

1. Course Information

Course Number: FOUN 3100, Spring 2010

Course Title: Child Development, Learning, Motivation, & Assessment

Credit Hours: 6

Prerequisites: Admission to Teacher Education; FOUN 3000; RSED 3000

Instructor: Brittney Mathies

Office: 1103 Student Center

Email: brm0002@auburn.edu

Phone: 844-4921

Office Hours: By appointment only

2. Date Syllabus Prepared: January 12, 2010

3. Required Text:

Assessment, Development, Learning, & Motivation of Children & Adolescents (2006). 2nd custom ed.

4. Recommended Materials:

2" 3-ring binder w/paper, highlighter

5. Course Description: The physical, cognitive, psychosocial, and moral aspects of child development will be covered. The course will emphasize the integration of development, learning, motivation, assessment, and evaluation in the context of instruction.

6. 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.

In addition to these items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are highlighted on Attachment A. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state, and federal laws and policies.

Content Knowledge

Academic Discipline

- Knowledge of the ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). (1)(c)1.(ii)

Human Development

- Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. (2)(c)1.(i)
- Knowledge of the role of language in learning. (2)(c)1.(ii)
- Knowledge of developmentally appropriate instructional and management strategies. (2)(c)1.(iv)

Organization and Management

- Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. (2)(c)2.(ii)

Learning Environment

- Knowledge of factors and situations that promote or diminish intrinsic motivation. (2)(c)3.(ii)

Instructional Strategies

- Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)
- Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each. (2)(c)4.(ii)
- Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (2)(c)4.(iii)
- Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (2)(c)4.(iv)

Assessment

- Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)
- Knowledge of the relationship between assessment and learning and how to integrate appropriate assessments into all stages of the learning process. (2)(c)5.(ii)
- Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)
- Knowledge of current Alabama assessment requirements and procedures. (2)(c)5.(iv)

Diversity

Learning Styles

- Knowledge of research and theory relating to learning styles and multiple intelligences. (4)(c)4.(i)

Professionalism

Collaboration

- Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming. (5)(c)1.(i)

Continuous, Lifelong Professional Learning

- Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s). (5)(c)2.(i)
- Knowledge of the processes and skills associated with peer coaching and mentoring. (5)(c)2.(iii)

Alabama Specific Improvement Initiatives

- Knowledge of Alabama's state assessment requirements and processes. (5)(c)3.(ii)

School Improvement

- Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (5)(c)4.(i)

Ethics

- Knowledge of appropriate professional behavior and dispositions expected of professional as outlined in the Alabama Educator Code of Ethics. (5)(c)5.(i)

Local, State, and Federal Laws and Policies

- Ability to access school, community, state, and other resources and referral services. (5)(c)6.(ii)

7. Course Content:

Week 1

Tuesday, January 12, 2009

Introduction to course

Review of syllabus

"All About Me" assigned

Thursday, January 14, 2010

"All About Me" due by 12 a.m. via email to instructor

"All About Me" presentations during class

Week 2

Tuesday, January 19, 2010

Chapter 1: Making a Difference in the Lives of Children and Adolescents

Thursday, January 21, 2010

Chapter 2: Biological Beginnings

Week 3

Tuesday, January 26, 2010

Service Learning Overview- Lisa Lively

Chapter 3: Physical Development

Thursday, January 28, 2010

Chapter 3: Physical Development

Week 4

Tuesday, February 2, 2010

Chapter 4: Piaget & Vygotsky

Thursday, February 4, 2010

Chapter 4: Piaget & Vygotsky

Week 5

Tuesday, February 9, 2010

Chapter 5: Intelligence

Thursday, February 11, 2010

Chapter 5: Intelligence

Week 6

Tuesday, February 16, 2010

Chapter 6: Emotional Development

Thursday, February 18, 2010

Chapter 6: Emotional Development

Week 7

Tuesday, February 23, 2010

Chapter 6: Emotional Development

Thursday, February 25, 2010

Chapter 7: Development of Self and Social Understanding

Week 8

Tuesday, March 2, 2010

Chapter 8: Family, Culture, and Community

Thursday, March 4, 2010

Chapter 9: Peers, Schools, and Society

Week 9

Tuesday, March 9, 2010

Chapter 9: Peers, Schools, and Society

Thursday, March 11, 2010

EXAM 1: Chapters 1-9

Week 10

SPRING BREAK- No Class

Week 11

Tuesday, March 23, 2010

Chapter 10: Behavioral Views of Learning

Thursday, March 25, 2010

Chapter 11: Cognitive Views of Learning

Week 12

Tuesday, March 30, 2010

Chapter 12: Social Cognitive and Constructivist Views of Learning

Thursday, April 1, 2010

Chapter 13: Motivation

Week 13

Tuesday, April 6, 2010

Chapter 14: Achievement Targets

Chapter 15: Selecting Proper Assessment Methods

Thursday, April 8, 2010
Chapter 16: Selected Response Assessment

Week 14

Tuesday, April 13, 2010
Chapter 18: Standardized Assessment

Thursday, April 15, 2010
Chapter 17: Performance Assessment

Week 15

Tuesday, April 20, 2010
SERVICE LEARNING JOURNALS DUE

Thursday, April 22, 2010
EXAM 2: Chapters 10-18

Week 16

Tuesday, April 27, 2010
Review

Thursday, April 29, 2010
Review

COMPREHENSIVE EXAM- Monday, May 10, 2010 at 12:00 noon.

8. Course Requirements & Evaluation

Grade Requirements:

A= 90-100% of possible points AND excellent attendance & participation
B= 80-89% of possible points AND at least good attendance & participation
C= 70-79% of possible points
D= 60-69% of possible points
F= less than 60% of possible points AND/OR more than 4 class absences

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond minimum course requirements and reflects a deep-level, conceptual understanding on the part of the learner. **It is possible to receive 90+ percent of the possible points in the course and receive a “B” or less due to less than excellent attendance and/or participation.** Similarly, it is possible to receive 80-89% of the possible points in the course and receive a “C”

of less due to less than good attendance and/or participation. **Excellent attendance & participation is defined as having no more than one unexcused absence.** Good attendance & participation is defined as having no more than two unexcused absences. Tardiness to class and/or leaving class early may be counted as an unexcused absence. If a student is asked to leave class due to use of a cell phone or other, similar device, this may also count as an unexcused absence. Further, please note that success in this course is contingent upon the successful completion of the Service Learning requirements. Problems reported by your Service Learning site may also result in a reduction in your final course grade.

Evaluation Criteria:

“All About Me” Assignment	25 points
10 Quizzes (10 points each)	100 points
Exam I	100 points
Exam II	100 points
Comprehensive Exam	100 points
3 Service Learning Journal Entries (25 points each)	<u>75 points</u>
TOTAL	500 points

You MUST complete a minimum of 25 Service Learning hours in order to receive a passing grade in this course, regardless of how many points you have accumulated.

“All About Me” Assignment: This assignment is an exercise in developing and presenting your biography to the instructor, your classmates, and your students (once you begin teaching). It is important that your students see you as a “real person” in addition to being their teacher. This helps your students relate to you on a personal level. For the purposes of this class, it will help the instructor and your fellow teacher candidates in learning about you, while giving you additional experience in presenting. You may find that you have several common interests, hobbies, etc. with others in the class, which will assist you as you develop relationships with them! For the part of this assignment you will email to the instructor, you will also include contact information (listed on Assignment Instruction handout). For the presentation, you should creatively develop a way to present yourself to others in the learning environment. You should be able to do this in a manner which you could present to your future students. This assignment is worth 25 points.

Quizzes: Quizzes will be unannounced. There will be 10 given over the course of the semester. Each will be worth 10 points, for a total of 100 quiz points. The quizzes will consist of one, or a few, short questions based on the reading(s) to be discussed that day or on lecture from the previous class period. You should ensure that you have read the assigned readings for class, reviewed the previous class notes, and are present in class in order to do well on these quizzes. Quizzes cannot be made up.

Exams: Exams (including the comprehensive exam) will consist of multiple choice and may include matching questions taken from the text and class discussion/lectures. Exams will be worth 100 points. The comprehensive exam will be worth 100 points.

Service Learning Journal: You will be required to write about 2 of your visits to your designated Service Learning site. Specific requirements for this assignment will be provided separately. Each entry is worth 25 points. In addition to these 2 entries, you will be required to write a summative reflection at the end of your Service Learning experience. This entry will also be worth 25 points. All Service Learning Journals are **NO LATER THAN Tuesday, April 20, 2010** to receive credit. You will receive specific instructions regarding this assignment.

Service Learning: You will be expected to serve a minimum of 25 hours of service learning at the site assigned to you. This is mandated by the Alabama State Department of Education and is necessary for you to complete your degree/graduate from Auburn University and to receive credit for this course. Fulfilling this service learning requirement must be done and nothing else can be used as a replacement or substitute. The Service Learning Coordinator is Lisa Lively. Her contact information is livells@auburn.edu. Please refer to the Service Learning booklet for additional information regarding specific policies regarding this component of the course.

Alabama Quality Teaching Standards and Candidate Proficiencies: The Alabama State Board of Education requires that all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College's conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted on Attachment b. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, local, state, and federal laws and policies and professionalism. For each of these targeted proficiencies, students will be assigned a holistic rating that reflects performance throughout the semester (1-poor; 2-approaching competence/marginal; 3-competent; 4-exemplary). The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor forwards a copy of the evaluation signed by the instructor and student to the students' department head and program coordinator to alert them to specific concerns that may require attention. The email is copied to the student.

9. Class Policy Statements

A. All assignments must be handed in by **Thursday, April 29, 2010** to be graded.

B. Students are expected to attend all class meetings and participate in all classroom discussions as outlined in the Tiger Cub. **Students missing more than 3 absences for any reason (excused or unexcused) will not receive course credit.** Students absent from class are expected to contact the instructor at brm0002@auburn.edu.

C. Make-up exams and quizzes will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up exams must be made in advance. All excuses must be documented and cleared in advance with the instructor. **An excuse should be provided to the instructor documenting the excuse on or before the next class meeting.** Arrangements to make-up the exam or quiz will be made at that time.

D. **Students who require accommodations should schedule a meeting with the instructor by Tuesday, January 19, 2010** or as soon as possible should accommodations be needed immediately. Students may arrange the meeting in person or via email by contacting the instructor at brm0002@auburn.edu. Please bring a copy of your Accommodations Memo and Instructor Verification Form to the meeting. If you do not have an Accommodations Memo but need accommodations, you may make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 334-844-2096.

E. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining cheating and plagiarism apply to this class.

F. As faculty, staff, and students interacting in professional settings, all are expected to demonstrate professional behaviors as defined by the College of Education's conceptual framework. These professional commitments or dispositions are as follows: (1) Engage in responsible and ethical professional practices), (2) Contribute to collaborative learning communities, (3) Demonstrate a commitment to diversity, and (4) Model and nurture intellectual vitality.

G. All late work will result in one letter grade deduction for each day it is late.

H. All work submitted must be typed.

I. **Absolutely no cell phones or similar devices should be used during class.** Students should ensure that these devices are programmed to **SILENT** during class. **No cell phones or other, similar devices should be visible during class.** They are to be stowed away. Only during

allotted breaks will students be permitted to use these devices. Should this request be violated beyond an initial warning, the student will be notified that their behavior will result in an unexcused absence for that class day and all other days which their cell phone (or other unapproved device) is present for the duration of the semester.

J. Students are expected to be present at the beginning of class and remain until class is dismissed. Arriving late is a distraction to both the instructor and fellow students. Should this request be violated beyond an initial warning, the student will be notified that their behavior will result in an unexcused absence for that class day and all other days they are late for the duration of the semester.

K. During exams, students will be asked to place all materials and personal belongings in a designated place in the classroom. No materials or belongings besides a writing utensil should be on or around student desks. This includes caps and hats. Students may retrieve their belongings once their exam has been turned in.

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