



**CIEE 3374.06**  
**HUMAN GROWTH AND LEARNING**  
**Fall 2016**

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

**COLLEGE OF EDUCATION**  
**Department of Curriculum and Instruction**

**Instructor:** William E. Nowlin MEd

**Phone:** (936) 661-2048

**Office hours:** Before and after class and  
as arranged

**E-mail:** [wen001@shsu.edu](mailto:wen001@shsu.edu)

**Day and time the class meets:** Tuesday evening, 5:00 PM to  
7:50 PM (TEC 341)

**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 15 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 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

## Course Requirements:

**1. Late Assignment Policy:** It is assumed by the instructor that all work will be submitted on time. **NO LATE WORK WILL BE ACCEPTED!!!**

**2. Time requirement:** For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

**3. Professionalism policy:** Since the major objective for this class is to introduce you to the teaching profession as a whole, you will be expected to display professional behavior in all aspects during class time. You will be expected to:

1. Participate in all class activities
2. Arrive to class on time and stay for the full class period
3. Submit work on time. This means that work is due at the start of class.
4. **Turn your cell phone OFF or on SILENT MODE as well as placing it out of sight.** That includes refraining from stepping out of class to make or receive calls (or texts) during class time. Failure to do this will result in you losing **50 professionalism points** the **first time** and the **remaining professionalism points** the **second time**.
5. Refrain from working on assignments for this or other classes during class time
6. Refrain from talking during class while the instructor or a classmate is talking.
7. Attend all cohort meetings.
8. Act and speak professionally during class.
9. Dress, act, and speak professionally during presentations.
10. Complete field experience hours (15).
11. Complete ACE hours (10).

*All of these behaviors are expected of teachers in all professional situations, and therefore, the same will be expected of you. Infractions of these professional behaviors will result in lost professionalism points. All other behavior that is deemed to be unprofessional will result in points deducted according to the severity of the infraction.*

**The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Educator Preparation Program.**

**4. Field Experience Observation Hours Policy:** *Students are required to complete 15 observation hours in order to pass this class.*

**\*\*\*Missed Field Experience:** Missing field experience means you have not completed ALL requirements for this class. Failure to complete field experience will result in you failing the course.

## **Time requirement and Attendance Policy**

### **Attendance Policy for CIEE 3374:**

Since this is a lecture class you need to attend every assigned class. The SHSU attendance policy allows you to miss **3 hours** of class for courses offering **3 hours** of credit this equates to you missing one class without being penalized. These hours should be considered as insurance policies and used for **emergencies** and **illnesses**.

Upon each absence (after the three (3) hours of absence allowed by the University) there will be a reduction of **25 professionalism points**. An excessive amount of absences will result in your final grade **being lowered by one or more letter grade (s) depending on the number of absences you incur**. It is the student's responsibility to retrieve handouts, materials, and information from any missed class. Any missed group work cannot be made up.

**Being late or leaving early:** If you are **ten minutes** or more late to class or leave class **ten** minutes or more before class is over, an absence will be recorded. If you show a pattern of being late (but less than 10) that will be noted and will result in the loss of professionalism points.

### **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.

**Field Experience Requirements:**

- Field Experience is designed to give you the opportunity to observe teachers and students in the public school, and apply information covered in class to the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course. All students enrolled in education courses with a field experience component are required to apply at the beginning of the semester with the Ed Prep program. Failure to do so will result in students not receiving credit for the course and not being able to complete their field experience. Compliance with this policy assures our public school district partners that criminal background checks are initiated for all students participating in field experiences in the public schools.

**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 Messages 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.

**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](#)

## 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) 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*).

### 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.

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

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

## Course Evaluation: IDEA

### **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 DAILY.** 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:**

#### **Coat of Arms- 25 Points**

Students will design a personal coat of arms to illustrate student diversity. This assignment will be shared with their Theorists Group.

#### **TAPR/Contextual Factors Mini-Activity (Part I and II)- 150 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.

#### **Contextual Factors Paper- 150 Points**

Students will write a Contextual Factors Paper on the school they completed their field experience. Contextual Factors is the first portion of the Teacher Work Sample. 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-100 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.

#### **My Life Presentation – 150 points**

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 students will also align their timeline with a theory or theories that we have learned in class. There must be a minimum of 2 theorists included in your presentation.

### **Field Experience Reflection Paper – 25 points**

All 3374 students **must complete 15 hours** of observation in order to receive credit for this course. After these observations, the student will be required to write a brief reflective essay. The reflective essay should contain information about his/her observations as they relate to the theories and/or theorists we learned about. The Field Experience Log documentation should be submitted to your professor. Reflections should be typed, between 1 and 1.5 pages, and should be written in a professional manner.

### **Article Critiques- 150 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 **2 critiques** 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. 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? If so, explain what action(s) should be taken?)
- 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.

Your critiques should be in the 2-3 pages double space 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 and context errors.

### **Theory/Theorist Presentation – 150 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.

### **Professionalism (Attendance and Participation) –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.

**\*\*\*\*Failure to complete your 15 hours of field experience and/or write a reflection for your field observation 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 submit your work!
3. Follow the recommended length.
4. If you are struggling with writing, please utilize the SHSU Writing Center.

<b>Learning Opportunities and Assignments</b>	<b>Due Date</b>	<b>Points</b>
Coat of Arms	01/31	25
TAPR/Contextual Factors Mini-Activity (Part I and II) (Blackboard)	02/07	150
Contextual Factors Paper (Blackboard)	02/14	150
Age-Level Characteristics Brochure	02/21	100
Theorist Presentation	03/07	150
Article Critiques	03/21	150
My Life Presentation/Justification (Blackboard)	03/28 04/04	150
Field Experience Reflection Paper (Blackboard)	04/18	25
Professionalism (Attendance and Participation)		100
<b>TOTAL OF POINTS</b>		<b>1,000</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





