



University  
of Houston  
Clear Lake

ECED 5031.01 Teaching Young Children  
Spring 2015



Applied Critical Thinking Statement: This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



**CAEP :** The Early Childhood Master's Program is a Nationally Recognized program by the National Association for the Education of Young Children (NAEYC) and Council on the Accreditation of Educator Preparation (CAEP). UHCL is one of only 14 universities in Texas accredited by CAEP. CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U.S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

**Instructor:** Dr. Rebecca L. Huss-Keeler  
**Time:** 7:00-9:50 pm Tuesdays  
**Room:** Arbor 1310.03  
**Office Hours:** Monday 2-4  
Tuesday 2-4 (3-4 in Arbor)  
Thursday 3-5  
Other hours by appointment  
**Office Suite:** 1119 #9  
**Secretary:** (281)283-3540 Sharon Klein  
**Phone:** (W) (281)283-3535  
(H) (281)286-6271  
E-Mail: [huss@uhcl.edu](mailto:huss@uhcl.edu)

### Basic Course Information

**SOE Motto:** Excellence, Innovation and Leadership in a Learner-Centered Community

**Catalog Description:** Exploration of practices that nurture the intellectual growth and general development of young children. Field Experiences required.

**Course Description:** The purpose of this course is to develop an understanding of how children develop and learn from birth through adolescence, with an emphasis on birth to age eight. There will be an emphasis on learning theories and the **connection** of the brain to learning and development. In this web-enhanced course, candidates, whether new to the field or experienced early childhood educators will be applying concepts of children's development and learning, the concepts of nature and nurture, and various theoretical viewpoints within different authentic learning contexts within the course. These authentic contexts include: reflective journals, My Education Lab video reflections, field experiences in which students examine these concepts within actual classroom observations and assignments with children, parent interviews, and a Teacher as Researcher Project. Application of these concepts in authentic contexts assists candidates to have a breadth and depth of understanding of child development and learning so they can apply the information to better develop appropriate learning opportunities for the children they teach. Critical thinking in this course helps to answer the following questions:

**Central Questions:** How do children develop and learn? How do the concepts of nature and nurture relate to aspects of child development and learning? How do diverse theoretical viewpoints relate to children's development and learning? How does the brain relate to child development and learning?

All journal entries and assignments will be submitted online in Blackboard (<http://courses.uhcl.edu:8900>).

### Required Texts:

- ✚ Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs (3<sup>rd</sup> ed.)*. Washington, D.C. :NAEYC.
  
- ✚ Feeney, S. & Freeman, N. (2012). *Ethics and the early childhood educator: Using the NAEYC code (2<sup>nd</sup> ed.)*. Washington, D.C.:NAEYC.
  
- Perry, G., Henderson, B & Meier, D. (Eds.). (2012). *Our inquiry, our practice: Understanding, supporting and learning from teacher educators*. Washington, DC: NAEYC.
  
- ✚ Jensen, E. (2010). *Different brains, different learners (2<sup>nd</sup> ed)*. Thousand Oaks, CA: Corwin Press. (referred to as DBDL)
  
- ✚ Jensen, E. (2008). *Brain-based learning: The new paradigm of teaching. ( 2<sup>nd</sup> ed.)*. Alexandria, VA: ASCD. (referred to as BBL)
  
- ✚ McDevitt , T. & Ormrod, J. (2013). *Child development and education (5<sup>th</sup> ed.)*Upper Saddle River, NJ: Pearson Education, Inc. (Note: “My Education Lab” software package is required with this text. It can be purchased as a bundle with the text at the UHCL bookstore more inexpensively than purchasing them separately on line).

**Other required readings are on reserve at the library circulation desk listed under this class and the instructor’s name.**

### Course Student Learning Outcomes

#### Course Goals:

1. Candidates will review various *theories* (concepts) (e.g. sociocultural, behaviorist, social learning theory, constructivist, Multiple Intelligences, etc.) and will draw clear, accurate and logical *conclusions* through journal responses, classroom observations and video reviews. (SLO1)
2. Candidates will analyze *in depth* sources of relevant *information* through classroom observations, online discussions, journal reflections, video reviews **to connect**, understand and apply *principles* of memory across the age span. (SLO2)
3. Candidates will examine multiple, *relevant points of view* and describe *accurately* the characteristics and factors which affect learning for children of various ability levels, including gifted and talented learners, learners with disabilities, second language learners and students with social and behavioral issues. (SLO 3)
4. To examine the role of the teacher of young children and his/her professional growth and development.
5. To integrate developmental theory with practice in working with young children
6. To be able to describe the role of the brain in learning

7. To develop knowledge of language development in children in first and second language.
8. To develop knowledge of cognitive, physical and social development of children which can be applied when assessing children and planning for instruction.
9. To be able to enhance learning for children of various abilities and learning needs within the regular classroom setting.
10. To be able to describe the role of social and emotional and moral development on young children's learning and to be able to put into practice positive guidance techniques for children.
11. To be able to apply ethical decision making when working with children, families, colleagues and community members
12. To be able to inform others about and to be an advocate for sound child development principles that influence learning.
13. To be able to use qualitative research techniques and professional resources to investigate a topic related to young children and their learning within a classroom setting.
14. To be able to access professional resources related to child development and learning related to a diversity of learners from electronic and other sources.
15. To be able to describe young children's growth, development and educational achievement from a parental perspective.

Vocabulary of Critical Thinking: In this course, students will learn and use the vocabulary of critical thinking which will include an understanding and use of both the Elements of Thought and the Universal Intellectual Standards.

Elements of Thought:\*

In this course, we will consider and use eight (8) elements of thought:

1. **Purpose:** Goals and objectives
2. **Question at Issue:** Problem, issue, and misconception
3. **Information:** Facts, data, evidence, observations, reasons, and experiences
4. **Interpretation and Inference:** Solutions and conclusions
5. **Concepts:** Definitions, models, laws, theories and principles
6. **Assumptions:** Axioms, presuppositions, and a-priori facts or knowledge
7. **Implications and Consequences:** Inferences, effects, and outcomes
8. **Point of View:** Perspectives, frames of reference, and orientations

ADSU6030.04 Introduction to Educational Leadership 3

Universal Intellectual Standards:\*

In this course, we will consider and use nine (9) universal intellectual standards including **clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.**

\*Paul, R., & Elder, L. (2009). *Critical thinking: Concepts and Tools* (6<sup>th</sup>ed.). Tomales, CA: Foundation for Critical Thinking Press.

4Cs of Critical Thinking Process

There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives is **Connection.**

## **Texas Early Childhood-Grade 12 (EC-12) Pedagogy and Professional Development (PPR) Standards**

### **Domain I-Designing instruction and assessment to promote student learning**

PPR Standard 1- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs

Competency 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to learning experiences and designs assessments that are responsive to differences among students and that promote all students' learning

## **National Association for the Education of Young Children (NAEYC) Initial Licensure and Advanced Standards**

### **1. Promoting Child Development and Learning**

- a. Knowing and understanding young children's characteristics and needs from birth to age 8.
- b. Knowing and understanding the multiple influences on early development and learning.
- c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

### **2. Building Family and Community Relationships**

- a. Knowing about and understanding diverse family and community characteristics.
- b. Supporting and engaging families and communities through respectful and reciprocal relationships.
- c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning.

### **3. Observing, Documenting and Assessing to Support Children and Families**

- b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches, including technology in documentation, assessment and data collection.

4. Using Developmentally Effective Approaches to Connect with Children and Families
  - a. Understanding positive relationships and supportive interactions as the foundation of their work with children.
  - b. Knowing and understanding effective strategies and tools for early education
  - d. Reflecting on their own practice to promote positive outcomes for each child
  
6. Becoming/Growing as a Professional
  - a. Identifying and involving oneself in the early childhood field.
  - b. An in-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines.
  - c. Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning to inform practice.
  - d. Integrating knowledgeable reflective and critical perspectives on early education.
  - e. Engaging in informed advocacy for children and the profession.
  - f. Demonstrating a high level of oral, written and technological communication skills.

#### **National Board for Professional Teacher Standards (NBPTS)-Early Childhood Generalist**

1. Using Knowledge of Child Development to Understand the Whole Child
2. Partnering with Families and Communities
3. Fostering Equity, Fairness and Appreciation of Diversity
5. Assessing Children’s Development and Learning
9. Reflecting on Teaching Young Children
10. Exemplifying Professionalism and Contributing to the Profession

#### **ACEI Elementary Standards**

- 1.0 Development Learning and Motivation
- 3.1. Adaption to diverse students
- 5.1 Professional growth, reflection and evaluation
- 5.2 Collaboration with families, colleagues and community agencies

#### **English Language Proficiency Standards (ELPS)**

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

#### **Assignments, Grade Weightings Professional Tools and Standards**

All assignments are expected to be typed and posted on Blackboard in the designated areas. Do not send assignments through UHCL e-mail because they can get caught up on SPAM blocker and may not reach the instructor in adequate time. Be sure to post your assignments well before the stated deadline to avoid the system having technical difficulties at the assigned time

and not being able to post. Be sure to notify the instructor immediately if any technical difficulties with Blackboard are encountered so the situation can be fixed in a timely manner.

Issues with your ability to log into or access Blackboard need to be addressed with the UCT-University Computing and Technology Support Center (281)283-2828, which is located on the second floor of the Bayou Building. This center also checks out laptops. Laptops can also be checked out at the Arbor Building office, which you can bring with you to class if you do not have your own.

The assignments will disappear from view after the stated time they are due and there will be no place to post them in the designated slot so be sure to post on time.

### **1. Reflection on Professional Development paper (not graded)**

(NAEYC 6, NBPTS 10) Candidates will read an article on professional development and will write a short paper about their professional development up until this point and their goals. The article link is located in the course materials section and the paper should be posted to the Assignment section. **Due: Sunday January 25 at 11:59 p.m.**

### **2. Journals 1 and 2**

(50% total). (NAEYC 1, 3,4,6; PPR; NBPTS 1,2,3,5,9,10, ACEI 1. 3.1, 5.1; SLO 1,2,3)  
Candidates will compile a journal which will promote critical thinking by responding reflectively to readings, discussions, field experience observations and activities, My Education Lab reflections based on their work with students in the classroom. See journal rubric 2 for details. **Course-Based Assessment**

**Journal #1 Due electronically on Blackboard on Sunday February 15 at 11:59 PM and Journal #2 is due electronically Sunday April 26 by 11:59 p.m.** Journals contain the following items:

- **Reading Responses:** Candidates are required to read the readings each week and to write reflective entries that will be part of the course journal. The entries are to follow the format provided in the My Journal section. Some of the readings are from texts, some from articles and others are from books on reserve at the library circulation desk. Books can be checked out for two hour use in the library. Most journal citations will include a link to the full text version of the article in a library on-line data base. When you click on the link a box will come up asking you to submit your Library ID and Username. You put 200 and then your ID number on the back of your student ID. Use your same UHCL username. This will take you to a page for the article. You can either select the PDF or HTML format. Both will open up the full text of the article. Other articles which are not in on-line data bases will be included as a PDF file in the Course Materials area.
- **On Line Discussions-** You will be doing some on line discussions with your classmates around the different learning differences featured in Jensen's *Different Brains Different Learners* The on-line discussions will take the place of

the journal entries for these chapters. **Discussion deadline: #1-October 19, Discussion #2- October 26 and Discussion #3- Nov. 16 at 11:59 PM.**

- **My Education Lab**-This supplemental package that accompanies your text has video clips that are aligned with several of the chapters. You will follow the directions in the Assignment section, view the clips and respond to the questions posed. If you did not purchase a new text with My Education Lab bundled in, you will need to purchase it separately, either from the bookstore or on line. You will need the latest version of Adobe Flashdrive and either Google Chrome or the latest edition of Mozella Firefox as a browser in order to view the videos.
- **Activities & Observations** Candidates will do activities and observations and write reflections related to:  
Brain based learning, Physical Development, Cognitive Development, Multiple Intelligences, Gifted and Talented, Social-Emotional Development, Children with Diverse Learning Needs, Professional Ethics

The activities and observations will be done in a classroom setting, either your own or in an assigned field experience classroom (see below). Candidates will be working with children in small groups and individually. The children you work with should reflect the diversity of the children in the class including, boys and girls, ethnic, cultural, linguistic, varying abilities. These activities will be written up in the format provided.

The explanations of the activities are included under each date. Some of the activities will be done using the MyEducationLab video examples that accompany the text and others will be done during the field experience portion of the class

The reading responses from journal readings and book/text chapters will be submitted in the My Journals section of Black Board. This is set up as a "Quiz Tool" format but it is not really a quiz. The My Education Lab and Field Experience write-ups will be submitted in the Assignment Tool area for each of the weeks. Discussions will be posted in the Discussion Tool. Grading will be done using a rubric which will combine your responses from these various areas.

**It is very important to keep up with the readings, observations and activities because it is very easy to get behind.** Every effort will be made to get candidates into field experience as quickly as possible. Candidates are responsible for completing the readings for the week and the journal responses. The activities and observations can be made up as soon as the placement is made.

**Important:** Candidates should do their responses in Microsoft Word and paste them into Black Board each time they do the response instead of typing their responses directly into Black Board or posting them all right before they are due. At the end of the

semester, all the responses disappear and you will want to keep a copy of what you wrote. I prefer to respond to these responses as they come in during the semester and it is more difficult to have to respond to multiple readings on a short deadline. Posting them each time and having a back up on Word on a thumb drive avoids problems with computer crashes where data are lost and your having to recreate all the journal and activity responses which has happened to people in the past.

Be sure to push the “submit” button on Blackboard after each of your submissions or it will show as a draft (the icon looks like a little piece of lined paper and a pen). These drafts are not able to be read by the instructor and you will not get credit for them. You should see a little green exclamation point if your submission has gone through successfully. If you have any problem with submitting things on Blackboard please notify the instructor.

The purpose of the Journal reflections on the articles and chapters is to help you think more deeply about the topic and to apply the information to your own life situation, to teaching and children’s learning. The responses should not be summaries of the articles/chapters, but rather should reflect your own comments on each of the readings/chapters unless otherwise indicated. Use quotes from the articles to make your points where relevant. There are not right or wrong answers, however I would like more detailed responses, rather than just one or two sentences for each response.

Your responses help me to see your thinking about these issues. Be sure to ask any questions about the things you are not sure of in the readings. You only need to put the reflections in the learning log. You will cover the following points in your Readings Responses:

- The article/chapter, author, title, journal/book, page and date.
- What ideas in this reading were of interest to you? Which were new to you? Made you think in a new way?
- What was your impression of what the author(s) said? Do you agree or not? Why?
- How does this reading relate to your past or present experience, either in the classroom or other experiences you have had with children, or to your own personal experience?
- What questions did this article/chapter generate for you? What are you not sure of?

**Note:**

**Candidates in their own classroom- Journal #1-**You will submit all the readings, My Education Lab and Field Experience Activities for weeks 1-5.

**Candidates not in their own classroom-Journal #1-** You will submit the readings and My Education Lab for weeks 1-5. Often candidates do not get into field experience until later so you will submit your Field Experience Activities with Journal #2.

### **3. Field Experience**

Each candidate is expected to spend at least one hour each week in a classroom with children (pre-k-grade 4) in order to fulfill the assignments and to get a better

understanding of teaching and learning. Those candidates who are currently teaching or working in a classroom or program with young children can do the assignments in their own classrooms or programs, provided they teach children of the age group covered by this class. Otherwise they must work in a classroom of age-appropriate children. Candidates not in their own classrooms will be assigned to a local classroom for field experience according to their schedule and the teacher's schedule. Candidates will be expected to be able to pass a district Criminal Background check and may not begin field experiences until the approval is granted from the district and the instructor is notified by the UHCL Teacher Center. (See Field Experience Statement). Dr. Huss-Keeler will notify you when you are approved to begin field experience. Field Experience Assignments are detailed below. Those activities specifically for teachers in their own classrooms or centers will be designated by "Teachers in their own classrooms" and those activities for candidates not in their own classrooms or programs will be designated by "Others".

#### **4. Child Development Related Resource Website Reviews**

(10%) (NAEYC 1a,6c, ACEI 5.1, 5.2) Candidates will write annotated reviews of 8 Child Development related resource websites from the list provided using the criteria and format provided. The sites reviewed should include at least one from each of the following categories:

1. Child Development and Learning,
2. Ethnic/linguistic Diversity,
3. Special Education.

Some of these may be helpful to you in other classes as well. See rubric and format you are to use. **Due: March 1 at 11:55 p.m.**

#### **5. Child Development Parent Interview Project**

(15%) (NAEYC 1a, 1b, 2a, 2b, 2c; 3d; 4a, 4b,4c, 6a, 6c; NBPTS 2,3; ACEI 5.2) **Course Based Assessment** Candidates will conduct a total of 3 parent interviews of parents with children in each the following age categories:

1. Infants and toddlers (0-2),
2. PreK/K (3-5),
3. Primary grades 1-3 (6-8)

on the topic of the parents' perception of their child's growth and development, as well as their developmental and educational needs. Candidates will compile a list of resources and share these resources with each parent that meets the needs the parent expressed for the child.

- One parent must have a child with a disability,
- One parent must have a child who speaks another language in the home
- One parent is of the candidate's choice.
- One of the three parents must be from a cultural, ethnic or racial group other than their own. The interviews will be written up in case study format. The interview questions, resource criteria and the format for the write up are

included in the assignment section. **Write up due Sunday March 29 at 11:59 p.m.**

### **6. Teacher as Researcher Study**

(25%)(NAEYC 1a,1b,, 3a, 3b, 3c, 6d, 6e, 6f; NBPTS Adv. 3; ACEI 5.1,5.2) **Course Based Assessment** Candidates will conduct a qualitative Teacher as Researcher study about some aspect of children's learning and socialization of interest to them in their own or the field experience classroom. This study, which will be done over the course of the semester, will give candidates the opportunity to use reflective inquiry methods to investigate a topic of relevance to their work with young children. A detailed explanation of this assignment is posted in the Course Materials section with the scoring rubric. **Write up due Sunday May 10 by 11:59 p.m.**

### **Grading Scale**

<u>Excellent</u>	<u>Above Average</u>	<u>Average</u>	<u>Unacceptable</u>
93-100=A	87-89=B+	77-79=C+	67-69=D+
90-92=A-	83-86=B	73-76=C	63-66=D
	80-82=B-	72-76=C-	62-60=D- Below 60 =F

### **Policies**

#### **Attendance Policy**

Regular class attendance and class participation is expected of all students and is important to get the most value from the course. Please arrive on time (three tardies or late arrivals-past 4:15 = 1 absence). Three absences and your final grade will drop by 15%, four by 20%. Five absences and you will be in danger of not passing the course. Be sure you sign the attendance sheet each week to get credit for your attendance.

#### **Late Work Policy**

Part of being a professional is turning in your work on time. There will be a 10 point deduction on any assignment turned in past the due date.

Note that since all assignments are submitted electronically, the system shuts down at the time designated on the syllabus and the work cannot be submitted electronically in the designated slot after that date and time for that assignment. That is why it is very important to meet the deadlines.

#### **Incompletes**

A grade of "I" is granted only when a documented emergency arises late in the semester. An "I" is not an option for someone who has been behind all semester. A grade contract must be completed with your instructor. In order to receive a grade of

Incomplete, all work handed in to that point must be C or better. If you are running into problems with the course, please contact the instructor as early as possible so you do not fall behind.

### **Academic Honesty**

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

**I will be honest in all my academic activities and will not tolerate dishonesty.**

### **Drop Date**

**Last day to withdraw: April 14**

### **Americans with Disabilities Statement**

#### **Disability Services**

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or [disability@uhcl.edu](mailto:disability@uhcl.edu) as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

### **Student Success Center**

The Student Success Center is a comprehensive academic support resource for the UHCL student community. The Center's services are free of charge and include tutoring for courses, supplemental instruction, study skill development and peer mentoring programs. Students can visit the Student Success Center Webpage at [www.uchl.edu/studentssuccesscenter](http://www.uchl.edu/studentssuccesscenter) or call (281)283-2643 to preview their services and set appointments.

### **Career & Counseling Center**

UHCL offers a variety of counseling services for students. If you have trouble studying or taking tests, need help selecting a career path, or have personal problems, services are available that can provide professional assistance. To find out about the services offered, visit the UHCL Web site or call 281-283-2600. This center is located on the third floor of the SSCB building.

### **Dispositions Statement**

Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior SOE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

### **Unit Assessment System (UAS) Statement**

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.

### **Field Experience Statement**

#### **1. Required Formal Approval of School District**

No candidate may begin any field experience prior to the formal approval of the school district.

#### **2. Required Criminal Background Check**

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow

established school district, charter school, or private school procedures or state legislation.

### 3. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

**A note on grades:** It is important to keep your grades up. Graduate students who earn a C- or lower in any class must retake the class. Graduate students are required to have a semester Grade Point Average (GPA) of 3.0 or higher or they will be placed on academic probation. Be sure to post your work on time so you do not lose points.

**Cell phone policy:** As a professional courtesy to the others in the class, please turn your cell phones to vibrate or turn them off during class. Cell phones should be stored in your purse or backpack during class time. Candidates are expected to be engaged in the class during class sessions and not texting. We will take a break in the middle of class so you will be able to use your cellphones at that time.

**Communicating with the Professor:** Please use Blackboard e-mail to communicate with Dr. Huss-Keeler about course matters. That ensures that your message will be received and not get caught up in SPAM blocker in the UHCL e-mail system.

## Course Schedule

### Week 1: January 20

#### Introduction to the Course & Introduction to Child Development

##### Read:

- 📖 McDevitt & Ormrod Ch. 1
- 📖 Gratz, R. & Boulton, P. (1996). Erikson and early educators: Looking at ourselves and our profession developmentally. Young Children 51 (5), 74-78. (see link to the article in the Course Materials section)

##### Do: (Professional Experiences Paper)

Think about yourself in relation to the stages in the Gratz & Boulton article and on the stages in the class handout. Where are you in your professional journey? Write a short paper to be posted on or before Sunday, January 19 by 11:59 p.m. (not graded) which you talk about yourself professionally. Refer to the stage that you think you are in and why. Mention where you have been professionally, what changes you have made and where you are headed in the future. What are your goals for this course? Write your reflections in a Word document, and submit the document in the Assignments area of Black Board.

## Week 2: January 27

### Brain-Based Learning

#### Read:

- ✚ McDevitt & Ormrod Ch. 5 (pp.162-190) - Physical Development
- ✚ Jensen BBL text Ch. 1-What is Brain-Based Learning?
- ✚ Jensen BBL text Ch. 2 –How Your Student’s Brain Learns
- ✚ Jensen BBL text Ch. 3-Brain Dominance in Learning
- ✚ Jensen BBL text Ch. 4- Rhythms of the Brain

## Week 3: February 3

### Infancy, Toddlers, & Physical Development of Young Children

#### Read:

- ✚ McDevitt & Ormrod Ch. 4 –Biological Beginnings
- ✚ Jensen BBL text Ch. 5- Biological Differences in Learning
- ✚ Jensen BBL text Ch. 6- The Impact of Physical Movement on the Brain
- ✚ Cople & Bredekamp – read DAP statement (p 1- 24) and physical development sections for infants and toddlers (in Ch. 2) and sections on 3-5 year olds (preschool in Ch. 4) and 6-8 year olds (primary grades in Ch. 8)
- ✚ Honig (*Educational Leadership* Sept. 2010).

#### (In-Class Activity)

**Visiting Baby Evening-** We will be having some visiting infants and toddlers at various stages of development come to class. Before class go to the Zero to Three website: [www.zerotothree.org](http://www.zerotothree.org) (Look at the Find it Fast area, Your Baby’s Development, Age-Based Handouts). Print out the four handouts (they are available in English and Spanish) 0-3 months, 3-6 months, 6-9 months and 9-12 months. Bring them with you to class. We will be using them to observe the visiting babies.

#### (MyEducationLab-MEL)

Large Motor Skills Log into MyEducationLab, and select click on the course link for ECED 5031. Select Course Content (left sidebar), Chapter 5, Course Resources, Videos. The video links will show on the right hand box. Click on the links to view the videos:

- Cognitive Development: Infancy
- Physical Development: Early Childhood
- Physical Development: Middle Childhood

Describe the large motor development that you see in each of these video clips. How does the children’s large motor development change over time? How does their play differ in the various clips? You will submit this word document in the assignments area.

**Field Experience Activities: Physical Development -(Submit the reflections on the field experience activities as a Word document in the Assignments area of the course.)**

1. Observe the children in your class with regards to the criteria in the Bredekamp & Copple DAP book on physical development. How typical are your children? Do you have any children who don't fit these criteria? Describe them.  
**Reflect** about what you learned about children's physical development. Also reflect on the importance of Child Development in the DAP statement. Submit this as a Word document in the Assignments area of your web course.
2. Fine Motor Skills  
Watch for the hand grip of the children in your class. Observe the developmental differentiation in the children's handgrip as they write. What do you notice? What do you notice about their fine motor development? Do you notice the same thing in other fine motor activities they do? What do you/your teacher do to develop fine motor capacity in the children? (Note: If you teach older children you can observe a younger child –pre-K or K to do this activity).
3. Movement and Learning discusses the importance of movement for learning.  
**Teachers in your own class:** Try incorporating more movement into your curriculum, either inside or outside the classroom using some of the suggestions in the chapter. Reflect on the questions below in relationship to your own classroom. Document what you notice.  
**Others.:** Observe your class within the classroom and also during PE and/or Outdoor Recess.

**Reflect:** How do you/ your teacher incorporate movement into classroom activities? How do the children respond? What other opportunities for movement do the children have outside the classroom? Do some children have particular difficulty with movement activities or are particularly skilled? How does your teacher make modifications? Do you notice a difference in the same children in and out of the classroom with regard to movement? Document what you notice and submit it to the Assignments area

## Week 4 : February 10

### Language Learning in First and Second Language

#### Read:

- McDevitt & Ormrod Ch. 9- Language Development
- Jensen-DBDL Ch. 11- The Unsound Learner: Central Auditory Processing Disorder
- NAEYC Position Statement: Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education

[www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF](http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF)

- National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

[www.ncele.gwu.edu](http://www.ncele.gwu.edu)

Go to Featured Topics on the right sidebar click on “Young ELL”s. Read “Dual Language Learners in the Early Years: Getting Ready to Succeed in School”.

Another good resource just for your reference on the same site is AccELLerate!4.2 Winter 2012 which features articles on young ELLs .

**My Education Lab:** Log into MyEducationLab and select chapter 9. Go to the Video Examples section and view the following clips of Language: Intelligence-infancy, Literacy-infancy, Conversation with a 5 year old, 7 year old non-fiction narrative and 13 year old fiction narrative. What do you notice about the way the children respond and process language throughout the age levels? Also look at the videos Cognitive Development Middle Adolescence and Cognitive Development Late Adolescence. What do these clips tell you about these students’ understanding of language and their abilities to describe abstract proverbs? How do the boy and the girl differ in their abilities to use language and experience in the fishing example?

**Field Experience Activities:**

1. Try some of the activities from the videos that go with your age-level children and see if you get the same results as the children on the video clip. Record what you find. How does it match with the age level you are working with and their language development?
2. Observe a child who is an ELL as the child interacts with other in the class. What do you notice about the child’s methods of interaction and use of language. What things from your textbook readings did you notice? Were there any differences? Why do you think this was the case?

**Week 5: February 17**

**Cognitive Development: Theorist Jean Piaget**

**Read:**

- ✚ McDevitt & Ormrod Ch. 6 (pp.196-214)-Cognitive Development: Piaget
- ✚ Copple & Bredekamp Kindergarten cognitive development (p. 200-216) 3-5 year olds cognitive development (p. 129-148) and 6-8 year olds cognitive development (p. 271-283).

**MyEducationLab**

Cognitive Development. Log in to MyEducationLab and select chapter 6. Go to the Video Examples section, and view the clips of Cognitive Development for all the age levels: Cognitive Infancy, Cognitive Early Childhood, Cognitive Middle Childhood, Research Early Adolescent, Cognitive Late Adolescent and view the

conservation videos. What do you notice about the way the children respond and process thought throughout the age levels?

### **Field Experience Activity**

Try some of the activities that go with your age-level children and see if you get the same results as the children on the video clip. Record what you find. How does it match with what it says in the DAP book for the age level you are working with? Do all the children respond in the same way? What differences did you find? What does this mean for teaching children of this age?

**NOTE: All of the journal articles and assignments from weeks 1-5 are due by (Sunday February 22 at 11:59 pm). Be sure you have completed and submitted all of them. Candidates who are in field experience and not in their own classroom will include the Field Experience Activity portion with Journal #2.**

## **Week 6: February 24**

### **Developmental Research with Children & Teacher as Research Projects**

#### **Read:**

📖 Perry, Henderson & Meier *Our Inquiry, Our Practice* text. Read chapters 1, 8, 9, 10. Choose one more from good teacher as researcher examples: 3,4,5,6,7

#### **Do: (In-Class Activity)**

##### **LIBRARY RESEARCH PRESENTATION**

We will meet near the reference desk of the library at 7:15. We will go to the library classroom and one of the reference librarians will share with us about the electronic databases you have access to in order to do your literature review for your TAR paper.

#### **Do: (Teacher as Researcher Project)**

Think about a topic for your project and a question you want to answer having to do with some aspect of children's learning or socialization. It can be based on a problem you are encountering in the classroom with some aspect of learning or some socialization issues you are having with your children. Or, it can be an in-depth study of a few children in your classroom that really interest you (case studies). What do you wonder about? Our text covers many topics in this area so go through the text and see if any area interests you.

**Field Experience Activity:** You may need to be in your field site for a few weeks to decide what you are interested in studying in relation to children's learning. Talk to your teacher about it. Often the teacher is really interested in studying the topic too. Look over our readings for topics that we will be studying that you may have an interest in such as socialization, gifted education, etc.

Write down what you want to study and the question(s) you want to answer and why. How might you collect this information? We will go over various strategies in class and I can help you individually as well. The strategies may change, but it is important to initially put something down and begin observing or “kidwatching”. You want to have as many weeks as possible to collect information. A short write up of what you are planning to do is due on (If you are not in a field placement yet we can extend this timeline). I will then give you feedback on your ideas. You can also begin looking at the literature on your topic in the ERIC documents and journal data bases in the library. Look especially for research-based articles. Ask the reference librarian to help you. You will write up this proposal and your thoughts on the TAR project as a word document and submit it to the Assignments area of your web course.

**UHCL Library:** <http://www.uhcl.edu/library> The reference librarians are very helpful in helping you locate articles pertaining to your topic. Make an appointment and let them help you!

**UHCL Writing Center:** <http://www.uhcl.edu/writingcenter>  
The writing center can give student help on-site at UHCL, at the Pearland Campus or the Cinco Ranch location or on line. It is located on the second floor of the SSCB building.

**Child Development Related Resource Website Reviews Due Electronically Sunday March 1 at 11:59 p.m.**

## Week 7: March 2

### Cognitive Development: Theorist Lev Vygotsky

#### Read:

- 📖 McDevitt & Ormrod Ch. 6 (p. 213-236)- Cognitive Development: Vygotsky
- 📖 Bodrova, E. & Leong, D. (2007). *Tools of the mind: The Vygotskian approach to early childhood education* (2<sup>nd</sup> Ed.). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall. (On reserve at the circulation desk) Read chapt. 5 & either 9, 10, 11 or 12 depending on the age you teach).

#### MyEducationLab

Log in to MyEducationLab and go to chapter 6. View the video examples on Zone of Proximal Development and scaffolding. How are the instructors scaffolding the children in each of these examples and how do the levels of scaffolding differ between the different children in order to help them within their Zones of Proximal Development?

#### Field Experience Activities:

1. Note the aspects of scaffolding cited which go on in your classroom. Note children scaffolding each other’s learning and how you scaffold your children’s learning and in what context if you are in your own classroom. (Or how does your teacher scaffold?).

**Reflect:** In what contexts did scaffolding occur? At what level did the scaffolding occur? How can you promote additional scaffolding and why is it so important? Write your reflections on the readings, video, and classroom observation in a Word document, and submit the document in the Assignments area of your web course.

2.Ch 5 in Bodrova & Leong (on reserve at the circulation desk)- “Tactics Using Mediators” What mediators do you (or your teacher) use during teaching to help children remember things? Do the mediators work?

**Teachers** Try one of the mediators listed in the chapter that you have never used and document what happens. Document the results in a Word document and upload it to the assignments area of your course.

## Week 8: October 14

### Cognitive Development & Cognitive Processes

#### Read:

- 📖 McDevitt & Ormrod Ch. 7 –Cognitive Development: Cognitive Processes
- 📖 Jensen BBL Ch. 16 Attention and Survival Value
- 📖 Jensen BBL Ch. 17 Teaching How to Think
- 📖 Jensen BBL 18 Ch. Memory and Creating Patterns of Meaning
- 📖 Nuner, J. & Griffith, A.S. (2011). Early signs of autism: How to support families and navigate the referral process. *Dimensions of Early Childhood, 39(1)*, 12-20. (see journal link in course materials)
- 📖 Jensen *Different Brains, Different Learners* (DBDL) Ch. 8 The Isolated Learner: Pervasive Developmental Disorders; Ch. 9 The Challenged Learner: Learning Delayed; Ch. 10-The Confused Learner-Dyscalculia; Ch. 12- The Impulsive Learner: ADD/ADHD, Ch. 13 The Frustrated Learner-Dyslexia;

#### On-line Discussion:

Read about each of these different kinds of learners listed above in Jensen DBDL. Think about children you have known who may have any of these learning issues. Choose one of these learning issues and post on the discussion board your experience with the issue and how it affected the child and the child’s learning. You are to respond to two other people’s posts. If you have never experienced any of these learners then post your thoughts about one of the types of learners listed based on your readings and a question that you may have. This discussion will count as part of the journal grade.

**Discussion #1 posting deadline: March 8 at 11:59 PM.**

**Teacher as Researcher Proposal- Post your Teacher as Researcher Proposal- Sunday March 8 at 11:59.** Tell what your plan is to do the TAR project. Give the topic, why you chose the topic and how you are planning to collect the data.

### MyEducationLab

Cognitive Development. Log in to MyEducationLab and go to Chapter 7. View the video examples: Cognitive Development-Infancy, Memory- Middle Childhood, Memory--Late Adolescence. How does memory change as children get older?

### **Field Experience Activities**

#### **1. Cognitive Activities from the Videos**

Do some of these activities and interviews with your children in field experience or in your own class. Do you find the same things for children at the same age? If not, what differences do you find? Write your reflections on the readings, video, and classroom observation in a word document, and submit the document in the Assignments area of your web course.

#### **2. Memory and Recall.**

Ch. 19 (Jensen BBL) “Memory: Creating Patterns of Meaning” deals with helping students remember what they learned.

##### **Memory Activity #1**

###### **Teachers in own classroom:**

Try Jensen’s suggestions. How were they effective in helping your students remember the things you taught them? Document what you noticed.

###### **Others.:**

Observe your children during learning situations. What strategies do your teacher use to help children remember things including activities and other things in the classroom environment? How do children respond? Document what you notice. Was anything similar to what you saw in the videos? Submit your reflection in the Assignments area of your web course.

##### **Memory Activity #2**

An additional activity you are to do is on p. 247 in McDevitt & Ormrod. There is an activity using 6 colored cards with black shapes of objects on them. Make up a set of cards similar to these (they do not have to have the same objects on them). Do the activity with some of the children in your class. What did you discover? What does it tell you about their memory? Did you find the same results as mentioned in the book? Write your reflections on the activities in a word document, and submit the document in the Assignments area of your web course.

### **Children’s Attention**

**Teachers in own classroom:** Ch. 16 (Jensen BBL) “Attention and Survival Value” gives several practical ideas for getting and keeping children’s attention during learning. Try some of these suggestions with the children you work with and document what happens. Do these suggestions make a difference? Do they work for all children?

**Others:** Notice how your teacher gets children’s attention. Is it successful for all children? Which children seem to have difficulty with this? What does the teacher do about it? Would you do the same thing? Why or why not?

**No Class March 17- SPRING BREAK!**

## Week 9: March 10

### Intelligence, Multiple Intelligences (MI), & Gifted and Talented (GT) Learners

#### Read:

- ✚ McDevitt & Ormrod Ch. 8  
Gardner, H. (2006). *Multiple intelligences: New Horizons*. NY: Basic Books. Read chs. 1-3. (Book on reserve at the circulation desk)
- ✚ Smutney, J., Walker, S. & Meckstroth, E. (1997). *Teaching young gifted children in the regular classroom: Identifying, nurturing and challenging ages 4-9*. Minneapolis, MN: Free Spirit Press. Read chs. 1 and 2. (Book on reserve at the circulation desk)
- ✚ Cukierkorn, et al. (2008). Recognizing giftedness: Defining high ability young children. *Dimensions of Early Childhood* 36(2). 3-13. (See article link on BB)

#### Websites- MI (your website responses will be part of your assignment section):

<http://www.youtube.com/watch?v=l2QtSbP4FRg&feature=related>

This short You Tube clip is of Dr. Howard Gardner explaining the background of MI theory.

[www.infed.org/thinkers/gardner.htm](http://www.infed.org/thinkers/gardner.htm)

Read about and see a picture of Howard Gardner who developed the concept of Multiple Intelligences. What do you think about Gardner's theory and critics?

[www.google.com/images?q=multiple+intelligences](http://www.google.com/images?q=multiple+intelligences)

This site shows multiple visual images of Multiple Intelligences. Which one best describes MI to you and why?

#### Website-GT:

<http://www.hoagiesgifted.org/>

This site has lots of good information and resources about Gifted and Talented children. Go to "Gifted 101: A Guide for First Time Visitors". What new information did you learn that you did not know before. This is another good site for teachers to bookmark.

Now take the LD Pride Multiple Intelligences test at

<http://www.ldpride.net/learningstyles.MI.htm> and use the scale to determine your own MI strengths and a learning styles inventory.

#### MyEducationLab

Intelligence Log in to MyEducationLab and go to Chapter 8. View the video examples on Intelligence for the different age levels: Middle Childhood, Early Adolescence and Late Adolescence. All these students had the same assignment of grouping shells. What differences did you notice between the different age groups of students in their groupings and explanations? What does this tell you about their changing intellectual abilities?

#### Field Experience Activities:

1. Think about the children in your class. How is the thinking of the children you are working with the same or different from those examples presented in the videos?. How are they smart? The readings on Brain-Based Learning, Gifted and Talented Education and Multiple Intelligences give us new ways to think of our own and our children's learning. These chapters and the website on Gifted Education give us ways to identify gifted children in our class and to modify our programs to best meet their needs.
2. Use the criteria in Ch. 1 of Smutney and observe the children in your class. Do any children fit? Describe their characteristics. Use the interview format to interview the child you are working with if you are working with children who are old enough. **(If you do not have gifted children in your class, skip down to the optional assignment.)**

**Teachers in your own class:** Look over the MI centers on pp. 34-37 of Smutney. What can you add to your existing centers to enhance them for your gifted students? Try adding some additional items to the center of your choice, or create a new center you do not already have. Observe your gifted students interacting in this center.

**Reflect:** What things in these chapters made you think in a new way about your children and their learning, especially your gifted children? How did your children respond when you enhanced the classroom environment? Did any children gravitate to new activities that you had not expected? Think about future changes you would like to make to your classroom to make it more compatible with Brain-Based Learning, MI and Gifted Education. Write your reflections on the readings, video, and classroom observation in a word document, and submit the document in the Assignments area of your web course.

3. **Option for teachers or others without gifted children in the class:** If you do not teach children in the gifted range, plan to interview a colleague who teaches gifted education students at your school. What is that teacher's experience? If possible, arrange to visit in that teacher's class during your planning period. Observe the whole class. What do you notice about the G/T children as compared to the other children? Look over the MI centers on pp. 34-37 of Smutney. What can you add to your existing centers to enhance them for your students? Try adding some additional items to the center of your choice to create a new center you do not already have. Observe your students interacting in this center and not their reaction in your learning log.

**Reflect:** What made you think in a new way about gifted students and their leaning and about your own students?

## **On-line Discussion #2**

- ✚ Jensen DBDL Ch. 1- Understanding Different Brains; Ch. 2- The Brain's Key Operating System; ch. 4-The Resigned Learner: Learned Helplessness; Ch. 7 The Troubled Learner: Depression

Read about each of these different kinds of learners listed above in Jensen DBDL. Think about children you have known who may have any of these learning issues. Choose one of these learning issues and post on the discussion board your experience with the issue and how it affected the child and the child's learning. You are to respond to two other people's posts. If you have never experienced any of these learners then post your thoughts about one of the types of learners listed based on your readings and a question that you may have. This discussion will count as part of the journal grade.

**Discussion #2 posting deadline: Sunday March 22 at 11:59 PM.**

## Week 10: March 31

### Personal & Emotional Development

#### Read:

- ✚ McDevitt & Ormrod Ch. 11-Emotional Development; Ch. 12-Development of Self and Social Understandings
- ✚ Jensen BBL text Ch. 10 The Role of Taste in Learning
- ✚ Jensen BBL text Ch. 11 The Role of Smell and Acoustics in Learning
- ✚ Jensen BBL text Ch. 12 The Role of Emotions in Learning
  
- ✚ Copple & Bredekamp Social & Emotional Development in preschool (p.119-129), kindergarten (p.192-200), and primary school (p. 264-271).
  
- ✚ Riley, J. & Boyce, J. (2007). Buddying or bullying?: A school-wide decision. *Dimensions of Early Childhood* 35 (3), 3-10. (See link in Course Materials)
  
- ✚ Kemple, I & Kim, H.K. (2011). Suspected child maltreatment: Recognize and respond. *Dimensions of Early Childhood* 39(2),3-16. (See PDF format link in Course Materials)
  
- ✚ Bruno, H. (2007). Teachers may never know: Using emotional intelligence to prevent and counter child neglect and abuse. *Dimensions of Early Childhood* 35(3,) 22-29. (see Course Materials sections of the website) (see link in Course Materials)

### MyEducationLab

Emotional Development Log in to **MyEducationLab** and go to Chapter 11. View the Stranger Anxiety, Strange Situation, and Emotional Development: Infancy videos. What does this tell you about these children's attachment to their parent and about their emotional development at their stage in development?

### Field Experience

1. In chapter 12, they give examples of children's perceptions of themselves. Have your children draw a picture of themselves and tell you about themselves. Write down what they say. How do their perceptions differ from each other and from what the text says? What do these responses tell you about their self-concept? Include a few example samples (scanned in).
2. Next, do a socio-gram of your class if they are old enough. What do you learn from it? Were there any surprises? How can you use this information to enhance the socialization in the class? Include the socio-gram in your reflection document.
3. Now look at Katz & McClellan's "Observing Social Competence" list (see the attachment under Course Materials for this week) with regards to your class and the sections on social and emotional development in the DAP book for your age group. Who would you determine is socially competent? Who needs help in this area? What behaviors do they exhibit? How does this correspond with the socio-gram you did?  
Write your reflections on the readings and classroom observation in a Word document. Include the examples and socio-gram. Submit the document in the Assignments area of your web course.

**Parent Interview Project Due: Sunday March 29 at 11:59 pm**

## **Week 11: April 7**

### **Development of Motivation & Self-Regulation**

#### **Read:**

McDevitt & Ormrod Ch. 13-Development of Motivation and Self-Regulation

📖 Jensen BBL Ch. 13 Teacher Communication

📖 Jensen BBL Ch. 14 The Nonconscious Learning Climate

📖 Jensen BBL Ch. 15 Motivation and Rewards

📖 Jensen DBDL: Ch. 3-The Argumentative Learner: Oppositional Disorder; Ch. 5-The Out of Control Learner: Conduct Disorder; ch. 6 The Demotivated Learner: Stress Disorders

📖 Dweck, C (2007). The perils and promise of praise. *Educational Leadership* 65(2), 34-. (See link in Course Materials section).

**On Line Discussion #3:** Read about each of these different kinds of learners. Think about children you have known who may have any of these learning issues. Choose one of these learning issues and post on the discussion board your experience with the issue and how it affected the child and the child's learning. You are to respond to two other people's posts.

📖 Jensen DBDL: Ch. 3-The Argumentative Learner: Oppositional Disorder; Ch. 5-The Out of Control Learner: Conduct Disorder; ch. 6 The Demotivated Learner: Stress Disorders **Discussion #3 Deadline: April 19 at 11:59 PM**

## MyEducationLab

Intrinsic Motivation. Log in to MyEducationLab and go to Chapter 13. View the 2 video examples for Intrinsic Motivation: Motivation: Middle Childhood and Motivation: Late Adolescence. What do you notice about what the students said about motivation and the role the teacher plays in it? What implications does it have for you as a teacher even if you teach younger children?

## Field Experience Activities

1. Now use those same interview questions with your children in your classroom or field experience classroom and see what they say motivates them. Do you see any similarities? What do you/your teacher do to motivate children? How does this technique work with the different children in the class? Write your reflections on the readings, video, and classroom observation in a Word document, and submit the document in the Assignments area of your web course.
2. The chapters talk about self-regulation of behavior. What do you/your teacher do to help children self-regulate their behavior? How does the school/classroom environment come into play in helping children self-regulate their behavior?

Write your reflections on the readings and classroom observation in a word document, and submit the document in the Assignments area of your web course.

## Week 13: April 21

### Morality, Interpersonal Behavior, & Ethics

#### Read:

-  McDevitt & Ormrod Ch. 14-Developing Morality and Interpersonal Behaviors
-  Feeney and Freeman – Code of Ethical Conduct and Ch. 1-7- Journal on the Code in general.

**MyEducation Lab**-Go to Chapter 14 Moral Development. Look at the videos for Pre-conventional Reasoning, Conventional Reasoning and Post-conventional Reasoning. What do you see is the difference between the responses of the students at the different levels of reasoning to the same moral dilemma?

#### In class activities

- We will be doing several activities in class that help you learn more about professional ethics. Bring your Feeney and Freeman NAEYC Code of Professional Ethics book to class.
- We will also be discussing data analysis and writing up your Teacher as Researcher Paper. Bring along any data you have collected.

### **Field Experience Activities:**

1. Be alert this week to situations such as the ones we discuss in class that deal with professional ethics. During field experience be sure to watch for examples of children's Moral development and reasoning as described in chapter 13. Record what you discover. Is it different from the book? Submit your reflection in the Assignments area of your web course.
2. Write in your learning log about a time you encountered an ethical dilemma in your work with children and families or in your current or previous work environment. How did you handle it? How did these chapters make you think in a new way about professional ethics? Explain. Submit your reflection in the Assignments area of your web course.

**NOTE: All of the journal articles and assignments from weeks 6-13 and the assignments for are due electronically by Sunday April 26 at 11:59 pm. Be sure you have completed and submitted all of them. People not in your own classroom be sure to submit all your Field Experience Activities from the beginning of the semester**

### **Week 14: April 27-Analyzing Your Data and Writing Up Your TAR Project-**

We will go over how to analyze your Teacher as Researcher data and how to write up your Teacher as Researcher Project. Dr. Huss-Keeler is willing to give you a "free read" -to read a draft of your Teacher as Researcher project write up ahead of time and give you feedback prior to turning it in if you want. Visit the Writing Center in the SSCB and have them check over your paper for APA style because it is part of your grade.

### **Week 15: May 4 and Week 16: May 11**

**Teacher as Researcher Presentations in class in roundtable format** (Candidates will be seated around a table and will share their projects. Classmates can ask questions and discuss the results. We will all learn from each others' projects).

**Teacher as Researcher Project Write Ups are Due Sunday at 11:59 pm. Upload these to both Blackboard and the UAS Assessment System.**

### **Academic Calendar**

[Academic Calendar](#) link must be in each syllabus.

[2014-2015 Academic Affairs Administration Calendar](#) (pdf) is a more comprehensive calendar with dates important to faculty.

### **Syllabus Disclaimer**

The instructor reserves the right to change the syllabus at any time.