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

**Spring 2020**

**FOUN 3103, CRN 17284, 6 credit hours**

**Instructor:** Svetlana Chesser, PhD

**Teaching Assistant:** Dwayne Clark, PhD student [dzc0063@auburn.edu](mailto:dzc0063@auburn.edu)

**Service-Learning coordinator:** Kristine Forney; email: [knm0029@tigermail.auburn.edu](mailto:ezh0012@tigermail.auburn.edu)

**Office Hours and Location:** Wednesday 11a.m.-12:30 p.m., and Thursday 3 p.m.- 4:30 p.m. Haley 4076

**Course Meeting Days, Time, and Location:** online and January 8, January 29, February 19,

March 18 at 4 p.m. in Haley 1435. **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.

**Phone and Email:** (334) 844-3052; 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         (13 @ 2% each)                            26 %

Tests                           (4   @ 10% each)                         40 %

Discussions     (4  @ 6 % each)                        24 %

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 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, 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.

**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.**

**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 and direct 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**.

**Instructional Help Policy:** About80 % of the instruction in this course will be delivered online, we will meet on-campus only for orientation and preparation for testing. 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 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**:** **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:

**January 8 - 15 -** The Science of Child Development

* **Class meeting on January 8th.** Welcome to FOUN 3100, syllabus overview
* Read Ch. 1
* **Ch. 1 Quiz due** **by January 15 at** 11:59 p.m.

**January 15 - 22 -** Genetic Bases of Child Development

* Read Ch.2
* **Ch. 2 Quiz due** **by January 22** at 11:59 p.m.

**January 22 - 29 –** Prenatal Development, Birth and the Newborn

* Read Ch.3
* [The](https://www.youtube.com/watch?v=NkjzMyesIPg&has_verified=1) Miracle of Life - video
* **Ch. 3 Quiz due** **by January 29** at 11:59 p.m.

**January 29 - February 5 -** Perceptual and Motor Development

* **Class meeting on January 29th.** Review for Test 1; Article discussion for the first Discussion Board.
* [**Does My Child Have A Sensory Issue?**](https://www.youtube.com/watch?v=Sti8iNlVlco)
* Read Ch. 5
* **Ch. 5 Quiz due** **by February 5** at 11:59 p.m.
* **February 5** – **Test 1 (Ch.1-3, 5)**. List of concepts included in Test 1 is posted in Canvas

**February 5 - 12** - Theories of Cognitive Development

* Read Ch. 6
* **Ch. 6 Quiz due by February 12** at 11:59 p.m.
* **February 9 & 12 – Discussion Board 1 due**

**February 12 – 19 -** Memory Development, Intelligence

* Read Ch. 7.1 & 8.1, 8.2
* **Ch. 7.1 & 8.1, 8.2 Quiz due** **by February 19** at 11:59 p.m.
* **February 16 & 19 – Discussion Board 2 due**

**February 19 - 26 -** Language and Communication

* **Class meeting on February 19th.** Review for Test 2
* Read Ch.9
* **Ch. 9** **Quiz due** **by February 26** at 11:59 p.m.
* **February 26** -**Test 2 (Ch.6-9).** List of concepts included in Test 2 is posted in Canvas

**February 26 – March 4** - Emotional Development

* Read Ch.10
* **Ch. 10** **Quiz due** **by March 4** at 11:59 p.m.
* **March 1 & 4 – Discussion Board 3 due**

**March 4 - 18** - Understanding Self and Others

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

**March 18 – March 25** **-** Moral Understanding and Behavior

* **Class meeting on March 18th.** Review for Test 3. Discussion Board questions.
* Read Ch.12
* **Ch. 12** **Quiz due** **by March 25** at 11:59 p.m.
* **March 25**- **Test 3 (Ch.10-12).** List of concepts included in Test 3 is posted in Canvas

**March 25 – April 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 April 1** at 11:59 p. m.
* **March 29 & April 1 - Discussion Board 4 due**

**April 1 - 8** - Family Relationships

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

**April 8 - 15 -** Influences Beyond the Family

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

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.