## Newberry College

Department of Education
Term: Spring 2011

| Course: | EDU 230 Sections B and C Human Development and | Professor: | Ginger Riddle |
| :--- | :--- | :--- | :--- |
|  | Learning |  |  |
| Credits: | 3 hours | Office Hours: MW 1:00-3:00, TTh 10:00-12:00 |  |
| Classroom: | LMC 211 | Office Phone: 803-321-5202 |  |
| Class Meets: | Section B: TTh 12:15-1:30, Section C: TTH 1:40-2:55 | Email: | virginia.riddle@newberry.edu |

Catalog Course Description: A study of the development of the learner through the lifespan, with emphasis on childhood and adolescence in the school setting. Topics include: physical, social, emotional, language, and cognitive development. This course emphasizes the relationship between development and learning and individual differences in personality, achievement, learning ability, and moral development. Required of all education candidates.
Candidates should take EDU 224 and EDU 230 in different semesters. Offered every semester.

Required Textbook: Experiencing the Lifespan (2nd Edition) by Janet Belsky (Worth Publishers)
ISBN: 10:1-4292-1950-5

## Supplementary Materials: N/A

LiveText Account: Students will need a LiveText account
CACP: A Level 2 Communication Across the Curriculum Paper (CACP) is required in this course. Students will need to refer to the CACP booklet for Level 2 guidelines when writing their Jung-Myers-Briggs paper. A Level 2 CACP paper goes beyond the grammar and mechanics of Level 1 toward effective presentation of logically developed, sustained ideas. To be considered for Level 2 certification, a paper (report, term paper, or other written assignment) must be at least one typed page in length (most are three or more pages). Additional information will be provided at the first class meeting.

Essential question: How does social emotional, cognitive, and physical development affect learning throughout the lifespan?

| Learning Outcomes <br> The student will... | Assessment(s) | INTASC | NCATE | ADEPT | Conceptual <br> Framework |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| \#he student will have a working <br> knowledge of the theories that <br> underlie the study of child growth <br> and development and will be able to <br> reference these theories. PLO \#1 | Developmental <br> Photo Journal | Multiple <br> Instructional <br> Strategies | Pedagogical <br> Content <br> Knowledge | Planning <br> Instruction | Best Practice <br> Content |  |
| \#2 | The student will be able to identify <br> developmental changes which take <br> place from conception through the <br> end of life. PLO \#1 | Class Tests | Reflective <br> Practice | Pedagogical <br> Content <br> Knowledge | Professionalism | Content |
| \#3 | The student will understand the <br> links between physical, cognitive, <br> emotional, and social development. <br> PLO \#1 | Class Tests | Reflective <br> Practice | Pedagogical <br> Content <br> Knowledge | Professionalism | Best Practice |
| Content |  |  |  |  |  |  |

## Research Base:

Barkley, R.A. (2003). Attention-deficit hyperactivity disorder. In E.J. Mash \& R.A. Barkley (Eds.), Child psycho-pathology (2nd ed., pp.75-143). New York: Guilford Press.

Bjorklund, D.F. (2005). Children's thinking: Cognitive development and individual differences (4th ed.). Belmont, CA: Wadsworth.

Clay, M.M., \& Cazden, C.B. (1992). A Vygotskian interpretation of Reading Recovery. In L.C. Modd (Ed.), Vygotsky and education: Instructional implications and applications of sociohistorical psychology (pp. 206-222). New York: Cambridge University Press.

Ladd, G.W., Herald-Brown, S.L., \& Reiser, M. (2008). Does chronic classroom peer rejection predict the development of children's classroom participation during the grade school years? Child Development, 79, 1001-1015.

Sirois, A. (2001). Visual perception. In G. Bremner \& A. Fogel (Eds.), Blackwell handbook of infant development (pp. 534). Malden, MA: Blackwell.

## Department of Education Policies

Attendance: Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course. Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate's professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams. Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation

Academic Integrity: Cheating and plagiarism will not be tolerated. Perpetrators will receive a "0" on the assignment and a disposition letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. A report of Academic Dishonesty will be filed as part of the student's record in the Registrar's Office and with the Associate Dean of Academic Affairs. A student may receive a grade of "F" for the course. A student whose offense is particularly heinous may be recommended to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).

Please remember that plagiarism includes, but is not limited to: turning in someone else's work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

Disabilities Support: If you are a student with a documented learning or physical disability who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services. Her office is located in Wright Hall and she can be reached at 803-321-5187. Following a confidential interview with you, she will contact your instructors to inform them of your special needs. Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services. For further information, please visit http://www.newberry-college.net/dss

Electronic Media: Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment.
Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer

Emergency Procedures: In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in Live Text or emailing to the extent possible. The professor will provide course resources, answer questions and make clarifications. It is essential that we continue with instruction and assignments during a loss of in-class time.

## Course Requirements

- Three Class Tests (Each is worth 4 points)
- Jung-Myers-Briggs Personality Test and Reflection Paper (4 points)
- Developmental Photo Journal (4 points)
- Class Participation (4 points)
- Final Exam (4 points)

All tests will be based on 100 points..... The percentage correct on each test will then be converted to a 4 point scale.

Instruction: The methods used in class will vary, depending on the content to be covered, and will model "best practices" in instruction.

Grading Scale: Rubrics will be given for each assigned project and for class participation. The scale for each rubric will be 0 to 4 points.

$$
\begin{gathered}
3.5<\mathrm{A} \leq 4 \\
3.0<\mathrm{B}+\leq 3.5 \\
2.5<\mathrm{B} \leq 3.0 \\
2.0<\mathrm{C}+\leq 2.5 \\
1.5<\mathrm{C} \leq 2.0 \\
1.0<\mathrm{D}+\leq 1.5 \\
0.5<\mathrm{D} \leq 1.0 \\
\quad \mathrm{~F} \leq 0.5
\end{gathered}
$$

Class Conduct: Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain.
In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated.

## Course Calendar:

| Class | Date | Topic/Activity | Assignments for next class <br> (assignments may be adjusted as necessary) |
| :--- | :--- | :--- | :--- |
| 1 | Jan. 13th | Course Overview | Chapter 1 People and the Field |
| 2 | Jan. 18th | People and the Field | Chapter 1 People and the Field |
| 3 | Jan. 20th | People and the Field | Chapter 2 Prenatal Development, Pregnancy, <br> and Birth |
| 4 | Jan. 25th | Prenatal Development | Chapter 2 Prenatal Development, Pregnancy, <br> and Birth |
| 5 | Jan. 27th | Prenatal Development | Chapter 3 Infancy: Physical and Cognitive <br> Development |
| 6 | Feb. 1st | Infancy | Chapter 3 Infancy: Physical and Cognitive <br> Development |
| 7 | Feb. 3rd | Infancy | Chapter 4 Infancy: Socioemotional Development |
| 8 | Feb. 8th | Infancy | Study for Test \#1 on Chapters 1-4 |


| 9 | Feb. 10th | Test \# 1 | Chapter 5 Childhood: Physical and Cognitive <br> Development |
| :--- | :--- | :--- | :--- |
| 10 | Feb. 15th | Childhood | Chapter 5 Childhood: Physical and Cognitive <br> Development |
| 12 | Feb. 22nd | Childhood | Chapter 6 Childhood: Socioemotional <br> Development |
| 13 | Feb. 24th | Childhood | Chapter 7 Childhood: Settings for Development: <br> Home and School |
| 14 | Mar. 1st | Childhood | Study for Test \#2 on Chapters 5-7 |


| 28 | Apr. 26th | Later Life | Study for Final Exam on Chapters 10-15 |
| :--- | :--- | :--- | :--- |
| 29 | May 2nd | Final Exam: Section C 4:00 pm |  |
| 29 | May 3rd | Final Exam: Section B 12:00 pm |  |

## EDU 230 Human Development and Learning

## "Developmental Photo Journal"

Directions: Create a photo journal about your years as an elementary school student, a middle school student, and a high school student.

1. Collect at least three photographs of yourself (minimum of one for each category below):

- Elementary school
- Middle school
- High school

2. Using staples, glue, or paperclips, attach each photograph to a blank piece of paper.
3. Put the photographs in age order, from youngest to oldest age.
4. Underneath each picture category, write a minimum of three paragraphs.

- Address any memories that you have about the photograph(s) and tell what was going on in your life at the time that the photograph(s) was taken.
- Address your social emotional, cognitive, and physical development the time that the picture(s) was taken. Include references to theorists and theories that underlie the stages of development in these areas.
- Reflect on how the environment (cultural, community, physical, social, etc.) affected and interacted with your growth and development.
- Feel free to attach as many pages as you need to fully express your thoughts and knowledge.

5. Staple all of your pages together and include a cover sheet with your name, class, and date.

## EDU 230 Human Development and Learning

Name
Date
Scoring Rubric for "Photo Journal"

|  | 4 Points | 3 Points | 2 Points | 1 Points | 0 Points | Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Criteria 1 | Student collected multiple appropriately aged photographs for the assignment. | Student collected three appropriately aged photographs for the assignment. | Student collected two appropriately aged photographs for the assignment. | Student collected one appropriately aged photograph for the assignment. | Student did not collect any photographs for the assignment. |  |
| Criteria 2 | Student wrote extensively under each of the 3 age groups describing memories. | Student wrote more than one paragraph under each of the 3 age groups describing memories. | Student wrote at least one paragraph under each of the 3 age groups describing memories. | Student wrote very limited information under each of the 3 ages groups describing memories. | Student did not include any paragraphs under the 3 age groups describing memories. |  |
| Criteria 3 | Student correctly referenced a number of theorists and/or theories in the journal. | Student correctly referenced at least 3 theorists and/or theories in the journal. | Student correctly referenced at least 2 theorists and/or theories in the journal. | Student correctly referenced at least 1 theorists and/or theories in the journal. | Student did not correctly reference any theorists and/or theories in the journal. |  |
| Criteria 4 | Student included much information about social emotional, cognitive, and physical development throughout the journal. | Student included information about social emotional, cognitive, and physical development throughout the journal. | Student included a limited amount of information about social emotional, cognitive, and physical development throughout the journal. | Student included little information about social, emotional, cognitive, and physical development throughout the journal. | Student did not include any information about social emotional, cognitive, and physical development in the journal. |  |
| Criteria 5 | Student included much reflection on how the environment affected and interacted with his/her growth and development in the journal. | Student included reflection on how the environment affected and interacted with his/her growth and development in the journal. | Student had limited reflection on how the environment affected and interacted with his/her growth and development in the journal. | Student had little reflection on how the environment affected and interacted with his/her growth and development in the journal. | Student did not reflect on how the environment affected and interacted with his/her growth and development in the journal. |  |


| Criteria 6 | The completed <br> assignment was <br> free <br> of grammatical and <br> spelling errors. | The completed <br> assignment had <br> limited <br> grammatical and <br> spelling errors. | The completed <br> assignment had <br> grammatical and <br> spelling errors | The completed <br> assignment had <br> numerous <br> grammatical and <br> spelling errors that <br> affected the <br> readability of the <br> paper. | The completed <br> assignment had <br> numerous <br> grammatical and <br> spelling errors <br> that rendered the <br> paper <br> unreadable. |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Comments: |  |  |  |  |  |  |

# EDU 230 Human Development and Learning 

"Jung-Myers-Briggs Online Test"

Introduction: For this assignment, you will take an abbreviated form of the Myers-Briggs PersonalityType Indicator online. This test identifies 16 personality types by a combination of the four paired personality indicators.

| E - Extroversion | I - Introversion |
| :--- | :--- |
| $N$ - Intuitive | S - Sensing |
| $T$ - Thinking | F - Feeling |
| J - Judging | P - Perceptions |

Directions: To take the test, go to http://www.humanmetrics.com/cgi-win/JTypes2.asp

- Take the 72 item test and hit the score button. Print out your results.
- Click on and read the various descriptions of your personality type....you might want to print these out so that you can use them as you do the writing portion of the assignment.
- Answer the following questions in essay form. Your paper should be $1 \frac{1}{2}$ to 3 pages in length.

1. Briefly describe your type and explain how this type is a good description of your personality....why, or why not? DO NOT use the letters for your type in your essay...use the words.
2. Use the feedback from the website concerning your results to reflect on your growth and development and implications for a career path.

What did you learn about your personality type?
Primarily, where do you direct your energy?
How do you prefer to process information?
How do you prefer to make decisions?
How do you prefer to organize your life?
What impact has the environment in which you grew up had on career choice?
What careers were identified as good matches with your personality?
Do you agree with the results? Why or why not?
3. If you were to do this exercise again, do you believe that you would respond to the items the same way, or would you respond to any of the items differently? Why, or why not?
4. Turn in your Jung-Myers-Briggs Online Test with your reflection paper.
5. Staple your papers together and make sure that your name is on your paper.
6. If you are using the paper for a CACP grade, make a duplicate copy and include a cover sheet that has your name, date, and CACP Level 2 on the front.

Scoring Rubric for "Jung-Myers-Briggs Online Test"

Name
Date

|  | 4 Points | 3 Points | 2 Points | 1 Point | 0 Points | Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Criteria 1 | Student thoroughly described his/her type of personality as indicated by test. |  | Student briefly described his/her type of personality as indicated by test. |  | Student did not describe his/her type of personality as indicated by test. |  |
| Criteria 2 | Student spent an extensive amount of time reflecting and writing about whether or not the description given by the test matches his/her personality. | Student spent more than an adequate amount of time reflecting and writing about whether or not the description given by the test matches his/her personality. | Student spent an adequate amount time reflecting and writing about whether or not the description given by the test matches his/her personality. | Student spent a brief amount of time reflecting and writing about whether or not the description given by the test matches his/her personality. | Student did not reflect and write about whether or not the description given by the test matches his/her personality. |  |
| Criteria 3 | Student used feedback from the website and reflected extensively on his/her personal growth and development and implications for a career path. | Student used feedback from the website and more than adequately reflected on his/her personal growth and development and implications for a career path. | Student used feedback from the website and adequately reflected on his/her personal growth and development and implications for a career path. | Student used feedback from the website and briefly reflected on his/her personal growth and development and implications for a career path. | Student did not use feedback from the website to reflect on his/her personal growth and development and implications fol a career path. |  |
| Criteria 4 | Student stated whether or not they would respond the same way, or differently, if the online test were taken again and indicated why they felt responses might be the same or different. |  | Student stated whether or not they would respond the same way if the online test were taken again, but did not indicate why they felt some responses might be the same or different. |  | Student did not summarize whether or not they would respond the same way if the online test were taken again. |  |


| Criteria 5 | The completed <br> assignment was free <br> of grammatical and <br> spelling errors. | The completed <br> assignment had <br> limited grammatical <br> and spelling errors. | The completed <br> assignment had <br> grammatical and <br> spelling errors | The completed <br> assignment had <br> numerous <br> grammatical and <br> spelling errors <br> that affected the <br> readability of the <br> paper. | The completed <br> assignment <br> had numerous <br> grammatical <br> and spelling <br> errors that <br> rendered the <br> paper <br> unreadable. |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Criteria 6 | Student turned in the <br> Myers-Briggs online <br> test with their paper. |  | Student did <br> not turn in the <br> Myers-Briggs <br> online test with <br> their paper. |  |  |
| Comments: |  |  | Score |  |  |

## CLASS PARTICIPATION RUBRIC

Name Date

| CATEGORY | 4 Exceptional | 3 Proficient | 2 Developing | 1 Emerging | Score and Comments |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Attendance and Punctuality | Attends all classes <br> Is always on time | Misses 1 or 2 classes <br> Is tardy between 1 and 3 times | Misses 3 classes <br> Is tardy 4 times | Misses between 3 and 5 classes (Write the number: ) $\qquad$ <br> Is tardy more than 4 times |  |
| Level of Engagement in Class | Proactively contributes to class by offering ideas and/or asking questions once per class | Proactively contributes to class by offering ideas and/or asking questions regularly | Rarely contributes to class by offering ideas and/or asking questions. | Never contributes to class by offering ideas and /or asking questions. |  |
| Preparation | Is almost always prepared for class with assignments and required class materials. | Is usually prepared for class with assignments and required class materials. | Is rarely prepared for class with assignments and required class materials. | Is almost never prepared for class with assignments and required class materials |  |
| Completion of Assignments | Turns in all assignments in on time. | Turns in most assignments in on time. | Turns in some assignments on time. | Does not turn assignments in on time or at all |  |
| Collaboration | Always contributes in meaningful ways during group activities | Usually contributes in meaningful ways during group activities | Sometimes contributes in meaningful ways during group activities | Never contributes in meaningful ways during group activities. |  |

Score:

## Instructor Comments:

