College of Charleston

EDEE 327: Learner Development and the Context of Learning

Fall, 2014

Three (3) Credits

Meeting Time/Place: Tuesdays; 8:00 – 10:45 AM North Campus and Schools (Stiles Point Elementary & Moultrie Middle School)

Instructor's Name: Dr. Reid Adams

Office Hours: Monday 10:00 – 12:00 and Wed. 10:00 – 12:00

Office Location: 86 Wentworth St. Rm. 329

Email: adamsrl@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.
• Booth, M.Z. (2011) This They Believe: Young Adolescents Reveal their Needs in School. Middle School Journal, January 2011, (16-23)

Professional organization websites:
• Early childhood = http://www.naeyc.org/
• Elementary = http://www.acei.org/, and
• Middle grades = http://www.nmsa.org/

State Department of Education website:
• ADEPT = http://www.scteachers.org/Adept/index.cfm

SC curriculum standards = http://www.sctlc.com/sctlc/standards/default.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: UNDERGRADUATE AND GRADUATE

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
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<tr>
<td>B-</td>
<td>84-85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>72-74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
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</tbody>
</table>

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 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x 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 and 8:15, 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 communication 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 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 (e.g., 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, and 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.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.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/resource/619/01/](http://owl.english.purdue.edu/owl/resource/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 I: 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 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

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**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
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 email. Computer applications are available in the CoC 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:

**Observation Forms:** After each classroom observation, students will complete an observation form and respond to 3 reflection questions. Each response should be one paragraph. The form must be posted to OAKS by 8:00 am the Friday following the observation. *(10 points each = 90 points)*

**Reading Guides:** For each certification level a reading guide with appropriate the questions will be provided. Students are expected to complete the questions by assignment due date and post answers to the OAKS by the stated deadline. Students must also bring a digital or hard copy to the seminar. *(30 points each = 120 points)*

**Certification Level Paper:** Using the paper outline and the rubric provided, candidates will synthesize observations and readings into one paper based on their chosen certification level. The paper should be 3-5 pages typed and double spaced. Do not use names of teachers or students in your paper. Papers are due digitally and in hard copy form on the date of the last class. *(300 points)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Location</th>
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<tr>
<td></td>
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<td>Posner Reading Guide Due electronically by 8:00 a.m. Tuesday, August 29</td>
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<tr>
<td>Aug. 26</td>
<td>Observation, EHHP Conceptual Framework</td>
<td>Dispositions ETCS Observation vs. Interpretation</td>
<td>North Campus</td>
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<td></td>
<td><strong>Early Childhood Block</strong></td>
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<tr>
<td>Sept. 2</td>
<td>Early childhood field experience.</td>
<td>OB1-Field Observation/Reflection by Sept. 5 (8 a.m.)</td>
<td>Stiles Point</td>
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<td>Sept. 9</td>
<td>Early childhood field experience.</td>
<td>OB2-Field Observation/Reflection by Sept. 12 (8 a.m.)</td>
<td>Stiles Point</td>
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<td>Sept. 16</td>
<td>Early childhood field experience.</td>
<td>OB3- Field Observation/Reflection by Sept. 19 (8 a.m.)</td>
<td>Stiles Point</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Early childhood Seminar</td>
<td>Early Childhood Reading Guide due electronically to instructor by 8:00 am Sept. 23. Responses based on EC readings.</td>
<td>North Campus</td>
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<tr>
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<td><strong>Elementary Block</strong></td>
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<td>Sept. 30</td>
<td>Elementary field experience.</td>
<td>OB4-Field Observation/Reflection by Oct. 3 (8 a.m.)</td>
<td>Stiles Point</td>
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<td>Oct. 7</td>
<td>Elementary field experience.</td>
<td>OB5- Field Observation/Reflection by Oct. 10 (8 a.m.)</td>
<td>Stiles Point</td>
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<td>Oct. 14</td>
<td>Elementary field experience.</td>
<td>OB6-Field Observation/Reflection by Oct. 17 (8 a.m.)</td>
<td>Stiles Point</td>
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<tr>
<td>Oct. 21</td>
<td>Elementary Seminar</td>
<td>Elementary Reading Guide due electronically to instructor by 8:00 am Oct. 24 and brought in hard copy to class meeting. Responses based on ES reading.</td>
<td>North Campus</td>
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<tr>
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<td><strong>Middle Grades Block</strong></td>
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<td>Oct. 28</td>
<td>Middle grades field experience.</td>
<td>OB7-Field Observation/Reflection by Oct. 31 (8 a.m.)</td>
<td>Fort Johnson Middle</td>
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<td>Nov. 11</td>
<td>Middle grades field experience.</td>
<td>OB8-Field Observation/Reflection by Nov. 14 (8 a.m.)</td>
<td>Fort Johnson Middle</td>
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<td>Nov. 18</td>
<td>Middle grades field experience.</td>
<td>OB9-Field Observation/Reflection by Nov. 21 (8 a.m.)</td>
<td>Fort Johnson Middle</td>
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<td>Nov. 25</td>
<td>Middle grades Seminar</td>
<td>Middle School Reading Guide due electronically to instructor by 8:00 am Nov. 27. Responses based on MS reading.</td>
<td>North Campus</td>
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<td></td>
<td>Last Class session</td>
<td>Certification Level Paper Due Presentation of papers.</td>
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