#### Child Development, Learning, Motivation, and Assessment Fall 2017, Hybrid

#### FOUN 3100, CRN 31332, 6 credit hours

Instructor: Svetlana Chesser, PhD

Office Hours and Location: Please email me with any questions that you have; I will respond within 24 hours. Face Time/Skype appointments available as needed

Course Meeting Days, Time, and Location: Mondays and Fridays at 1:00 p.m.-2:50 p.m. in Haley 1454

Phone and Email: (334) 233-4688; email: [svetlana-chesser@utc.edu](mailto:svetlana-chesser@utc.edu) Response time is 24 hours

**Service Learning coordinator:** Eric Hogan; email: ezh0012@tigermail.auburn.edu

**Course Description:** This course will provide an integrated overview of issues central to educational psychology: cognitive, psychosocial, and moral development, learning, motivation and measurement and evaluation in the context of instructional planning. This course combines class-based as well as community-based discovery learning, known as service learning, that links theory and practice and involves students. This course will require approximately 9-10.5 hours of student effort per week, including the time spent in service learning.

**Course Prerequisites:** EDUC 3000 or (FOUN 3000 and RSED 3000 or RSED 3003), admission to Teacher Education with grades of "C" or better.

**Course Objectives**: This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content areas. The objectives for each group are listed below separately.

Objectives continuing through the block experience:

1. To engage in self-reflection regarding your abilities as a teacher and develop strategies for improvement

2. To learn and recognize effective classroom and behavior management techniques {2.d.1(i)}

 To communicate optimal expectations for each student {2.d.2(iii)}

(As a part of modeling in the block experience itself and helping preservice teacher learn to engage in this behavior as practicing teachers . . .)

 To synthesize research from journals, the web and books to help address a question about teaching and learning

 To communicate your research findings through an appropriate medium of your choice, such as through a workshop, poster, brochure, web page, presentation etc.

6. To assemble a portfolio to demonstrate learning over the semester including structured reflections

Objectives focusing on developmental issues:

1. To understand the synergy of the cognitive, psychosocial and moral aspects of development

 To understand and recognize expected developmental progressions during the preschool, elementary, middle and high school years {2.a.1(ii)}

 To draw educational implications from each developmental level of students

 To understand the importance of language development and recognize the role language plays in the learning process {2.a.1(iv)}

 To recognize students= level of readiness and different learning styles {2.a.1(i)}

 To learn and recognize ways to stimulate critical thinking and problem solving {2.a.1(iii)}

 To construct developmentally-appropriate goals and objectives for learners {2.c.1(ii)}

1. To learn how to develop a print and language-rich classroom that fosters interest

and growth in all aspects of literacy {2.a.1 (viii)}

Objectives focusing on planning and improvement of teaching-learning experiences:

 To learn and use strategies to help students become self-motivated {2.a.1(v)}

 To develop motivational strategies which promote student learning and increase student self-esteem {2.a.2(ii)}

 To learn strategies which help individuals work productively and cooperatively with others (2.a.1(vii)}

 To encourage students to assume increasing responsibility for themselves and their learning {2.d.2(i)}

 To recognize when and how plans need to be adjusted based on student responses and other contingencies {2.c.1(iv)}

 To recognize the advantages and disadvantages associated with various instructional strategies {2.c.1(iii)}

 To incorporate a variety of appropriate instructional and assessment strategies when preparing instructional plans {2.c.2(ii)}

8. To develop developmentally appropriate activities based on goals and objectives and the cognitive theories of learning

 To develop developmentally appropriate activities based on goals and objectives and the student‑centered constructivist theories of learning

10. To incorporate students’ misconceptions, ideas, and experiences when planning instructional activities (2.a.2(i)}

 To assess the instructional activities on the basis of theories of motivation, Ames' Target model and the APA Learner‑centered principles and to determine how the activities can be adapted to better foster challenge, intrinsic motivation, and student learning goals

Objectives directly associated with assessment and evaluation tasks:

1. To learn and recognize uses, advantages, and limitations of a variety of traditional and alternative assessment methods {2.e.1(i)}

 To learn and apply guidelines for the selection and construction of a variety of traditional and alternative assessment methods {2.e.1(ii)}

 To understand and apply measurement properties such reliability and validity to a variety of traditional and alternative assessment methods {2.e.1.(iii)}

 To learn strategies which are used to evaluate teachers {2.e.1(iv)}

 To construct a variety of traditional and alternative assessment methods for informal and formal purposes {2.e.2(i)}

 To use feedback obtained from observation and student responses to improve practice {2.e.2(ii)}

1. To learn assessment tools to monitor the acquisition of reading strategies,

improve reading instruction, and identify students who require additional

instruction {2.c.1(vi)}

1. To describe classroom environments and instruction that develops and extends

students’ competence in reading, writing, speaking, and listening {2.c.1(vi)}

**List of assignments and a brief overview of each:**

Chapter Quizzes (13 @ 2% each) 26 %

Tests (4 @ 12.5% each) 50 %

Group Presentation (1 @ 14 %) 14 %

Service Learning 25 hours 10%

**Total 100%**

Quizzes.You will complete **13 quizzes online in Canvas**. The questions on these quizzes will relate to your readings and recently covered material and will always be in line with our course goals. You are welcome to use resources such as the text and the PowerPoints that are provided on course website. If you do not submit a completed quiz by the deadline, you will not receive a credit for that quiz. **There will not be any opportunities for making up the quiz.** These quizzes will help to ensure that you keep up with the readings and learning material.

**Tests.** There will be 4 non-cumulative tests. These tests will contain 50 multiple-choice questions drawn randomly from a large pool of questions and **will be completed in class during the class time on the assigned dates.** I will provide Scantrons.

**Group Presentation.** Each student will be expected to work either alone or with one/two other students in developing an oral presentation. This presentation will be a summary of your research on controversial topic from different domains of development. The presentation should be creative, encourage class participation, and relate to the topics we discussed in class. Presentations should range between 20 and 25 minutes and include outside sources. You may find it useful to have your own discussion questions written out to encourage class participation. Your presentation may, but does not have to, include movies, people from outside the classroom, role-plays, etc. It is up to you and you group members, have fun with it! The intent of the presentation is to allow you to have control over a portion of the section and for you to learn more information about an area of interest that you have.

The purpose of the presentation is NOT to repeat what is stated in the chapter; rather, to emphasize key points, expand upon topics of interest, relate key points to current events, address diversity issues, and spark an interesting discussion. Plan this presentation as though you were going to discuss the topic among peers and friends. **Each team member also requires to write no more than two pages double-spaced typed individual essay (due on the day of presentation) summarizing what he or she learned from the assignment and what they contributed to the team.**

Group presentation topics and grading rubric can be found at he end of this document and on the class website.

**Service Learning:** As part of the College of Education’s assessment efforts each student enrolled in FOUN 3100 **must complete 25 hours** of service learning—directing at least one instructional period during this time. Service learning **participation** is a required component of this course and will constitute **10% of your final grade**.

Grading Scale:

A = 90% to 100%, B = 80% to 89%, C = 70% to 79%, D = 60% to 69%, F < 60%.

**Text:** Kail, R. V. (2015). *Children and their development*. Pearson Higher Ed. **This text is available as e-book in REVEL from Pearson`s website, or you may obtain this text in any format convenient for you.**

**Course Website:**You can find the course website in **Canvas**. At this site you will find each week’s **PowerPoint slides**, **presentation topics, quizzes,** **class announcements**, and other helpful information. This is also where your **grades** will be posted.

**Classroom Policies:** You may **withdraw** without grade penalty until the 15th class day, and until midsemester (although a W will appear on your transcript if you withdraws between the 16th and 36th class day). If you withdraw from the course between the 6th class day and the 15th class day you will pay a course drop fee of $100.

Attendance Policy: This is **NOT a self-paced course**. You are expected to complete **assignments every week.** You should login to the course regularly to read/view your weekly course content and take quizzes as scheduled. You are expected to attend ALL scheduled class meetings and complete 25 hours of service learning.

Policy for Late/Missing Work: No late quizzes will be accepted. There will be no **make-up** exams unless you contact me **PRIOR** to the scheduled exam or **immediately after** **emergency occurs on the day of the exam** and provide a note from a doctor, or an obituary of a lost family member.

Accommodation Statement**:** Students who need accommodations make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class (<http://www.auburn.edu/student_info/student_policies/>). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

**An Emergency Contingency statement:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Course Calendar/Schedule**:**

Submissions of quizzes, and assignments must be done by 11:59 pm Central-Standard Time on the due date. It is **your responsibility** to learn the posted course content each week. It is also your responsibility to **plan ahead** so that assignments/assessments can be turned in on time. This calendar lists the assignments that are due:

* **August 21,25 -** The Science of Child Development
* Welcome to FOUN 3100, syllabus overview
* The Science of Child Development - lecture
* **Ch.1 Quiz due** **by August 28 at** 11:59 p.m.
* **August 28, September 1 -** Genetic Bases of Child Development
* Read Ch. 2

-Genetic Bases of Child Development – lecture

* Disorder Detectives – activity
* **Ch.2 Quiz due** **by September 4** at 11:59 p.m.
* **September 8** **–** Prenatal Development, Birth and the Newborn
* Read Ch.3
* [Life's Greatest Miracle](http://www.pbs.org/wgbh/nova/body/life-greatest-miracle.html) - video
* **Ch.3** **Quiz due** **by September 11** at 11:59 p.m.
* **September 11,15 –** Perceptual and Motor Development
* Read Ch. 5
* Perceptual and Motor Development – lecture
* Review for Test 1
* **Ch.5** **Quiz due** **by September 18** at 11:59 p.m.
* **September 18** – **Test 1 (Ch.1-3, 5)**
* List of concepts included in Test 1 is posted in Canvas
* **September 22 -** Theories of Cognitive Development
* Read Ch. 6
* Theories of Cognitive Development - lecture
* **Ch.6** **Quiz due** **by September 25** at 11:59 p.m.
* **September 25 –** Memory Development, Intelligence
* Read Ch. 7.1 & 8.1 and 8.2
* Memory Development, Intelligence - lecture
* **Ch.7 & 8** **Quiz due** **by September 29** at 11:59 p.m.
* **September 29** - Language and Communication
* Read Ch.9
* Language and Communication - lecture
* Review for Test 2
* **Ch.9** **Quiz due** **by October 2** at 11:59 p.m.
* **October 2**-**Test 2 (Ch.6-9)**

- List of concepts included in Test 2 is posted in Canvas

* **October 6,9 -** Emotional Development
* Read Ch.10
* Emotional Development - lecture
* **Ch. 10** **Quiz due** **by October 9** at 11:59 p.m.
* **October 16** – Presentations
* **October 20** - Understanding Self and Others
* Read Ch. 11
* Understanding Self and Others - lecture
* **Ch. 11 Quiz due** **by October 23** at 11:59 p.m.
* **October 23, 27** **-** Moral Understanding and Behavior
* Read Ch.12
* Moral Understanding and Behavior – lecture
* Review for Test 3
* **Ch.12** **Quiz due** **by October 30** at 11:59 p.m.
* **October 30** - **Test 3 (Ch.10-12)**
* List of concepts included in Test 3 is posted in Canvas
* **November 3,6** - Gender and Development
* Read Ch. 13
* Gender and Development – lecture
* Dr. Money And The Boy With No Penis – video
* **Ch.13** **Quiz due** **by November 10** at 11:59 p. m.
* **November 10,13** – Family Relationships
* Read Ch. 14
* Family Relationships - lecture
* **Ch.14** **Quiz due** **by November 17** at 11:59 p.m.
* **November 17,27** –Influences Beyond the Family
* Read Ch. 15
* Influences Beyond the Family - lecture
* Review for Test 4
* **Ch.15** **Quiz due** **by December 1** at 11:59 p.m.
* **December 1** - **Test 4 (Ch.13-15)**

- List of concepts included in Test 4 is posted in Canvas

* **December 4,8 -** Presentations

NOTE: This is a tentative syllabus. Any changes will be announced in class/ course website. Students are responsible for being aware of the changes made.

**Possible Topics for Presentations**

This list represents only a very few of the almost endless possibilities for research and class presentation. You may want to pursue a topic of particular interest to you, in which case you will need to set out the questions you intend to answer as is done for each topic listed below.

1. **Prevention of congenital problems:** Describe recent evidence concerning the cause and prevention of congenital problems. Consider topics such as genetic counseling, nutrition, education, drug use, and air and water pollution. What are the most recent developments in prenatal diagnosis and treatment?
2. **Perceptual development:** What are the interrelationships in the development of the various senses? How do they relate to motor-skill development? To cognitive skills development? Does recent evidence allow you to reach a more complex conclusion than the generality that “maturation and learning interact”?
3. **Children’s art**: What are the theories that attempt to explain the sequence of children’s art? Which aspects of children’s art seem universal and developmental, and which seem bound by culture and personality? What function does art play in children’s lives, as development of motor skills and development of emotional expression increase?
4. **Language acquisition**: What are the universal similarities and individual differences in language acquisition? What light does research on Motherese shed on this question? How does language acquisition relate to later intellectual development?
5. **Bilingual education:** What are the various approaches to the education of children who speak a language different from that of the dominant culture? What are the advantages and disadvantages of each method for fostering the child’s intellectual, linguistic, and emotional development? Consider the experiences of at least two different cultural groups, such as Mexican, Puerto Ricans, Italians, Russians, Chinese, Koreans, etc. living in the US.
6. **Piaget’s theory:** What do contemporary developmentalists say about Piaget’s theory of cognitive development? Which aspects of the theory have withstood the test of time? Which have been modified, and how?
7. **Measuring intelligence:** What are the assumptions and theories underlying various tests of intelligence? Consider how tests change with the age of the individual and with the theories of the test makers. Can tests be culture-free? Culture-fair?
8. **Minority-group children**: Pick one minority group— racial, religious, or cultural—and trace the development of children from that group. Which aspects of development are affected by minority status? What are the advantages and disadvantages of growing up as a member of that minority group? Are problems that occur caused by the majority culture, by the minority group itself, or simply by human nature?
9. **Moral development:** What evidence is there to support or refute the various theories of moral development? What is the relationship among moral attitude, gender, cognitive stage, and behavior? Consider cultural, familial, and personality factors in your answer.
10. **Alternatives to home care:** What evidence do we have concerning the differences and similarities between child care provided by the parents in the home and care provided by others outside the home? How do the advantages and disadvantages of alternative care change with the age of the child? with the type of family? with the type of alternative care? What can be learned from day-care experiences in other cultures?
11. **Divorced and single parents:** How has the incidence of divorced and single-parent families changed over the last twenty years? How have these changes affected the experiences of children from these families? Which factors correlate with good adjustment and development in children from such families? Which factors correlate with poor adjustment? Are there periods of development when divorce is particularly difficult for children to cope with?
12. **Fathers and mothers:** What are the differences between father–child and mother–child interactions? What are the similarities? Does this pattern change as the infant becomes a toddler? a preschooler? a school age child? Does the sex of the child affect these differences? To what extent are these similarities and differences cultural? biological? psychological?
13. **Sex differences:** What are the sex differences in behavior, ability, and attitudes that emerge during childhood? Which theories explain these differences? What evidence supports the various theories? Since this is a broad subject, you might want to focus on a single aspect, such as the differences in motor skills, verbal ability, or rate of psychological disturbance.