College of Charleston

EDEE 327-01: Learner Development and the Context of Learning

Spring 2015

Three (3) Credits

Meeting: Tuesdays; 8:00 – 10:45 AM; North Campus (Room 113) and Sangaree Schools

Time/Place:

Instructor: Kendall D. Deas, Ph.D

Office: 86 Wentworth Street; School of Education, Health, and Human Performance; Room 335

Office Hours: Thursdays; (1:30 – 3:30 PM; by appointment)

E-mail: deaskd@cofc.edu

Prerequisites:

1. EDFS 201
2. 2.5 overall GPA
3. Admission to School of Education

Course Description: This course provides candidates an opportunity to develop observational skills in three settings: early childhood, elementary, and middle school. Through guided field experience, candidates examine how curriculum, instruction, and the learning context change as children and youth develop.

Course Texts: Textbooks and Readings:

Field Guide


Early Childhood


Elementary


**Middle School**

- National Middle School Association (2003). This we believe: successful schools for young adolescents. (In bookstore).

Professional organization websites:

Early childhood = [http://www.naeyc.org](http://www.naeyc.org)

Elementary = [http://www.acei.org](http://www.acei.org)

Middle grades = [http://www.nmsa.org](http://www.nmsa.org)

State Department of Education websites:

ADEPT = [http://www.scteachers.org/Adept/index.cfm](http://www.scteachers.org/Adept/index.cfm)


**Course Policies And Procedures:**

*Course policies and procedures apply to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level:*

1. **GRADING SCALES**

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<th>Letter Grades</th>
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<td>A</td>
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<td>A-</td>
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2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student will earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 times weekly = 6 absences; 2 times weekly = 4 absences; 1 times weekly = 2 absences).

   - **Prompt arrival at all field placements and on-campus courses is extremely important.** You are expected to arrive at all class sessions and/or be in your classroom at 8:00 AM. If you arrive between 8:01 AM and 8:15 AM, you are considered tardy. Three tardies are counted as one absence. Arriving after 8:15 AM is unacceptable and you will be marked absent.

4. **PERSONAL COMMUNICATIONS:** All personal communications devices are not to be out during class or observations. You are not allowed to engage in any form of personal communication during class or observations. This includes but is not limited to phone calls, texting, tweeting, Facebook, MySpace, and/or internet browsing. *If you engage in any form of personal communication during class, you will be asked to leave class or the school site and you will be marked absent. If you have an emergency call/text you must take, you can leave your phone on vibrate and leave the classroom to take the call and/or respond to the text.*

5. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (i.e. quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor, the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make-up work.
6. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

7. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) **only** takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

8. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

9. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook](http://studentaffairs.cofc.edu/honor-system/studenthandbook). Students are responsible for reading, understanding, adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: [http://writing.wise.edu/Handbook/QPA_paraphrase.html](http://writing.wise.edu/Handbook/QPA_paraphrase.html), [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and [http://owl.english.purdue.edu/owl/resources/619/01/](http://owl.english.purdue.edu/owl/resources/619/01/).

10. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

11. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

    Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

    **Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.**

    - **ETC1:** Understanding and valuing the learner
      - Standard 1: Evidence theoretical and practical understanding of the ways learners develop
ETC2: Knowing what and how to teach and assess and how to create an environment in which learning occurs

- Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
- Standard III: Evidence of a variety of strategies that optimize student learning
- Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

ETC3: Understanding ourselves as professionals

- Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
- Standard VI: Communicate effectively with students, parents, colleagues, and the community
- Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

Course Requirements: At the end of this course, students will be evaluated by the instructor in relationship to the School of Education dispositions. Demonstration of SOE Dispositions and how they are expressed in this course:

- Belief that all students can learn (attitudes expressed about students and learning)
- Value and respect for individual differences (insights drawn from observations)
- Value of positive human interactions (participation in class discussions and respectful behavior in schools and classrooms)
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; inquisitiveness in field experiences; performance on field studies and papers)
- Dedication to inquiry, reflection, and self-assessment (performance on field studies and papers; active participation in class discussions)
- Value of collaborative and cooperative work (respectful behavior in field experiences; taking initiative to help students and teachers)
- Sensitivity toward community and cultural contexts (insights in field studies and papers; respectful behavior in schools and classrooms)
- Engagement in responsible and ethical practice (performance on field studies and papers; respectful behavior in schools and classrooms)
- Development of professional mastery over time (performance over time on all assignments)

Students are responsible for:

- Completion of all assigned readings and projects on time
- Responsibility for all course content (lecture, text, outside reading, handouts, research)
- Responsibility for all missed assignments/notes from someone in class, not the instructor
Utilization of internet, word processing, and e-mail. Computer applications are available in the CoFC managed computer labs located in JC Long Library, and other campus sites. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.

Course Assignments:

Reflective Vignettes (Volkmann, 1998)

- All students are responsible for posting one 300-600 word vignette per classroom visit by Friday at noon of the same week. (EXAMPLE: For the January 27th classroom observation your vignette would need to be posted by noon on Friday January 30th).
- All students are responsible for posting a reply comment on 2 vignettes by the following Tuesday at 8:00AM. (Example: For the January 27th classroom observation your reply to 2 vignettes would need to be posted by 8:00AM on Tuesday February 3rd. (Maximum score for vignettes: 100%; Maximum Score for vignette replies: 100%). Students will receive an average score for this section toward the final grade.

Certification Level Papers

- For each certification level (early childhood, elementary and middle school) in pairs, teacher candidates will turn in a paper incorporating elements from all three observations. Candidates will synthesize the observations on Lessons, Students, Classroom, and School and Certification Level readings into one paper. The paper should be 5-7 pages typed, and double-spaced in current APA style format. Do not use the names of teachers or students in your paper. See the syllabus for due dates. (Maximum score for Certification Level Paper: 100%).

Cross Certification Level Paper

- Focusing on one observational element, Lesson, Student or Classroom, and using the Certification Level readings, compare and contrast the different age level classrooms you observed. The paper should be 3-5 pages typed, and double-spaced in current APA style format. Do not use the names of teachers or students in your paper. Papers are due digitally or as a hard copy on the date of the last class. (Maximum score for Cross Certification Level Paper: 100%).

Presentation of Paper and Final Project

- The presentation of the paper and final project will occur in class on the final exam day. (Maximum score for Presentation of Paper and Final Project: 100%).

College of Charleston Center for Student Learning:

- You are highly encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. This center offers tutoring, supplemental instruction, study skills, appointments, and workshops. Students of all disabilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services, please visit the CSL website at http://csl.cofc.edu or call (843)-953-5635.
**College of Charleston Writing Lab:**

- You are highly encouraged to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library; First Floor). Trained writing consultants can help with writing for all courses and assignments. They offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call (843)-953-5635 or visit [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/)

**Missed Course Assessments:**

- If a student misses a course assessment (i.e. quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make-up work.
Course Calendar/Schedule

1. Date: Jan. 13th; Topic: Introduction, Syllabus, Course assignments; Assignment Due: Development of observation and reflection skills-For next week read Posner pp. 79-110; Location: North Campus

2. Date: Jan. 20th; Topic: Observation, EHHP Conceptual Framework; Assignment Due: Dispositions, ETCS, Observation vs. Interpretation; Location: North Campus

Block 1

3. Date: Jan. 27th; Topic: Early childhood field experience; Assignment Due: OB1-Field Observation/Reflection by Jan. 31st (8a.m.) Posner Reading Guide Due electronically by 8a.m. Tuesday, Jan. 27th; Location: Sangaree Elementary School

4. Date: Feb. 3rd; Topic: Early childhood field experience; Assignment Due: OB2-Field Observation/Reflection by Feb. 6th (8a.m.); Location: Sangaree Elementary School

5. Date: Feb. 10th; Topic: Early childhood field experience; Assignment Due: OB3-Field observation/Reflection by Feb. 13th (8a.m.); Location: Sangaree Elementary School

6. Date: Feb. 17th; Topic: Seminar; Assignment Due: Early childhood Reading Guide due electronically to instructor by 8a.m. Feb. 17th and brought in hard copy to class meeting. Responses based on EC readings; Location: North Campus

Block 2

7. Date: Feb. 24th; Topic: Elementary field experience; Assignment Due: Block 1 Paper Due to Dropbox; OB4-Field Observation/Reflection by Feb. 27th (8a.m.); Location: Sangaree Intermediate School

8. Sunday March 1-Sunday March 8th (Spring Break); Classes resume Monday March 9th

9. Date March 10th; Topic: Elementary field experience; Assignment Due: OB5-Field Observation/Reflection by March 13th (8a.m.); Location: Sangaree Intermediate School

10. Date: March 17th; Topic: Elementary field experience; Assignment Due: OB6-Field Observation/Reflection by March 20th (8a.m.); Location: Sangaree Intermediate School

11. Date: March 24th; Topic: Seminar; Assignment Due: Elementary Reading Guide due electronically to instructor by (8a.m.) March 24th and brought in hard copy to class meeting. Responses based on ES reading; Location: North Campus
Middle Grades Block

12. Date: March 31st; Topic: Middle grades field experience; Assignment Due: **Block 2 Paper Due to Dropbox**; OB7-Field Observation/Reflection by April 3rd (8a.m.); Location: Sangaree Middle School

13. Date: April 7th; Topic: Middle grades field experience; Assignment Due: OB8-Field Observation/Reflection by April 10th (8a.m.); Location: Sangaree Middle School

14. Date: April 14th; Topic: Middle grades field experience; Assignment Due: OB9-Field Observation/Reflection by April 17th (8a.m.); Location: Sangaree Middle School

15. Date: April 21st; Topic: Middle grades Seminar (Last class session); Assignment Due: Reading Guide due electronically to instructor by (8a.m.) April 21st and brought in hard copy to class meeting. Responses based on MS reading; Certification Level Paper Due/Presentation of work based on findings from papers (Group Presentations); Location: North Campus

16. April 28th (Reading Day)

17. April 29th-May 6th – **Middle Grades Paper Due to Dropbox**