Course Syllabus: EDUC 207
Psychology of Human Growth and Development
Rebecca Denton, PhD

Drury University Mission: Drury is an independent University, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks: to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought, to liberate persons to participate responsibly in and contribute to life in a global community, to foster the integration of theoretical and practical knowledge.

School of Education and Child Development Mission:
The mission of professional education at Drury University is to:

1. Develop liberally educated professionals who are highly effective teachers and instructional leaders within their respective disciplines and who are knowledgeable and skilled in the areas of child and adolescent development.

2. Prepare educators who are proficient in the use of data collection and analysis techniques to ensure that all students, regardless of ability, diversity of background, or other individual differences, will reach their learning potential.

3. Add value to the lives of children of all ages and their families in rural and urban communities throughout the Ozarks' region and beyond.

Course Number:	**EDUC 207**
Course Schedule:	Tuesday & Thursday: 2:30 p. – 3:50 p.
Course Location:	Lay Hall, Room 310
Instructor's Name:	Dr. Rebecca A. Denton
Instructor's Biography	Associate Professor of Education and Child Development Ph.D.: Saint Louis University M.Ed.: Drury University M.B.A.: Missouri State University B.S. Business Administration: Missouri State University
Contact Information:	**Office:** 203 Lay Hall **Cell Phone**: 860.2604 (for emergencies) **Email:** rdenton@drury.edu - The most effective means of contacting me is via email. I will check email ONCE per evening by 6:00 pm. **Office Hours**: **Mondays:** Regularly by scheduled appointment **Tuesdays:** 11:00 a. – 12:00 p. **Wednesdays:** 9:00 a. – 2:00 p. **Please Note:** There may be times when meetings are called during office hours; for important issues, including scheduling, please schedule office visits with me in advance.
Required Texts/Materials	**Required Texts**: None! We will be utilizing materials from professional, research-based organizations. Most of your required readings/materials will be provided to you and available on Blackboard. **Required Materials:** *** We will be using electronic materials throughout the semester!** (1) You will need internet access and access to a **printer/copier** on a regular basis. (2) You will be expected to check the class **Blackboard account DAILY**. (3) If you use a personal printer, you will need at least one printer cartridge for this course – also, (4) stock up on copy paper. (5) You will be making copies – **expect to use 200+ sheets** of paper; recycled paper is fine for notes/readings. (6) You will need a **stapler – no loose papers will be accepted** under any circumstances. The instructor retains the right to add companion texts as necessary. **You are responsible for downloading and printing all materials.**
Electronic Resources:	**Class Blackboard** site – Olin Library site – Science Daily Health Newsletter – DESE Website – Drury Email — MANY additional electronic sites will be utilized throughout the semester!

Course Description	EDUC 207: Psychology of Human Growth and Development
	A study of the process of human development from conception through adolescence with particular emphasis on development during the elementary school, middle school and high school age periods of growth and development. The course will emphasize the contemporary research, theory and findings in the areas of cognitive, emotional and physical development with a focus on psychological processes and structures and their implications for the educational process.

Educators certified and working in the state of Missouri are required to meet (and hopefully at some point exceed) **state and (and in some cases) national accreditation standards**. The state standards are established by the Missouri Department of Elementary and Secondary Education (DESE) and are called the Missouri State Standards for Professional Educators (MoSPE). The School of Education and Child Development at Drury University is a nationally accredited program. As such, our pre-service teachers are also subject to national accreditation standards, established by the Council for the Accreditation of Educator Preparation (CAEP), most importantly, the Interstate Teacher and Support Consortium standards (InTASC). We will discuss these standards at the beginning of the course and will refer to them throughout our time together. **Course objectives and subsequent requirements are all correlated to these state and national accreditation standards**.

Missouri Standards for Professional Educators (MoSPE) Covered in this Course:

The teacher standards are articulated across nine general areas of professional practice. Quality indicators are provided for each standard that further describe the particular benchmark or criterion of the professional practice. The entire document for teachers can be found at the Department of Elementary and Secondary Education website on the Office of Educator Quality home page (dese.mo.gov/eq/).

*Standard #2: Understanding and Encouraging Student Learning, Growth and Development
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
> Quality Indicator 1: Cognitive, social, emotional and physical development
> Quality Indicator 2: Student goals
> Quality Indicator 3: Theory of learning
> Quality Indicator 4: Meeting the needs of every student
> Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
> Quality Indicator 6: Language, culture, family and knowledge of community

*Standard #4: Teaching for Critical Thinking
The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills including instructional resources.
> Quality Indicator 1: Instructional strategies leading to student engagement in problem solving and critical thinking
> Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

*Standard #5: Creating a Positive Classroom Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
> Quality Indicator 1: Classroom management, motivation and engagement
> Quality Indicator 3: Classroom, school and community culture

*Standard #6: Utilizing Effective Communication
The teacher models effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

      Quality Indicator 1: Verbal and nonverbal communication
      Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences
      Quality Indicator 3: Learner expression in speaking, writing and other media
      Quality Indicator 4: Technology and media communication tools

*Standard #7: Use of Student Assessment Data to Analyze and Modify Instruction The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

      Quality Indicator 1: Effective use of assessments
      Quality Indicator 2: Assessment data to improve learning
      Quality Indicator 4: Effect of instruction on individual/class learning

Standard #8: Professional Practice
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

      Quality Indicator 1: Self-assessment and improvement
      Quality Indicator 2: Professional learning
      Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9: Professional Collaboration
The teacher has effective working relationships with students, parents, school colleagues and community members.

      Quality Indicator 1: Roles, responsibilities and collegial activities
      Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students
      Quality Indicator 3: Cooperative partnerships in support of student learning

Council for the Accreditation of Educator Preparation (CAEP) Standards –
http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf
Standard 1: Content and Pedagogical Knowledge *1.1 Candidates demonstrate an understanding of the ten*

Interstate Teacher Assessment and Support Consortium (InTASC) Standards *at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility:*

In this class, we will focus primarily on InTASC Standards 1 – 3, but will also work with Standards 9 & 10. See the underlined passages below for areas of concentration.

- **Standard #1: Learner Development.** <u>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas</u>, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** <u>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</u>
- **Standard #3: Learning Environments.** <u>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</u>
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** <u>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</u>
- **Standard #10: Leadership and Collaboration.** <u>The teacher seeks</u> appropriate leadership roles and <u>opportunities to take responsibility for student learning and development, to collaborate with learners, families,</u> colleagues, other school professionals, and community members <u>to ensure learner growth,</u> and to advance the profession.

NOTE: **InTASC** performances, essential knowledge, and critical dispositions
are identified for each of the specified standards:
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Course Objectives Taken directly from: InTASC & MoSPE Standards <u>The pre-service teacher (student) will..</u>	InTASC & *MoSPE* Standards	Correlated Course Requirements All objectives will be studied using: research-based/professionally recognized and accepted materials from: education-focused websites, libraries, (peer reviewed) articles, case studies, videos and documentaries, continuing education sources and education-focused webinars.
..understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. ..understand how students differ in their approaches to learning.	InTASC Standard #1: Learner Development *MoSPE Standard #2: Quality Indicators 1 – 6*	Nature/Nurture Assignment Prenatal Development Assignment Brain Development Assignment Body/Motor Skills Assignment Vygotsky Cultural Assignment Erikson/Marcia Assignment Piagetian Tasks Bronfrenbrenner Mini-Assignment Final Project In-Class Activities Daily Assessments Other Homework
.. develop an understanding of individual s t u d e n t differences and diverse cultures and communities so he/she can create inclusive learning environments that enable each learner to meet high standards. ..begin to understand how to provide learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.	InTASC Standard #2: Learning Differences *MoSPE Standard 2: Quality Indicators 1 – 6*	Nature/Nurture Assignment Prenatal Development Assignment Brain Development Assignment Body/Motor Skills Assignment Vygotsky Cultural Assignment Erikson/Marcia Assignment Piagetian Tasks Bronfrenbrenner Mini-Assignment Final Project In-Class Activities Daily Assessments Other Homework
.. understand child and adolescent motivation and behavior (and the assessment of) and effective verbal and nonverbal communication ..and how important they are in creating environments that support individual and collaborative learning, c r i t i c a l t h i n k i n g a n d p r o b l e m s o l v i n g, and that encourage positive social interaction, active engagement in learning, and self-motivation.	InTASC Standard #3: Learning Environments *MoSPE Standard 4: Quality Indicators 1 & 2* *MoSPE Standard 5: Quality Indicators 1 & 3* *MoSPE Standard 6: Quality Indicators 1 – 4* *MoSPE Standard 7: Quality Indicators 1, 2, 4*	Nature/Nurture Assignment Prenatal Development Assignment Brain Development Assignment Body/Motor Skills Assignment Vygotsky Cultural Assignment Erikson/Marcia Assignment Piagetian Tasks Bronfrenbrenner Mini-Assignment Final Project In-Class Activities Daily Assessments Other Homework
..learn how to be a reflective practitioner and actively seek out and engage in ongoing professional	InTASC Standard #9: Professional Learning and Ethical Practice	InTASC and MoSPE Standards Exercises Webinar Assignments Vygotsky Cultural Assignment

learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families) and adapts practice to meet the needs of each learner.	*MoSPE Standard 8: Quality Indicators 1 – 3*	**Bronfrenbrenner Mini-Assignment** **Final Project** **In-Class Activities – Self Assessments** **Other Homework – Self Assessments**
..understand how to seek appropriate opportunities to take responsibility for student learning and development, to establish effective working relationships with learners and families to ensure learner growth.	**InTASC Standard #10: Leadership and Collaboration** *MoSPE Standard 9: Quality Indicators 1 – 3*	**Vygotsky Cultural Assignment** **Erikson/Marcia Assignment** **Bronfrenbrenner Mini-Assignment** **Final Project** **In-Class Activities – Student and Parent Surveys** **Other Homework – Student and Parent Surveys**

Course Requirements and Evaluation:

1. Course Informational Materials
   - In order to truly keep current and adequately cover the appropriate state and national accreditation standards, we will utilize extensive materials from appropriate online sources. You will be responsible for accessing and reading/viewing assigned materials from a variety of high quality resources. Most materials will be provided for you on Blackboard, though there will be times where you will be required to locate materials on your own. We will not be using any sort of textbook for this course.

2. Course Preparation
   - You are expected to have completed your readings/assignments on time, which is, PRIOR to the beginning of the specified class period. We will cover a substantial amount of material; therefore, attending each class session, participating in class discussions, and completing course assignments will be essential. Students are required to turn in their assignments by the beginning of the class period on the designated dates. Late assignments will NOT be accepted under any circumstances. Educators are required to be prepared when they teach; they may not 'skip a day' just because something else came up. All assignments must follow directions and will be assessed for content and technical writing. All assignments must be typed and edited unless otherwise specified.

3. Attendance
   - Attendance will be taken daily and reported. Students with a pattern of absences/late arrivals will be notified by university personnel. Excused Absences are absences resulting from participation in university-sponsored activities and significant illnesses/family emergencies ONLY. Missed work caused by excused absences may be made up only if you contact me before the excused absence. Missed work caused by unexcused absences may not be made up under any circumstances. You are expected to make arrangements for any missed work. You are expected to attend class whenever possible. You are expected to arrive to class on time and stay for the entire period. Unexcused absences and late arrivals will likely have a negative effect on your overall grade.

4. Professionalism
   - Educators are professionals; they are also role models for their students. Demonstrating professional behavir is a key skill for success in college as well as in the K-12 schools. Over the course of the semester, students will need to demonstrate their professionalism and disposition: attendance, punctuality, respectful and meaningful engagement, self-motivation, organization/prioritizing, high quality work & other elements found on the SECD Disposition Form); critical thinking (creativity, openness to new ideas, logic) and personal skills (seeking assistance when necessary; being a productive group member; displaying appropriate verbal and nonverbal language). This component can affect your grade positively or negatively. See the Professionalism Rubric for additional clarification.

5. Assessment/Assignments
   - We will engage in many types of assignments/assessment in this course. Including:
     - In-Class Activities
     - In-Class Assessments
     - Various Homework Assignments
     - Subject-Based 'Interim' Assessments
     - Final Project/Presentation
     - We will not have traditional multiple choice assessments as a rule

Evaluation and Grades (Additions and/or changes may be made throughout the semester by the professor)

Assignments/Evaluation	Points Possible 430 Course Total
Ongoing Assessments – Formative **Final Scores Computed Using Percentages**	**150 Points Possible** **35% of Total Grade**
In-Class Activities/Discussions	50 Points Total Possible
In-Class Assessments & Short Quizzes	50 Points Total Possible
Other Homework	50 Points Total Possible
Interim Assignments – Topically Based	**220 Points Possible** **51% of Total Grade**
Nature vs. Nurture	30 Points Possible
Prenatal Development	30 Points Possible
Brain Development	40 Points Possible
Body & Motor Development	40 Points Possible
Vygotsky Cultural Development	40 Points Possible
Erikson/Marcia Socioemotional Development	40 Points Possible
Summative Assignment - Culmination	**60 Points Possible** **14% of Total Grade**
Final Project & Presentation	30 Points Possible
Final Subject – Based Assessment	30 Points Possible
Professionalism Evaluation	Can increase or decrease final grade

The professor reserves the right to change, add, or delete assignments throughout the semester. All alterations will be announced in a timely manner.

Grading Scale (if taking this class for admission into the Teacher Education Program, you must earn a grade of C or higher or you will be required to retake the course):

95-100%	A	74-76%	C
90-94%	A-	70-73%	C-
87-89%	B+	67-69%	D+
84-86%	B	64-66%	D
80-83%	B-	60-63%	D-
77-79%	C+	0-59%	F

Grade:	Criteria and Guidelines
A	A grade of A involves a level of performance that is conspicuously excellent in the factors indicated in the definition of B. You must go above and beyond the call of duty to receive an A in this course. Doing 'good work' will most likely result in a grade of C.
B	A grade of B indicates a higher level of performance than the satisfactory standard defined for a grade of C. It involves excellence in some aspect of the work, such as completeness, accuracy, detail of knowledge or effective independent work.
C	A grade of C represents a satisfactory level of performance that can be expected of any Drury student who gives a reasonable amount of time, effort and attention to the work of the course. Such satisfactory performance should include familiarity with the concept of the course as shown by an acceptable mastery of the information, concepts or skills involved and regular participation in the work of the class. This is the grade you will earn if you simply 'follow the assignment guidelines' and do nothing more. If you merely follow the guidelines and have multiple errors, you will most likely earn a grade lower than C.
D/F	A grade of D or F indicates an unacceptable level of performance.
I	An I grade is given for incomplete work only if illness or other unavoidable causes prevent the student from completing the course. The student is responsible for contacting the instructor and determining what must be done to remove the I grade. Coursework must be completed and the I grade replaced with a letter grade within six weeks after the beginning of the semester immediately following the semester in which the I grade was received. The instructor granting the incomplete, or the department chair in his or her absence, is required to report to the registrar a grade for the permanent record at the end of that period. A grade of I not removed within the time period allowed will automatically be changed to an F.
Other	Please refer to the academic catalog.
	Note: Drury does not give an A+ grade as a final, end of semester, grade.

Attendance: Students are responsible for all content presented during class periods. **Missed work may be made up for excused absences only. An excused absence is granted only for university-sponsored events or major health/family emergencies.** All excused absences must be documented. **In the case of university-sponsored events, it is the student's responsibility to inform the instructor BEFORE the absence so alternate arrangements can be made.** Your professionalism score will be negatively affected by unexcused absences.

Assignments: The instructor reserves the right to change the listed assignments. Students will be given at least one week's notice and a revised syllabus if the listing of course assignments change.

Cell phones & Other Personal Technology:

Prior to the start of class, please turn your cell phones off, or to silent mode, to avoid unnecessary classroom disruptions. **Texting and/or talking on the phone during**

class are not permitted and will result in a lowering of your final grade (see Professionalism Checklist). The same holds for other personal technology in class.

Course Standards:

    Drury University maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's original work, even for work designated as group work. Although Drury encourages collaboration between students and faculty in the sharing of ideas and experiences, individual work needs to represent the student's original thought and be distinguishably different from other students' work.

Academic Dishonesty:

Academic dishonesty undermines the values of Drury University as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. All instances of academic dishonesty will be reported to the Dean of the College. Cheating will result in an automatic failure of the assignment and possible class failure.

Written Work:

All papers are to be college level papers: typed, spell-checked and grammar-checked, well written with a logical flow of thought.

Late Assignments:

Late assignments will not be accepted unless caused by properly handled excused absences.

Students with Disabilities:

Drury University is committed to providing a hospitable and supportive environment to qualified students with diagnosed disabilities and to comply fully with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
For Day School Students:

Drury University is committed to making reasonable efforts to assist individuals with a disability in their efforts to avail themselves of services and programs offered by the University. Drury University will provide reasonable accommodations for persons with documented qualifying disabilities. It is the student's responsibility to request accommodations.

To receive accommodations please contact Ed Derr in the Disability Support Services Office, Findlay Student Center, room 1114, 417-873-7457, ederr@drury.edu.