

Fall 2015

EDUC 6210

Leslie McDermott
University of New Orleans

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

McDermott, Leslie, "EDUC 6210" (2015). *University of New Orleans Syllabi*. Paper 299.
<https://scholarworks.uno.edu/syllabi/299>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

EDUC 6210G
HUMAN DEVELOPMENT (3 cr. hrs.)
Fall 2015

Class: Internet (postings Mondays)
Instructor: Leslie McDermott, Ph.D.
Office: Adjunct
Office Hours: By appointment

Mission Statement

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

1. Managing classroom procedures (**COMPASS 2c**)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

A. They understand and use curriculum and instruction by:

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction

8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (COMPASS 3c) by:

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (COMPASS 3b)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)

D. They embed diversity in decision-making by:

1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities.

Course Description:

Prerequisite: Admission to Master of Arts in Teaching. The course examines human development from infancy to adolescence and addresses theoretical perspectives in terms of applications to the classroom. Field experiences included in this course require candidates to engage in the professional roles and responsibilities embedded in the conceptual framework of the College of Education. During this course, teacher candidates will take their first initial assessment for initial certification.

Required Textbooks:

McDevitt, T. M. & Ormrod, J. E. (2010). *Child development and education*. (3rd or 4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Useful Websites

Child Development Institute <http://www.childdevelopmentinfo.com/>

Information on child development, parenting, child psychology, and learning disabilities.

National Association for the Education of Young Children <http://www.naeyc.org/>

The nation's largest organization of early childhood educators working to improve the quality of programs for children from birth through third grade.

Association for Middle Level Education www.amle.org

This site is the homepage for The Association for Middle Level Education (AMLE) which is the organization that advances the education for youth 10 to 15 years of age.

Course Goals and Objectives:

The goal of this course is to acquaint pre-service teachers with the major theories of child and adolescent psychological, physical, and social development; to teach pre-service teachers how to apply knowledge of child and adolescent development in order to create learning environments, strategies for teaching, and presentation of content appropriate to the developmental stages of students in the class. At the completion of this course, The student should be able to:

1. identify major theories of child and adolescent development as they are important to the classroom teacher;
2. use developmental knowledge of children and adolescents to create physically and psychologically safe learning environments;
3. apply theories of child development, including research-based evidence, to learning situations in school and community context;
4. identify typical and atypical patterns of human growth and development across domains (cognitive, motor, language, social, emotional);
5. explore the potential impact of differences in values, languages, and customs that can exist between home and school;
6. discuss factors that affect all areas of development to create healthy learning environments;
7. and, support the role of families and communities in fostering development and learning.

Objectives Alignment with Unit and State Standards

Objective	Unit Standard Alignment	State Standard Alignment
1	II. A, IV.B.2	2c. Managing Classroom Procedures
2	I.A&B	2c. Managing Classroom Procedures
3	I.A & B	3b. Using questioning/prompts and discussion. 1c. Setting instructional outcomes
4	I.B	3b. Using questioning/prompts and discussion. 1c. Setting instructional outcomes
5	I. A & B, III.D	3c.Engaging students in learning 3d. Using assessment in instruction
6	I. A & B, III. D	2c. Managing Classroom Procedures
7	IV. A & B	3c. Engaging students in learning

Course Requirements:

1. **Preparation and Participation:** Since this course is online, preparation and participation will be assessed through your engagement in Livetext discussions and completion of assignments. Read the required chapters by the due dates indicated on the course schedule. In addition to textbook chapters, I will sometimes provide supplemental articles, videos, or websites that align with chapter content. Post responses to the chapter assignments on Livetext.
2. **Discussion Forum:** Each week, check the Discussion Forum section of Livetext for prompts aligned with the chapters assigned for that week. You should respond to the prompt and read other students' responses. Each response is a formative assessment of your understandings of text content. Your responses in the Discussion Forum should demonstrate evidence of thoughtful reading as well as your ability to apply textbook theories and ideas to classroom situations. The Discussion Forum will constitute a "virtual discussion" of the content presented in each chapter. Responses to forums should be completed by Sunday @ midnight. ****You will not get credit for posts that are not submitted on time.**** See rubric at the end of the syllabus for how this will be graded (p.6).
3. **Midterm and Final Assignments:** The purpose of these assignments is for students to demonstrate their understandings of the connections of theory to practice. These two assignments will include case studies and a reflective component addressing the knowledge, skills, and dispositions you are developing throughout the course. The midterm and final should merge your thinking with the text as it applies to your current or future classroom situation. Additional information and guidelines for the midterm and final will be provided on Livetext.
4. **Field Experience Portfolio:** Four field experiences are required for this course. The field experiences will focus on applying theory to practice and thus will involve an analysis of the field experience related to the specific content of weekly topics. You will need to incorporate your readings into each of these assignments. You are required to record all school visits on the Field Experience Document (p.8 of the syllabus). The document asks for the initials of the classroom teacher each time you visit a school. Scan this document and submit it to me by Dec. 1. Late assignments will not be accepted.
5. **LiveText:** All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to develop an e-portfolio using Live Text. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live Text. All field experience hours for this course must be documented via LiveText by December 1st. When you purchase Livetext remember to use your UNO ID as the Username

for your Livetext account. <https://c1.livetext.com/> Please contact me if you need help navigating Livetext. I know some students may be new to this platform

6. MAT First Assessment – In the MAT program, you are required to complete an assessment that evaluates your knowledge of the conceptual framework for the College of Education. You will also be asked to reflect and complete a survey regarding dispositions pertinent to teaching. I will post both activities (with detailed explanations) on Livetext early in the semester.

Grading:

Assignments

Discussion Forum	25%
Field Experience Portfolio	35%
Midterm Assignment	20%
Final Assignment	20%

Grading Scale:

A 92-100

B 87-91

C 80-86

D 73-79

F 73 and below

Professionalism:

Each student is expected to demonstrate professionalism while communicating in any way with his/her classmates and the instructor. Always communicate using professional written language when posting responses and emailing messages. When visiting schools, each student is expected to dress and behave professionally. Remember to place cell phones on silent mode while in schools.

Academic Integrity:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu> .

Accommodations for Students with Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Student Verification Procedures

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity.

Tentative Course Schedule

Week of	Topic	Assignment
8/24	Chapter 1: Making a difference in the lives of children	Read the syllabus. Email any questions you may have. Post Introductions on discussion board in Livetext by 8/30 @ midnight. Please read the first chapter.
8/31	Chapter 2: Using Research to Understand children and Adolescents	Discussion Forum #1. Post on livetext by midnight on 9/6. Pls. comment on the post of one other person.
9/7	Chapter 3: Family, Culture, and Community	Field Experience #1 posted on Livetext on 9/13 Discussion Forum # 2 related to Ch. 3. Please comment on the post of one other person. Due by 9/13 @ midnight
9/14	Chapter 5: Physical Development	Discussion Forum #3 related to Ch. 5 due by 9/20 by midnight.
9/21	Chapter 6: Cognitive Development: Piaget and Vygotsky.	Discussion Forum #4 due by 9/27 @ midnight.
9/28	Chapter 7: Cognitive Development: Cognitive Processes	Discussion Forum #5 due by 10/4 by midnight.
10/5	Midterm Ch. 1,2, 3, 5,6,7	Field Experience #2 due on Livetext 10/5
10/12	Chapter 8: Intelligence	Discussion Forum #6 due by 10/18 by midnight.

10/19	Chapter 9: Language Development	Discussion Forum #7 due by 10/25 by midnight.
10/26	Chapter 10: Development in the Content Domain	Discussion Forum #8 due by 11/1 by midnight.
11/2	Chapter 11: Emotional Development	Field Experience #3 due on Livetext by 11/1. Discussion Forum #9 due by 11/9 by midnight.
11/09	Chapter 12: Development of Self and Social Understanding	Discussion Forum #10 due by 11/15 by midnight.
11/16	Chapter 13: Development of Motivation and Self-Regulation	Field Experience #4 due on Livetext by 11/22. Discussion Forum #11 due by 11/22 by midnight.
11/23	Chapter 14: Development of Morality and Interpersonal Behaviors	Discussion Forum #12 due by 11/29
11/30	Chapter 15: Peers, Schools, & Society	
12/7	Final Exam due by Dec. 7 (Chapters 8-15).	

It may be necessary to revise the syllabus or course schedule during the semester. Feel free to contact me if you have any questions or concerns any time this semester: drleslie@bellsouth.net

4-5 pts.	2-3 pts.	1 pt.
Punctual and adequate preparation for all class sessions, including completion of readings and discussion forum by due dates	Lack of adequate preparation or late preparation for two or three class sessions	Lack of adequate preparation or late preparation for more than three class sessions
All assignments completed on time	Assignments submitted up to one week late.	Assignments submitted over one week late.
Discussion Forums demonstrate thoughtful reflection and	Two Discussion Forums are missing or show incomplete	Three Discussion Forums are missing or show incomplete

understandings of course readings	reflection or understandings	reflection or understandings
<p>Midterm and Final assignments are organized and demonstrate understanding of content, thoughtful reflection, and ability to apply course content to case studies.</p> <p>Field experience portfolio has 4 experiences that align course content, UNO teacher roles, and reflective practice</p>	<p>Midterm and Final assignments are disorganized or show lack of understanding of content, thoughtful reflection, and/or the ability to apply course content to case studies.</p> <p>Field experience portfolio has 3 experiences or lacks alignment of course content, UNO teacher roles, and reflective practice.</p>	<p>Midterm and Final assignments are disorganized and show significant gaps in understanding. Field experience portfolio has 2 experiences or lacks alignment among course content, UNO teacher roles, and reflective practice.</p>
<p>All written responses are organized in a clear, logical, sophisticated manner that enhances the reader's understanding. Student demonstrates proficient use of grammar and language (e.g., spelling, subject-verb agreement, proper paragraph structure, punctuation, etc.).</p>	<p>Written responses are clear and understandable. Some errors (2-3) in grammar and language are present.</p>	<p>Written responses are unclear. Numerous errors in grammar and language.</p>

FIELD EXPERIENCE RECORD

Name	Classroom Teacher
School	Grade
School Address	Teacher's Phone No.

Date	Time Example 12:00-2:00	Total Hours	Activity	Teacher's Initials
School Phone #			Teacher's email	

Used with permission of Dr. Lena Nuccio-Lee