***XAVIER UNIVERSITY***

**College of Social Sciences, Health, and Education**

**Department of Secondary and Special Education**

***HUMAN DEVELOPMENT AND LEARNING***

***EDFD 510-01 (3 credits)***

***Spring 2014***

***Day & Time***: Monday 7:30 to 10:00 P.M.

***Dates*** January 13, 2014 to May 9, 2014

***Location:*** Cohen 107

***Instructor:*** Thomas Breen, M.Ed.

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***Office Hours***: By appointment only

***COURSE DESCRIPTION***

 Human Development and Learning is a course of study presenting theories on growth, development, and learning. Students will apply theories in class activities including observations, media presentations, and film reviews. Students will develop and demonstrate observational skills and practices in writing educational reports. Students will develop an understanding of thematic stages of development and their application from birth to adolescence. Students will demonstrate an understanding of the physical, cognitive, and social/emotional domains of development and the developmental effects of family, culture, as well as environmental factors. **Required field experience in diverse settings. 5 field hours.**

**REQUIRED TEXT:**

McDevitt, Teresa M., and Jeanna E. Ormrod. Child Development and Education, 5th Ed. Pearson.

**\*\*\*IMPORTANT NOTE\*\*\***

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in you text book may be covered in the PRAXIS tests you will take to qualify for you teaching license. If you do no fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

**COMMUNICATION**

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

*Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.*

***CEC Code of Ethics for Educators of Persons with Exceptionalities***

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual,* Section Three, part 2
(p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

***COURSE OUTCOMES COURSE ASSESSMENT***

 ***ACTIVITIES***

|  |  |
| --- | --- |
| 1. CEC#1: Candidates understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.

OSTP 6.2: Candidates share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.1. CEC# 3: Candidates are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options.

OSTP1.1: Candidates display knowledge of how students learn and of the developmental characteristics of age groups.OSTP1.2: Candidates understand what students know and are able to do and use this knowledge to meet the needs of all students.OSTP1.4: Candidates model respect for students’ diverse cultures, language skills and experiences.OSTP1.5: Candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention. |   Theories Festival Checkpoint Fact SheetsMedia-Field-Service Project  Theories FestivalCheckpoint Fact Sheets Theories Festival Checkpoint Fact Sheets    Theories Festival Checkpoint Fact Sheets   Media-Field-Service Project   Media-Field-Service Project  |

Course Calendar Fall 2014

|  |  |  |
| --- | --- | --- |
| ***DATE*** | ***TOPICS*** | ***READINGS/ASSIGNMENTS*** |
| 01/13 | Introduction-Self, Others, & Class | Bring Syllabus, books & material to class  |
| 01/20 | Holiday (MLK) |   |
| 01/27 | Making a Difference in the Lives of Children & Adolescents-Ch. 1Using Research to Understand Children & Adolescents-Ch. 2 | McDevitt: |
| 02/03 | Family, Culture, & Community-Ch.3 | McDevitt  |
| 02/10 | Biological Beginnings-Ch. 4Physical Development-Ch. 5 | McDevitt |
| 02/17 | Cognitive Development: Cognitive Processes-Ch. 7 | McDevitt**Theories Festival Checkpoint 1-Fact Sheets-Ch. 4 & 5 (Physical)-Due** |
| 02/24 |  Language Development-Ch. 9   | McDevitt:  |
| 03/0303/10 | Spring BreakDevelopment in Academic Domains-Ch.10 | McDevitt: |
| 03/1703/2403/3104/0704/14 | Cognitive Development: Cognitive Process-Ch. 7 Cognitive Development: Piaget and Vygotsky-Ch. 6Intelligence-Ch. 8Emotional Development-Ch. 11Emotional Development-Ch. 11 | McDevitt: **Theories Festival Checkpoint 2-Fact Sheets-Ch. 6-10 (Cognitive)** |
| 04/21 | Development of Self and Social Understanding-Ch. 12 |  |
| 04/2805/03 | Development Of Motivation & SelfRegulation-Ch. 13Moral Development-Ch. 14Peers, Schools, & Society-Ch.15 | **Theories Festival Checkpoint 3-Fact Sheets-Ch. 3, 11-15 (Social/Emotional)** |
| 05/09 | **Checkpoint Week****Have A Great Summer** | 1. **Theories Festival Checkpoint 4-Sharing of Developmental Philosophy from Fact Sheets**
2. **Oral Presentation of Media Project**

**Field Experience Oral Presentation & Report****Oral Presentation of Service Project**  |

 ***Instructor reserves the right to change the order of above calendar***

 ***Project Reflection (Attach to EACH major assignment unless noted otherwise.)***

Each project and course assignment must include a project reflection that addresses the following questions:

* 1. What was your process in completing the project or assignment? How would you have changed or modified the process? Kept the same?
	2. What frustrations did you experience in completing the project or assignment? Lack of material? Little time? What would you change to not be frustrated?
	3. What did you learn from completing this project or assignment? What would you change or do differently?

 ***The Theories Festival Checkpoints (100 points)***

There will be four checkpoints. Each checkpoint will cover one component of the field of Child Development as it appears on page 6 (Physical, Cognitive, Social/Emotional). The last two columns will be combined as one component (Social/Emotional). The spiritual component will be addressed as well. Essentially, each of the first three checkpoints of Fact Sheets covers three of the four components of a human being (Physical, Cognitive, & Social/Emotional). The fourth or final checkpoint will consist of coming in during finals week and sharing one’s Developmental Philosophy of Teaching and Learning using one’s Fact Sheets as a source. A model sheet of a Human Being with its four components will be provided as a structure for the presentation. We will use an Oprah Book Club format. **(OSTP1.1: Candidates display knowledge of how students learn and of the developmental characteristics of age groups.)**

**Theories Festival Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **100 Possible Points (Per Component)** | **(Unprofessional)****(60 points)** | **Needs Improvement****(85 points)** | **Acceptable Quality****(90 points)** | **Professional Quality****(100 points)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation**  | Careless, hurried, and unprepared presentation. No attempt to engage the audience. Speaker appears uninterested. Little variety in presentation. (60 points)  | Presentation appears rushed and somewhat careless. Content is legible. Little attempt to engage audience. Little eye contact. Mumbling. Little expression. Information is primarily read. (85 points)  | **Presentation clearly defines theories and engaged audience and held their attention most of the time.** Clear articulation of ideas but lacks confidence with material. Some apparent originality displayed through creative use of materials. (90 points) | Exceptional originality of material. Evidence of pride and care taken in developing presentation. **Presentation clearly defines theories and engaged audience.** Exceptional confidence with material through poised presentations. (100 points)  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **CONTENT** | Fact sheet did not include descriptive statement of theory, summary of major concepts and few examples of how theory is relevant.  | Fact sheet included statement of theory, summary of concepts but information was superficial  | Fact sheet included statement of theory, summary of concepts and a few examples of theory relevance | Fact sheet included descriptive statement of theory, thorough summary of major concepts and numerous examples of **how theory is relevant to the support of the student learning, emotional, and physical development** |
| **GRAMMAR, SPELLING & PUNCTUATION** | - Paper contains numerous grammatical, punctuation, and spelling errors.- Language uses jargon or conversational tone. | -Paper contains several grammatical, punctuation and spelling errors.-Language lacks clarity or includes the use of numerous jargon or conversational tone. | - Paper contains couple grammatical, punctuation and spelling errors.- Language lacks clarity or includes the use of some jargon or conversational tone. | - Rules of grammar, usage, and punctuation are followed; spelling is correct.- Language is clear; sentences display consistently varied structure. |
| **REFLECTION** | Not included  | Included but not complete | Included and complete | Included, complete and shows depth of understanding |

 ***Theorist Fact Sheets (100 points)***

Students will compile Fact Sheets, outlining the important concepts, theories, and vocabulary on a number of developmental topics and theorists listed below. Each student will be responsible for the production of a 1 page detailed fact sheet. Fact sheets will be posted as an assignment on the calendar and graded individually. In addition, students can use the Jig Saw Approach from Cooperative Learning Model to complete this assignment. In short, use a team approach (Collaboration). It will save you time.

 A Factsheet is a concise guide that allows for detailed and measurable observation to take place.

Each fact sheet must contain:

1. a. A descriptive statement of the theory or content topic. b. Identification of the theorists most associated with the theory or content topic. c . Identification as a theory that is predominantly cognitive, social emotional, or physical.
2. A summary of major concept of the theory or content topic in a format that is conducive to observation – examples provided
3. **An example of how the theory is relevant to support student cognitive (learning ), emotional ,or physical development or can be integrated into your teaching experiences**. (OSTP 6.2)
4. Reference and direct quotations must be so indicated. Include them in the above (1, 2, 3)
5. Project Reflection (See Above)

***Required Fact Sheets***

 **Physical**

1. Genetics(Epigenetics)-Ch.4

 2. Prenatal Development & Birth-Ch.4

 3. The Brain

 4. Physical Well Being-Ch.5

 5. Special Physical Needs-Ch.5

 **Cognitive**

 6. Information Processing-Ch.7

 7. Piaget’s Theory-Ch.6

 8. Vygotsky’s Theory-Ch.6

 9. Theories of Language Development-Ch.9

 10. Development in Academic Domains-Ch.10

 11. Sternberg’s Theory of Intelligence-Ch.8

 12. Gardner’s Theory of Intelligence-Ch.8

 **Social/Emotional**

 13. Attachment Theory-Ch.11

 14. Erikson’s Theory-Ch.11

 15. Emotion-Ch.11

 16. Big 5 PersonalityTheory

 17. Temperament-Ch.11

 18. Sense of Self-Ch.12

 19. Selman’s Theory of Perspective

 Taking-Ch.12

 20. Marcia-Ch.12

 21. Social Cognition-Ch.12

 22. Ryan & Deci-Ch.13

 23. Weiner & Attribution Theory-Ch.13

 24. Social Learning Theory-Ch.13

 25. Dweck’s & Goal Development-Ch.13

 26. Self-Regulation-Ch.13

 27. Skinner’s Theory-Ch.13

 28. Kohlberg-Ch.14

 29. Gilligan-Ch.14

 30. Turiel-Ch.14

 31. Development of Aggresion-Ch.14

 32. Eisenberg-Ch.14

 33. Creating A Safe School-Ch.14

 34. Types of Peer Relationships- Ch.15

 35. Parten-Ch.15

 36. Schools-Ch.15

 37. Society-Ch.15

 38. Brofenbrenner-Ch.3

 39. Family Structures-Ch.3

 40. Family Processes-Ch.3

 41. The Child & Diversity-Ch

**Media/Service Project, Presentation and Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *100 possible points* | **UNPROFESSIONAL****(60 points)** | **NEEDS IMPROVEMENT****(85 points)** | **ACCEPTABLE****(90 points)** | **PROFESSIONAL****(100 points)** |
| **CONTENT** | Paper and Presentation only superficially addressed the assignment objectives: research detailing the effectiveness of the instructional strategy was not discussed. Several mistakes were made during the presentation. | Presentation and Paper: Arguments lack some relevant and solid evidence. Credibility of sources and/or information is questionable. Many fallacies are present in the reasoning. Oppositional arguments not present or not very apparent. Sources are not credible and/or cited aloud. | Presentation and Paper: Arguments mostly addressed assignment objectives: research detailing the effectiveness of the instructional strategy was generally discussed but with little elaboration. Content missing minor elements or contained minor errors.**Respect for issues of culture and diversity was demonstrated.** | Presentation and Paper thoroughly addressed the assignment objectives: research detailing the effectiveness of the instructional strategy was clearly and adequately explained. No mistakes were made with regard to content knowledge. **Respect for issues of culture and diversity was demonstrated.** |
| **ORGANIZATION** | Presentation was not clearly organized. Transitions between members were jumpy or awkward. Presentation was difficult to follow.Presenters were not organized, and were unprepared for the presentation. Nothing makes sense. | Presentation was somewhat organized, it makes some sense, but overall seems very "scatter brained." | Presentation was fairly organized and pretty followable.  | Presentation was very organized and was very easy to follow.. |
| **VISUALS/PROPS****TIMING** | Visuals/prop didn't aid our understanding of verbal message. PPT had too many words per slide and/or had several typos. Videos were problematic. 15 minutes too long or too short of required time frame. | Visuals only slightly helped us understand some of the verbal message. PPT had too many words per slide and/or had several typos. Videos, if used, were too long.10 minutes too long or too short of required time frame | Visual/prop helped us understand some of the verbal message. It served as an aid to help us understand the importance of something within your speech content. PPT, if used, was easy to see and contained few errors.5 minutes too long or too short of required time | Visual/prop helped audience to understand a piece of evidence within your speech. It served as an aid to help us understand the importance of something logical and meaningful to us--in a visual sense. If PPT was used, it was error free and easy to see.kept within required time frame. |
| **HANDOUT** | Did not create a handout (a-f). | Handout was created, but it can't even be used by a future teacher. Too confusing or too much un-needed information (a-f). | Gave out a handout, but information was not useful or uninteresting to a future teacher (a-f). | Handout was informative and interesting, definitely will be useful to a future teacher (a-f). |
| **VOCAL QUALITY** | Audience had difficulty hearing and/or understanding much of the speech due to monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message. Excessive fluency errors interfered with message comprehension. Excessive use of vocalized fillers. | The student could be heard most of the time but at certain points were inaudible and/or inarticulate. Little pitch variation. Pacing was too slow/fast. Verbal fillers were noticeable and frequent.  | Some limited variation of vocal characteristics. Use of pace, pitch, power and pauses seemed inconsistent at times. Some verbal fillers. | Natural variation of vocal characteristics (pace, pitch, power, pauses, articulation) to heighten interest and match message appropriately. Few, if any, verbal fillers. |
| **EYE CONTACT** | The speaker seldom looked at the audience. Reads speech from notes. Avoided eye contact with audience. Only occasional and sporadic glances. | Conspicuous use of speaker notes. Seems disengaged from audience for noticeable periods of time. | The speaker looked up occasionally and focused on just a few people during the speech. Some use of speaker notes. Seemed a bit disengaged from audience for short periods of time. | Consistently and effectively used eye contact to establish rapport with audience. Inconspicuous use of speaker notes and effective use of scanning to interaction. interaction. |

 ***Media Project/Service Project and Paper (100 points)***

**Media**: The form of media that I would like you to use is the Interview. Each person will make a presentation to the whole class on how you went about setting up your observation field experience, designing the format for the interview, and the implementation of the experience. The point is to build bridges between participants of the school team (Parent, student, & Teacher).

**Service**: Each person will do a service project involving children ages between 3-18. I would like **you to perform your service project through the Field Experience and during that experience complete your observation with a demystification interview with the child from that activity. Demystification is a term used from a program called “School’s For All Kinds of Minds” (Barringer, Pohlman, & Robinson). It is defined as helping children understand themselves.**

Grading will be based on the specifics of the rubric for this activity.

**The total presentation should be 5 to 10 minutes long**.

Presentation considerations:

1. Presentation – Interactive with the class – involves class in experiencing the media.
2. Relevancy to age group: What makes the reviewed media or service report appropriate for this developmental age?
3. Citation of relevant theorists – how does media or lives experienced inservice activity illustrate basic developmental theories?
4. Summarize key concepts to form a thorough review of the value of your chosen activity to this developmental age group.

1. **OSTP1.4: Candidates model respect for students’ diverse cultures, language skills and experiences.**
2. Self-Reflection (See Reflection criteria above).

***Field Experience: Observations & Reports ( 100 points total for observations & Reports )***

This form of research involves very specific moral obligations. You are observing for a class project. Your information is confidential and should not be shared with those outside of your class. Refer to all locations and individuals being observed by a pseudonym so that at no time could anyone identify the person, group, or location being observed. Be very careful not to violate a person’s space or make them uncomfortable by your observation. Discretion is of paramount importance. The observation will focus on a specific developmental period.

Observation - Early Childhood/Middle Childhood/ Adolesence (2-18 years)-Pick a person

 At the level at which you will be teaching.

**Observations will be conducted in the community (Eg. A child from a family member or friend).**

***(*OSTP1.1: Candidates display knowledge of how students learn and of the developmental characteristics of age groups;OSTP1.2: Candidates understand what students know and are able to do and use this knowledge to meet the needs of all students;OSTP1.4: Candidates model respect for students’ diverse cultures, language skills and experiences; OSTP1.5: Candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention; OSTP 6.2: Candidates share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.)**

**Rubric for Portfolio Presentation: Student Neurodevelopmental Profile-(100 pts)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment Requirements** | **100 Points** | **85 Points** | **59 Points** |
| **Response Format** | First, student will pick some child of school age such as a relative, etc. to do a neurodevelopmental profile.Second, learner will then use various data collection measures of School’s for All Kinds of Minds Model of 8 Neurodevelopmental Constructs to assess their non-classroom learner. Assessment is to be based solely on your previous interactions and observations of this learner & parent interview.Student will then transfer findings to a summary neurodevelopmental profile sheet listing strengths and weaknesses.Finally, student will compose an intervention plan composed of the above strengths and weaknesses as well as the chapter and pages for gaining suggestions for remediating the areas of weakness. | Student will complete 8/9th of the content in column 1. | Student will complete 6/9th of the content in column 1. |
| **Total Points** |  |  |  |

 ***Participation & Attendance (100 points)***

Not only is attendance required but also participation in class discussions is mandatory to receive the maximum points. If you do not feel comfortable speaking in class, it will be your responsibility to discuss the problem with me. Interest and effort rather than quantity are key factors. Students are expected to have read the material *BEFORE* coming to class and to be ready to discuss the material in an informed manner. Texting, answering email on the computer, surfing the net, facebook, twitter, etc during class unless part of the classroom activity results in an immediate loss of five points—however, we all have times of emergency where we need to be available- if that is the case please let your instructor know that you will be leaving the room to answer your phone or that your computer alerted you that a tornado was heading our way. That would be a great way to win your five points back. You should be smiling right now.

 **Class participation and Attendance expectations**

It is expected that all students will read all assigned materials and professionally contribute / participate in class discussions. **The instructor may not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an

accomplished educator able to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education.Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participate in class discussions will affect your grade.

**Attendance and Participation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unprofessional Quality****(60 points)** | **Needs Improvement****(85 points)** | **Acceptable Quality****(90 points)** | **Professional Quality****(100 points)** |
| **Attendance****5 points** | Three absences or more decreases by 10 points each time. | Two absences.  | One absence. (90 points) | No absences.(100 points) |

 ***ASSIGNMENTS***

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments are due on the posted calendar dates or dates adjusted during class times. **Assignments are “on time” if I have them by midnight of the class meeting. Instructor reserves the right to deduct up to 5 points from the value of the assignment for every week it is late. A week is defined as 12:01 am the day after class through 11:59 pm the day of class.** Course assignments and requirements may be changed to meet the needs of the students and/or instructor

 ***EVALUATION***

 Theories Festival Presentation Checkpoints (4)………………. 400 points

 (Theorist fact sheets & Developmental Philosophy Presentations)

 Media /Service Project Presentation & Handout………………. 100 points

 Field Experience Observation & report ………………………… 100 points

 Participation and Attendance…………………………………….. 100 points

 ***TOTAL***…………………………… ***700 points***

 ***Graduate GRADING SCALE***

 **A = (93-100)**

  **A - = (90-92)**

 **B + = (87-89)**

 **B = (84-86)**

 **B - = (81-83)**

 **C + = (78-80)**

 **C = (75-77)**

 **F =**   **(74-0)**