EDEE 327-001
Learner Development and the Context of Learning
Fall, 2015

Instructor: Dr. William Veal
Office: Room 315, 86 Wentworth
School of Education, Health, and Human Performance
Contact Information: vealw@cofc.edu 953-8045 (office)
Please use email as a primary form of contact
Course Meetings: Tuesday 8:00-10:45 a.m.
Course Location: North Campus 227 and CCSD and BCSD schools
Office Hours: Tuesdays and Thursdays 12:30-3:00 or by email

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.

Prerequisites:
EDFS 201
2.7 overall GPA
Admission to School of Education with 3 disposition forms completed
Passing scores on the Praxis CLT or acceptable ACT or SAT score

Instructional Objectives:
The successful student will be able to:
• Observe different classroom settings
• Reflect on observations and education literature
• Critically analyze observations
• Appreciate Learner Diversity

Learning Outcomes:
As a result of this course, students will be able to:
• Critically analyze classrooms at different grade levels
• Create reflective essays that combine literature with observations

Textbooks, Equipment, and Technology

Field Guide
  AVAILABLE AT CofC BOOKSTORE
Early Childhood
AVAILABLE IN OAKS

• Coker, L. (2008) Twelve Characteristics of Effective Early Childhood Teachers. *Young Children, 63*(2), 68-73. AVAILABLE IN OAKS

Electronic


Middle School


Technology:

Enrollment in this course requires you to utilize the following computer applications: PowerPoint, Excel, Internet/WWW, OAKS via Internet, e-mail, and Word Processing. These computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. If you do not have reliable access to these applications you should plan to use the campus computer laboratories.

Professional organization websites:

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

State Department of Education website:

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

Grading Policy

Grading Policy

and Assignments

Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work. If assignments are turned in late, it is the discretion of the professor to determine the amount of points to be taken off the final grade. If needed, the professor will provide ample feedback on any assignment if the assignment is emailed to him at least 3-4 days prior to due date. All assignments are required to be uploaded to a designated DropBox in OAKS. Papers will be word processed using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001).

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, and insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. Rubrics for all assignments are provided on OAKS to assist you.
I encourage you 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; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. 843.953.5635 or http://csl.cofc.edu/labs/writing-lab/.

Due Dates:
Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or are announced in class. No LATE assignments will be accepted. If there is a problem with submitting the assignment on time, please contact the professor ahead of time to ask for an extension (only extenuating circumstances will be allowed). If assignments are turned in late, it is the discretion of the professor to determine the amount of points to be taken off the final grade. If needed, the professor will provide ample feedback on any assignment if the assignment is emailed to him at least 3-4 days prior to due date.

Make-up Examinations, Presentations, and Quizzes:
If an examination or assignment (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up session or allow late work. It is the responsibility of the student to contact the professor within 48 hours and make arrangements for the make-up. This is to be done as soon as possible after the missed examination, presentation, or quiz. If accepted, late work or assignments will be reduced by a percentage determined by the professor.

Final Exam: The final exam for the course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for the course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean).

Writing Lab
I encourage you 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; 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/.

Grading Scale: Undergraduate

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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</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>
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Assignments

Reading Guides: For each certification level (EC, ELEM, MG) and the observation book a reading guide with appropriate questions will be provided. One additional reading guide will be assigned before classroom observations begin. Students are expected to complete the assigned readings and questions by the assignment due date and post answers to OAKS by the stated deadline. Students must also bring a digital or hard copy to the assigned seminar. (30 points each = 120 points)

Grade Level Observation Synthesis Papers: Students are expected to take observational notes during each school visit (observation guides will be provided in OAKS) and synthesize each grade level observational experience with assigned readings in a 3-4 page paper. Papers will be based on observation notes, required readings and one additional academic source of your choosing that is relevant to the given grade level. More details available in OAKS. FYI – This assignment is new for the course so examples will not be available. All papers are due digitally in OAKS (75 points each = 225 points)

Final Exam: The final exam is cumulative and will be based on the course readings. This will include reading guide questions as well as other material covered in the readings. A study guide will be provided after the semester midterm. (155 points)

Total Available Points = 500

Course Structure and Schedule

We will be in the schools for 9 weeks for observations. We usually start right after Labor Day. Usually we have one meeting back at the north campus after each different observation location.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Dates</th>
<th>Location</th>
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<tbody>
<tr>
<td>North (2)</td>
<td>8/25 and 9/1</td>
<td>North 9/22</td>
</tr>
<tr>
<td>Elem. (2)</td>
<td>9/8 and 9/15</td>
<td>North Oct 13</td>
</tr>
<tr>
<td>Intermediate (2)</td>
<td>Sept 29 and Oct 6</td>
<td>North Oct 27</td>
</tr>
<tr>
<td>Middle (2)</td>
<td>Nov. 3, and Nov. 10</td>
<td>North Nov 17</td>
</tr>
<tr>
<td>Head Start (2)</td>
<td>Nov 17 and Dec. 1</td>
<td>North for Final Dec. 8</td>
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<td></td>
<td>Nov. 24</td>
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Professional Behavior and Dispositions: Students are responsible for all content and assignments for each class. They will be expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Exhibit and encourage intellectual curiosity and willingness to learn new knowledge.
- Commit to inquiry, reflection and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Show sensitivity to community and cultural context.
- Engage in fair, responsible, and ethical practice.

Personal Communication: All personal communication devices are not to be out during class or observations. You are not allowed to engage in any form of personal digital communication during class or observations. This includes, but is not limited to, phone calls, texting, Tweeting, Facebook, Snapchat, Internet browsing, and/or any other form of social media. 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. No pictures of students or classrooms may be taken without prior approval of instructor and teacher.

Attendance Policy
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). Upon the third absence, a course participation grade will take into effect and reduce the candidate’s score by 5 points, and an email will be given to the candidate and copied to the Associate Chair of TEDU indicating the absences, lack of class participation, and the last chance to be in class before a grade of WA/F.

* 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. Student will receive an email and it will be cc’d to department chair. Upon a fourth absence, the candidate will automatically be withdrawn from a course with the grade of WA/F. I will work with you, but it is your responsibility to contact me by phone or email ahead of time.

Absences:
- Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms.
- Forms are online at: http://www.cofc.edu/studentaffairs/general_info/absence and they also can be faxed to the office at 953-2290.
- You will need documentation for health, personal or emergency situations.
Academic Integrity

Honor System:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences, methods courses, and clinical practice, professionalism in schools, etc.).

ADA Accommodations for Students with Disabilities

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities 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.

Mission Statement of the School of Education, Health, and Human Performance

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 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