

Syllabus--Revised

Course Title: Developmental Concepts of Learning
Course Number: ED 350, Sections 001 and 002
Course Term: Spring, 2004
Meeting Time/Place: T/TH 2:00-3:15 (sec 001) in UCB 312
TH 5:00 – 7:45 (sec 002) in UCB 312
Course Credits: 3
Instructor: Dr. Ann B. Miser
E-mail: annmiser@hawaii.edu
Office: UCB 325
Telephone: 808-974-7748 (please leave a message if no answer)
Office Hours: Tuesdays: 10:30 am -12:00 noon and 3:30-4:30 pm
Wednesdays: 9:00-11:30 am and 1:30-4:30 pm

UH-Hilo Education Department Statement

The Education faculty at UH-Hilo considers the profession of teaching a life-long process of discovery, practice, and reflection—Praxis! We also recognize the multiple arenas where we exhibit our passion and expertise with regard to teaching and learning. We would like all students in ED 310, ED 314, and ED 350 to know that the quality of your participation and outcomes will be noted by the faculty and will be a consideration in the dialogue regarding your potential admission into the Teacher Education Program.

Overview of the Course:

The purpose of ED 350, Developmental Concepts of Learning, is to introduce prospective secondary and elementary teachers to theories of child development and how these theories can guide and inform the practice of classroom teaching. This course is a pre-requisite class for students interested in applying to the post-baccalaureate Teacher Education Program (TEP). A significant number of hours (20-25) will be spent in a Service Learning Project working outside of class with students under the supervision of a professional educator.

Objectives of the Course:

Students who complete this course successfully will be able to:

- Identify various theories of child development.
- Observe children in various settings and draw conclusions regarding the development of the children and how that knowledge might be applied in a classroom setting.
- Describe how theories of child development can be applied to classroom teaching practices.
- Present research findings gained through individual and small group investigation to a larger audience.
- Reflect on the process of teaching and how this new understanding guides them regarding their potential for becoming a teacher.
- Identify the connection between service to others and personal learning and growth.

Texts:

- McDevitt, T.M. & Ormrod, J.E. (2004). Child development: Educating and working with children and adolescents, second edition. Upper Saddle River, NJ: Pearson Education. (Required)
- McDevitt, T.M. (2004). Observing children and adolescents. CD-ROM (Required)
- Companion Web Site: (Required use) <http://www.prenhall.com/mcdevitt>

Course Requirements:

- *Participation in Class Activities.* As this class is a pre-requisite course to the TEP, you will be expected to conduct yourself in a professional manner at all times. Part of the responsibilities of a professional teacher are attendance at all school functions and classes, promptness, participation with colleagues in the day to day teaching of students and reflection on practice, contributions to the learning community, and support for other professionals. Therefore, students in this course will be evaluated on the same attributes: attendance, promptness, participation in class activities, reflection, contributions to discussion, and supportive feedback to others. If you must be absent from class, you are expected to let the instructor know ahead of time and make arrangements for an alternative experience. (10% of the final grade)
- *Teaching Project.* Each student will join a research and teaching team to investigate one aspect of Special Education. The teaching team will teach a 30-minute block within a class period. At the completion of the 30 minutes, the class should know key points of the special education topic, implications of the information for teachers, and questions that remain that still pose dilemmas for teachers. Each team is responsible for (a) introducing the material in an interesting way, (b) engaging the class actively in the learning, (c) presenting key points clearly and accurately, and (d) assessing the knowledge of the class at the end. Also, each team will provide the class members with a one-page outline of the key points of the lesson and a list of resources for further study. See separate explanation for more details. (20 % of the final grade)
- *Chapter Content Tests.* Tests housed at the Prentice Hall companion website (<http://www.prenhall.com/mcdevitt>) will be sent electronically to the instructor via annmiser@hawaii.edu after each chapter studied. A Tentative Class Calendar is provided with this syllabus indicating due dates for these submissions. These tests will help assess your command of the content of the text in child development. (Average score on the chapter tests is 20% of the final grade)
- *Insight Journals.* Students will be expected to write four two-three paged double-spaced journals describing some insight they have gained about teaching and what meaning this insight has for their plans to teach. Due dates are included on the Tentative Class Calendar. Journals will be shared with the rest of the class, so students should avoid personal information too sensitive to share. For more details see a description of the insight journal format, a sample insight journal, and a sample evaluation included separately from the syllabus. (20 % of the final grade)
- *Service Learning Project.* Students will complete 20-25 hours of volunteer work with children at an elementary or secondary school or an equivalent program and complete the UH-Hilo Service Learning Packet, including Form 5. Form 5 is a Final Reflection Paper regarding your experience. A more detailed explanation is provided within the first two-three weeks of class. (20% of final grade)
- *Final Examination.* Students will complete an examination during finals week to measure their growth in understanding of the development of school-aged children and of themselves as potential future teachers. (10% of final grade)

Evaluation of Student Performance:

In order to pass the course, **students must complete all the requirements of the course. No portion of the requirements can be left out.** Students' final grades will be determined by grades on the following items:

- Class Participation (10%)
- Teaching Project (20%)
- Average Grade of Chapter Content Tests (20%)
- Average Grade of Four Insight Journals (20%)
- Service Learning Project (20%)
- Final Exam (10%)

A Note About Advising

Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their major advisor and the Education Department advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH-Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

If You Have a Disability

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office at 933-0816 (V) or 933-3334 (TTY), Campus Center Room 311, as early in the year as possible. We are committed to working with you and the office to make your learning experience a positive one.

Conceptual Framework of the UH-Hilo Education Department

The UH-Hilo Education Department has developed a conceptual framework to identify the core values, desired outcomes, shared beliefs, and characteristic practices which make the work of our department distinctive. Simply put, we envision our department's future as the HEART of a learning community of caring, ethical, and creative people. We symbolize our commitment to preparing excellent teachers with the acronym HEART, representing five critical concepts that define our teacher education program:



Teaching and learning are **HOLISTIC** endeavors.



EMPATHY between self and others is an essential aspect of a pedagogical relationship.



Effective teaching embraces **ARTISTIC** ideals.



Excellence follows a **RIGOROUS** path.



Teachers are capable of **TRANSFORMING** the environments in which they work.

Tentative Calendar--Revised
ED 350, Thursday 5:00-7:45 pm
Spring, 2004

<p>Week 1 January 15 Introductory activities (Textbook. CD's. Website. Syllabus. Calendar. Student Information Sheets). Greatest Teacher Activity. Assignment for 1/22: Read Chapter 1.</p>
<p>Week 2 January 22 Service Learning Introduction. Discussion of Chapter 1 key ideas. Send Chapter 1 Computer Based Test (CBT) by Tuesday noon, 1/27. Teaching Project Explanation.</p>
<p>Week 3 January 29 Service Learning Site Coordinators in class to coordinate tutoring dates. Service Learning Form 1 due. Teaching Project Group Selection. Discussion of Chapter 3 key ideas. Send Chapter 3 CBT by Tuesday noon, 2/3. CD discussion on Chapter 3.</p>
<p>Week 4 February 5 Service Learning Form 2 due. Service Learning begins this week on Monday, 2/2 with orientation at Hilo Union. Discussion of Chapter 4 Key Ideas. Send Chapter 4 CBT by noon, 2/11. Journal #1 due for class discussion. Let's Talk Teaching (LTT) Session 1.</p>
<p>Week 5 February 12 Discussion of Chapter 5 Key Ideas. Send Chapter 5 CBT by noon, 2/17. CD Discussion on Chapter 5. LTT Session 2. Teaching Project Group Planning.</p>
<p>Week 6 February 19 Discussion of Chapter 9 Key Ideas. Send Chapter 9 CBT by noon, 2/24. CD Discussion. LTT Session 3. Teaching Project Group Planning.</p>
<p>Week 7 February 26 Discussion of Chapter 10 Key Ideas. Send Chapter 10 CBT by noon, 3/2. Teaching Project Group #1. Journal #2 due for class discussion. LTT Session 4.</p>
<p>Week 8 March 4 Mid Term Course Evaluation (Are we meeting our course objectives?) Discussion of Chapter 11 Key Ideas. Send Chapter 11 CBT by noon, 3/9. Teaching Project Group #2.</p>

<p>Week 9 March 11 Discussion of Chapter 12. Send Chapter 12 CBT by noon, 3/16. Teaching Project #3. Journal #3 due for class discussion. LTT Session 5.</p>
<p>Week 10 March 18 Discussion of Chapter 13. Send Chapter 13 CBT by noon, 3/23. Teaching Project #4.</p>
<p>Week 11 April 1 Discussion of Chapter 14. Send Chapter 14 CBT by noon, 4/6. CD Discussion of Chapter 14. LTT Session 6. Teaching Project Group #5.</p>
<p>Week 12 April 8 Discussion of Chapter 6. Send Chapter 6 CBT by noon, 4/13. Teaching Project Group #6. Journal #4 due for class discussion. LTT Session 7.</p>
<p>Week 13 April 15 Service Learning Field Week at School Sites. Meet with teacher supervisors to discuss progress. No formal class meeting this week.</p>
<p>Week 14 April 22 Teaching Project Group #7. Teaching Project Group #8. Review of Service Learning Reflection Papers, Form 5.</p>
<p>Week 15 April 29 Teaching Project Group #9. Teaching Project Group #10. Teaching Projects Reflection. LTT Session 8.</p>
<p>Week 16 May 6 Service Learning Reflection Papers due (Form 5) plus Supervisor Evaluations and Time Sheets. Service Learning Assessment and Review. Community Involvement through Service Learning. LTT Session 9.</p>
<p>Week 17 May 10-14 Final Exam Week Exam: Thursday, May 13, 5:00 pm.</p>

Tentative Calendar--Revised
ED 350, T/TH, 2:00-3:15 pm
Spring, 2004

<p>Week 1 January 13 Introductory activities. Textbook. CD's. Website. Syllabus. Calendar. Student Information Sheets.</p>	<p>January 15 Greatest Teacher Activity Assignment for 1/20: Read Chapter 1</p>
<p>Week 2 January 20 Discussion of Chapter 1 Key Ideas. Send Chapter 1 Computer Based Test (CBT) by 11:30 pm 1/22.</p>	<p>January 22 Service Learning Introduction (Timothy Kane) Teaching Project Explanation.</p>
<p>Week 3 January 27 Discussion of Chapter 3 Key Ideas. CD discussion on Chapter 3. Send Chapter 3 CBT by 11:30 pm 1/29.</p>	<p>January 29 Service Learning Site Coordinators in class to coordinate tutoring dates. Service Learning Form 1 due. Teaching Project Group Selection.</p>
<p>Week 4 February 3 Service Learning begins this week on Monday, 2/2 (Orientation at Hilo Union) Discussion of Chapter 4 Key Ideas Send Chapter 4 CBT by 11:30 pm 2/5.</p>	<p>February 5 Service Learning Form 2 due. Journal #1 due for class discussion. Let's Talk Teaching (LTT) Session 1.</p>
<p>Week 5 February 10 Discussion of Chapter 5 Key Ideas. CD discussion on Chap.5. LTT Session 2. Send Chapter 5 CBT by 11:30 pm 2/12.</p>	<p>February 12 Teaching Project Group Planning.</p>
<p>Week 6 February 17 Discussion of Chapter 9 Key Ideas. CD Discussion on Chap.9 LTT Session 3. Send Chapter 9 CBT by 11:30 pm 2/19.</p>	<p>February 19 Teaching Project Group Planning. Journal #2 due for class discussion. LTT Session 3.</p>
<p>Week 7 February 24 Discussion of Chapter 10 Key Ideas. Send Chapter 10 CBT by 11:30 pm 2/26.</p>	<p>February 26 Teaching Project Group #1. Journal # 2 due for class discussion. LTT Session 4.</p>
<p>Week 8 March 2 Discussion of Chapter 11 Key Ideas. Send Chapter 11 CBT by 11:30 pm 3/4.</p>	<p>March 4 Mid Term Course Evaluation (Are we meeting our course objectives?) Teaching Project Group #2.</p>

<p>Week 9 March 9 Discussion of Chapter 12. Send Chapter 12 CBT by 11:30 pm 3/11.</p>	<p>March 11 Teaching Project #3. Journal #3 due for class discussion. LTT Session 5.</p>
<p>Week 10 March 16 Discussion of Chapter 13. Send Chapter 13 CBT by 11:30 pm.</p>	<p>March 18 Teaching Project #4.</p>
<p>Week 11 March 30 Discussion of Chapter 14. CD discussion on Chap.14. LTT Session 6. Send Chapter 14 CBT by 11:30 pm 4/1.</p>	<p>April 1 Teaching Project Group #5.</p>
<p>Week 12 April 6 Discussion of Chapter 6. Send Chapter 6 CBT by 11:30 pm 4/8.</p>	<p>April 8 Teaching Project Group #6. Journal #4 due for class discussion. LTT Session 7.</p>
<p>Week 13 April 13 Service Learning Field Week at School Sites. Meet with teacher supervisors to discuss progress. No formal class meeting.</p>	<p>April 15 Service Learning Field Week at School Sites. Meet with teacher supervisors to discuss progress. No formal class meeting.</p>
<p>Week 14 April 20 Teaching Project Group #7. Review of Service Learning Reflection Papers, Form 5.</p>	<p>April 22 Teaching Project Group #8.</p>
<p>Week 15 April 27 Teaching Project Group #9.</p>	<p>April 29 Teaching Project Group #10 (if needed). Teaching Projects Reflection. LTT Session 8.</p>
<p>Week 16 May 4 Service Learning Assessment and Review. Community Involvement through Service Learning. LTT Session 9.</p>	<p>May 6 Service Learning Reflection Papers due (Form 5) plus Supervisor Evaluations and Time Sheets. Community Involvement through Service Learning.</p>
<p>Week 17 May 10-14 Final Exam Week</p>	<p>May 13 Exam: Thursday, May 13, 2:00 pm.</p>