immigration, ESL. Review of school/district plans, data, closing achievement gaps, classroom implications. | 3/28 Initial discussion board4/2 Discussion responses**4/2 Lesson Context-School Diversity Report** |
| Week 3April 3-9Class: April 4 | ***Physical Development*** **Text Chap 4: Biological Beginnings**  **Text Chap 5: Physical Development** **Week 3 Online Study Resources** * eText Self-Checks 4.1-4.3 and 5.1-5.3
* eText Assessing Children application exercises
* eText Licensure Exam Practices 4-5

**Class**: Review of lesson plan expectations, particularly the learning context and the types of strategies needed to address these needs. Genetics, prenatal issues and neonatal development. Physical growth, health and well-being, brain development and instructional applications. | 4/4 Initial discussion board4/9 Discussion responses**4/9 Application/Reflection #2****4/9 Lesson Context** |
| Week 4Apr 10-16Class: April 11 | ***Cognitive Development*** **Text Chap 6: Piaget and Vygotsky** **Text Chap 7: Cognitive Processes**  **Week 4 Online Study Resources** * eText Self-Checks 6.1-6.3 and 7.1-7.3
* eText Assessing Children application exercises
* eText Licensure Exam Practices 6-7

**Class:** Key ideas in cognitive theories of Piaget and Vgotsky. Cognitive and information processing issues and strategies (e.g., memory, reasoning, metacognition). Applications in the classroom and instructional strategies. Lesson plan components and assessment. | 4/11 Initial discussion boards4/16 Discussion responses**4/16 Draft SOE/KTIP Lesson Plan** |
| Week 5Apr 17-23Class: April 18  | ***Language and Intelligence*** **Text Chap 8: Intelligence** **Text Chap 9: Language****Week 5 Online Study Resources*** eText Self-Checks 8.1-8.4 and 9.1-9.4
* eText Assessing Children application exercises
* eText Licensure Exam Practices 8-9

**Class:** Models and measurement of intelligence. Exceptionalities in intelligence: gifts and talents; cognitive disabilities; instructional implications. Language development; areas of communication, oral language development; disabilities related to language; instructional implications. English language learners; development of second language; instructional implications. | 4/18 Initial discussion board4/23 Discussion responses**4/23 Application/Reflection #3** |
| Week 6Apr 24-30Class: April 25 | ***Academic Development*** **Text Chap 10: Academic Domains** **Text Chap 2: Classroom Assessments (pp 49-63)****Week 6 Online Study Resources** * eText Self-Checks 10.1-10.4 and 2.3
* eText Assessing Children application exercises
* eText Licensure Exam Practices 10 and 2

**Class**: Development in academic areas of reading, writing, math, science, social studies and the arts. Use of KAS and progressions charts. Classroom formative assessment; strategies; use of data. | 4/25 Initial discussion board4/30 Discussion response**4/30 SOE/KTIP Final Lesson Plan and Lesson Reflection and Analysis****4/30 Article Critique #1** |
| Week 7May 1-7Class: May 2 | ***Emotional and Social Development*** **Text Chap 11: Emotional Development** **Text Chap 12: Development of Self and Social Understandings** **Text Chap 14: Moral Development**  **Week 7 Online Study Resources*** eText Self-Checks 11.1-11.5, 12.1-2, 14.1-14.2
* eText Assessing Children application exercises
* eText Licensure Exam Practices 11-12, 14

**Class**:Psychosocial development, attachment, emotion, temperament. Disabilities related to emotional, social, behavioral concerns. Social cognition and sense of self. Theories of moral development and reasoning. Aggression, prosocial behavior and reasoning, and making schools a safe place for learning. | 5/2Initial discussion boards5/7 Discussion responses5/7 Request for Incomplete**5/7 Field Summary Form****5/7 Article Critique #2** |
| Week 8May 8-13Class: May 9 | ***Motivation and Peer/School Relations*** **Text Chap 13: Self-Regulation and Motivation** **Text Chap 15: Peers, Schools, and Society** **Week 8 Online Resources*** eText Self-Checks 13.1-13.4 and 15.1-15.3
* eText Assessing Children application exercises
* eText Licensure Exam Practices 13 and 15

**Class**: Self-regulation, motivation, goals and goal setting. Peer relations, school as a community. Community supports and services. | 5/9 Initial discussion boards5/9 **Online course evaluation**5/13 Discussion responses**5/13 Reflection #4****Last day any work is accepted** |