**Child Development, Learning, Motivation, and Assessment**

**Fall 2020**

**FOUN 3103, CRN 16834, 6 credit hours**

**Instructor:** Svetlana Chesser, PhD

**Teaching Assistant:** Katelyn Durham [kzh0089@auburn.edu](mailto:kzh0089@auburn.edu)

**Office Hours and Location:** Tuesdays 12:00 p.m.-1:00 p.m., Haley 4076 or via Zoom at your request.

**Course Meeting Days, Time, and Location:** This course **academic activities** will occur **entirely online. Service-learning** will include **3 face-to-face meetings and an online component.  We will meet in person for service-learning activities at Opelika Learning Center on August 29,30, and September 5.** Detailed description of service-learning activities can be found in the Syllabus under Service-Learning section and in Canvas’ Service-Learning Module.

**Course Orientation:** August 15th at 10 a.m. via Zoom - very important.

**Predominantly, this is asynchronous online course,** meaning that most course activities will occurwithout real-time student-instructor interactions. However, **this is not a self-paced course.** You are expected to complete scheduled activities every week. You should log in to the course regularly (several times per week) to read/view your weekly course content, take Quizzes as scheduled, complete Tests and Discussion Boards by the required deadlines. **We will meet in person for service-learning activities 3 times for 4 hours at Opelika Learning Center.** Detailed description of service-learning activities can be found under Service-Learning section and in Canvas.

**Email:** email: [svetlana-chesser@auburn.edu](mailto:ssc0004@auburn.edu). Response time is 24 hours.

**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)}
3. 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 . . .)

1. To synthesize research from journals, the web and books to help address a question about teaching and learning
2. To communicate your research findings through an appropriate medium of your choice, such as through a workshop, poster, brochure, web page, presentation etc.
3. 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
2. To understand and recognize expected developmental progressions during the preschool, elementary, middle and high school years {2.a.1(ii)}
3. To draw educational implications from each developmental level of students
4. To understand the importance of language development and recognize the role language plays in the learning process {2.a.1(iv)}
5. To recognize students= level of readiness and different learning styles {2.a.1(i)}
6. To learn and recognize ways to stimulate critical thinking and problem solving {2.a.1(iii)}
7. To construct developmentally-appropriate goals and objectives for learners {2.c.1(ii)}
8. 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:

1. To learn and use strategies to help students become self-motivated {2.a.1(v)}
2. To develop motivational strategies which promote student learning and increase student self-esteem {2.a.2(ii)}
3. To learn strategies which help individuals work productively and cooperatively with others (2.a.1(vii)}
4. To encourage students to assume increasing responsibility for themselves and their learning {2.d.2(i)}
5. To recognize when and how plans need to be adjusted based on student responses and other contingencies {2.c.1(iv)}
6. To recognize the advantages and disadvantages associated with various instructional strategies {2.c.1(iii)}
7. 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
9. 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)}
11. 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)}
2. To learn and apply guidelines for the selection and construction of a variety of traditional and alternative assessment methods {2.e.1(ii)}
3. To understand and apply measurement properties such reliability and validity to a variety of traditional and alternative assessment methods {2. e.1.(iii)}
4. To learn strategies which are used to evaluate teachers {2.e.1(iv)}
5. To construct a variety of traditional and alternative assessment methods for informal and formal purposes {2.e.2(i)}
6. To use feedback obtained from observation and student responses to improve practice {2.e.2(ii)}
7. 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)}
8. 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         (14 @ 1.5% each)          21%

Tests                           (4   @ 10% each)                         45%

Discussions     (4  @ 6 % each)                        24%

Service Learning     25 hours, lesson plan                      10%

**Total                                                                               100%**

**Quizzes.** You will complete **14 quizzes online in Canvas**.  The questions on these quizzes will relate to your readings 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. These quizzes will help to ensure that you keep up with the readings and learning material. If you do not submit a completed quiz by the deadline, you will not receive a credit for that quiz until you make it up. **Please consider that I will deduct 10 points from your grade each day your submission is late. You will have to contact me to arrange a makeup quiz.**

# Tests. There will be 4 non-cumulative tests. These tests will contain 50 multiple-choice questions, 2 points each, drawn randomly from a large pool of questions. Though you are welcome to use course resources (text, Power Points), please note that these tests are timed (you will have a maximum of 75 minutes to complete each test. Questions on these tests will be presented one at a time and once you submit an answer, you will not be able to go back to adjust/change your answer. There will not be any opportunities for making up these tests, unless your situation falls into six categories outlined in Auburn Universities policies for [“Class Attendance and Examinations”](http://bulletin.auburn.edu/Policies/Academic/classattendance/).

**Discussion Boards.** There are **4 prompts** that you have to answer. These prompts are designed to give you an opportunity to demonstrate your learning by drawing connections between the concepts and applying the information to real life issues. Additionally, you will analyze responses of at least two classmates to the same prompt. Discussion boards will be graded according to the rubric posted in Canvas. **There will not be any opportunities for making up these discussions.** Assessment Discussion submission is not a mandatory assignment. If you choose to write this response to the prompt, I will add up to 10 extra points to your lowest discussion board grade.

**Service Learning:** As part of the College of Education’s assessment efforts each student enrolled in FOUN 3103 **must complete 25 hours** of service learning. Service-learning **participation** **is a required** **component** of this course and will constitute **10% of your final grade**. This service-learning project is designed to (1) install an outdoor classroom at Opelika Learning Center and (2) develop a lesson plan for teaching outdoors.

You will find a detailed plan of this service-learning project in “Service-Learning” module on the class website.

**Face Covering and Social Distancing.** While conducting service-learning, we willobserve physical distancing guidelines and use face covering in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas. If you have a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**In the even someone in class tests positive for COVID-19.** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**Instructional Help Policy:** 100 % of the instruction in this course will be delivered online, we will meet only for service-learning 3 times. However, I want you to remember that we are always within your reach and if you need any help, advise or guidance, please do not hesitate to contact me or my Teaching Assistant. I believe that feedback is an essential component of learning experience and we will provide you with continuous constructive feedback to help you to identify which behaviors or skills need to be improved. At the same time, total reliance of the student on the instructor might hinder your autonomy and prevent you from becoming an independent and self-sufficient learner.

**Ethics of Grading and Receiving a Grade:** A basic teaching rule is to honestly evaluate student’s performance based on established criteria and grading systems, and to do so as fairly as possible with the least amount of bias. Adhering to this rule, the due dates for all assignments and the grading rubric for you to use while completing discussion boards, and me to grade your work are posted in Canvas. Sometimes, a student will make a request for a higher than earned course grade for such reasons as, “*I never made the lower than an A”,* or “*I have a scholarship that requires me to have an A in this course”*. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the field of teaching you are about to enter. So, I ask you in advance to refrain from making these requests. Whether intended this way or not, these remarks are misguided way to appeal to an instructor’s supposed sympathy, sense of forgiveness, etc. I shared my expectations for this course with you and grading criteria in advance and, if all of us will follow these criteria, such requests should not arise.

**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 withdraw 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 service-learning meetings. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend our in-person service-learning meetings. If possible, notify me in advance of your absence, and we will make required modifications for you to complete this course requirements.

**Policy for Late/Missing Work:** If you do not submit a completed quiz by the deadline, you will not receive a credit for that quiz until you make it up. Please consider that I will deduct 10 points from your grade each day your submission is late. You will have to contact me to arrange a makeup quiz.

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.

**There will not be any opportunities for making up discussions.**

**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 (<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>). 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**:** **VERY IMPORTANT**

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 and our meetings:

**August 17-23 -** The Science of Child Development

* Read Ch. 1
* **Ch. 1 Quiz due** **by August 23 at** 11:59 p.m.
* **August 20 & 23 – Discussion Board 1 due**

**August 24-30 -** Genetic Bases of Child Development

* Read Ch.2
* **Ch. 2 Quiz due** **by August 30** at 11:59 p.m.

**August 29 and 30 - service learning - 8 hours**

**August 31-September 6 –** Prenatal Development, Birth and the Newborn

* Read Ch.3
* [Life Before Birth - In the Womb](https://www.youtube.com/watch?v=0gAsdEUNUJY&t=3726s) - video
* **Ch. 3 Quiz due** **by September 6** at 11:59 p.m.

**September 5** **- service learning - 4 hours**

**September 8- 13-** Perceptual and Motor Development

* Read Ch. 5
* [Does My Child Have A Sensory Issue?](https://www.youtube.com/watch?v=Sti8iNlVlco)
* **Ch. 5 Quiz due** **by September 13** at 11:59 p.m.
* **September 13** – **Test 1 (Ch.1-3, 5)**. List of concepts included in Test 1 is posted in Canvas

**September 14-20** - Theories of Cognitive Development

* Read Ch. 6
* **Ch. 6 Quiz due by September 20** at 11:59 p.m.
* **September 17 & 20 – Discussion Board 2 due**

**September 21-27-** Memory Development, Intelligence

* Read Ch. 7.1 & 8.1, 8.2
* **Ch. 7.1 & 8.1, 8.2 Quiz due** **by September 27** at 11:59 p.m.
* **September 24 & 27 – Discussion Board 3 due**

**September 28-October 4 -** Language and Communication

* Read Ch.9
* **Ch. 9** **Quiz due** **by October 4** at 11:59 p.m.
* **October 4** -**Test 2 (Ch.6-9).** List of concepts included in Test 2 is posted in Canvas

**October 5-11** - Emotional Development

* Read Ch.10
* **Ch. 10** **Quiz due** **by October 11** at 11:59 p.m.

**October 12-18** - Understanding Self and Others

* Read Ch. 11
* **Ch. 11 Quiz due** **by October 18** at 11:59 p.m.

**October 19-25** **-** Moral Understanding and Behavior

* Read Ch.12
* **Ch. 12** **Quiz due** **by October 25** at 11:59 p.m.
* **October 25**- **Test 3 (Ch.10-12).** List of concepts included in Test 3 is posted in Canvas

**October 26-November 1** - Gender and Development

* [Dr. Money and The Boy with No Penis](http://www.youtube.com/watch?v=MUTcwqR4Q4Y) – video
* Read Ch. 13
* **Ch. 13** **Quiz due** **by November 1** at 11:59 p. m.
* **October 29 & November 1 - Discussion Board 4 due**

**November 2-8** - Family Relationships

* Read Ch. 14
* **Ch. 14** **Quiz due** **by November 8** at 11:59 p.m.

**November 9-15 -** Influences Beyond the Family

* Read Ch.15
* **Ch. 15** **Quiz due** **by November 15** at 11:59 p.m.
* **November 15 - Test 4 (Ch.13-15).** List of concepts included in Test 4 is posted in Canvas

**November 16-22 -** Assessment

* Read material in the “Assessment” module
* **Assessment Quiz due by November 22** at 11:59 p.m.
* **Lesson Plan** for teaching outdoors **due by November 22** at 11:59 p.m.

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