

FAYETTEVILLE STATE UNIVERSITY

School of Education
 Department of Educational Leadership
 Fayetteville, NC

1. LOCATOR INFORMATION

Instructor:

Dr. Sam Heastie

Office Location: BU256

Office Telephone: (910) 672 – 1002; (910) 672 - 1731

Email: sheastie@uncfsu.edu

Office Hours: MWF – 8:00 a.m. – 9:00 a.m.; 10:00 a.m. – 11:00 a.m.; R – 4:00 p.m. – 6:00pm & By Appointment.

Course Number and Name:

EDUC 340 – 03: Human Growth & Development

Semester:

Fall 2009

Credit Hours:

3

Course Location & Meeting Time:

SBE 213 MWF: 11:00 a.m. – 11:50 a.m.

- 2. FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

A study of human development from conception to young adulthood, with emphasis on the early and middle childhood years(2-12) for the elementary and middle grades education majors and late adolescent years (13-21) for secondary education majors.

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in PK-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The School of Education’s conceptual framework

encompasses five curricular strands: Content, Knowledge, Learning Theories, Learning Climate Dispositions and Methodology, all of which when taken together make up the core outcome drivers of the teacher education experience. The five process drivers: Assessment, Diversity Collaboration Technology and Reflection, provide focus and direction to the curricular strands that underpin the education programs of Fayetteville State University. The schools conceptual framework adheres to all of the North Carolina regulatory agencies as well as the Professional and Learned Societies Guidelines. This course EDUC 340 is built upon the concept of Content, Knowledge, Learning Theories, Learning Climate, Dispositions and Methodology. Each of the five drives is supported by class assignments and learning activities, as well as class discussions and readings. In each course a culminating research paper binds together the elements of the conceptual framework and the process drivers.

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. REQUIRED TEXTBOOK

Newman, Barbara & Newman, Philip. Development Through Life: A Psychosocial Approach. 9th Edition, 2006. Thompson Learning Inc.

Supplemental Text: *(not required)*

American Psychological Association. (2004). Publication Manual of the American Psychological Association. (5th Ed.). Washington DC: Author.

The professor will provide additional readings and handouts to augment the textbook and course content.

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards

The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be distributed in class.)

I: Teachers demonstrate leadership	II: Teachers establish a respectful environment for a diverse population of students	III: Teachers know the content they teach	IV: Teachers facilitate learning for their students	V: Teachers reflect on their practice
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NCDPI Technology Standards

The following technology standards developed by NC DPI will also be addressed through the activities outlined in this course.

I: Teachers demonstrate a sound understanding of technology operations and concepts.	II: Teachers plan and design effective learning environments and experiences supported by technology.	III: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	V: Teachers use technology to enhance their productivity and professional practice.	VI: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice
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NCDPI Diversity Standards

The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.	Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Teachers of diverse students are reflective practitioners who are committed to educational equity.
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7. Performance Expectations:

Behavioral Objectives: Upon completion of this course, students should be able to demonstrate their mastery of the course by showing:

- A. Understand the developmental process begins with conception and continues through life and that growth occurs in each stage.
- B. Understand that individual lives show continuity and change, both of which are central to understanding human development.
- C. Understand that development includes physical, emotional, social, cognitive and moral areas of development.

- D. Understand that human development may be best understood when studied in the context of the individual setting and relationships in which the individual exists.
- E. Understand the effects of drug use and abuse on human development.

8. GENERAL REQUIREMENTS

The following guidelines will assist when communicating.

1. Email should be the primary form of communication. In the event communication isn't possible through email, a phone call should be made.
2. When emailing, use the course number (EDUC 340-03) and subject headers in the "subject line" of the email. For example:
 - a. If you have a question place " EDUC 340-03 Question" in the subject line.
 - b. If there is a technical (Blackboard) problem with an exam, place " EDUC 340-03 Problem with Exam" in the subject line. Be certain to indicate the exam to which you are referring.

9. EVALUATION CRITERIA

Assignments:

1. Chapter Exams	60%
2. Learn-to-Learn	5%
3. Article review #1	5%
4. Article review #2	5%
5. Field Experience	5%
6. Midterm Exam	10%
7. Final Exam	10%
8. Bonus Points	Notes

All components of evaluation must be completed on time in order to receive full credit and a grade. Assignments have specific due dates. All late assignments will be accepted at the discretion of the instructor and if accepted may have points deducted.

Each exam will be on the date scheduled and **no make-up will be offered**. Any change to this policy is completely at the discretion of the instructor.

University Grading Scale:

- A = 92% - 100%
- B = 83% - 91%
- C = 73% - 82%
- D = 64% - 72%
- F = 63% and below

10. ATTENDANCE

Attendance is required by school policy. The instructional strategy for this class involves ACTIVE PARTICIPATION of all students. BE HERE! For more detailed information on the university's attendance and academic policy see the catalog.

11. CELL PHONE POLICY

During the class period, the operation of your cell phone, in anyway for any reason, is strictly prohibited.

12. COURSE OUTLINE

Friday August 21

Introduction & Overview

- Introductions
- Syllabus

Week of Monday August 24 - Friday August 28

- Chapter 1 – Development Through Life
- Chapter Exam #1 – Chapter 1: Development Through Life

Week of Monday August 31 – Friday September 4

- Chapter 2 – Psychosocial Theory

Week of Monday September 7 – Friday September 11

- Chapter 2 – Psychosocial Theory (cont.)
- NO CLASS on Monday – Labor Day
- Chapter Exam #2 - Chapter 2: Psychosocial Theory

Week of Monday September 14 – Friday September 18

- Chapter 3 – Major Theories
- Chapter Exam #3 – Chapter 3 A: Major Theories

Week of Monday September 21 – Friday September 25

- Chapter 3 – Major Theories (cont.)
- Chapter Exam #4 – Chapter 3 B: Major Theories

Week of Monday September 28 – Friday October 2

- Chapter 4 – Pregnancy
- Chapter Exam #5 – Chapter 4 A: Pregnancy

Week of Monday October 5 – Friday October 9

- Chapter 4 – Pregnancy (cont.)
- Chapter Exam #6 – Chapter 4 B: Pregnancy

Week of Monday October 12 – Friday October 16

- Chapter 5 – Infancy
- MID-TERM EXAM - Chapter 5A: Infancy (only) (Wednesday)
- NO CLASS on Friday – MIDTERM BREAK

Week of Monday October 19 – Friday October 23

- Chapter 5 – Infancy (cont.)
- Chapter Exam #7 - Chapter 5B: Infancy

Week of Monday October 26 – Friday October 30

- Chapter 6 – Toddlerhood
- Chapter Exam #8 – Chapter 6 A: Toddlerhood

Week of Monday November 2 – Friday November 6

- Chapter 6 – Toddlerhood (cont.)
- Chapter Exam #9 – Chapter 6 B: Toddlerhood

Week of Monday November 9 – Friday November 13

- Chapter 7 – Early School Age
- Chapter Exam #10 – Chapter 7 A: Early School Age

Week of Monday November 16 – Friday November 20

- Chapter 7 – Early School Age (cont.)
- Chapter Exam #11 – Chapter 7 B: Early School Age

Week of Monday November 23 – Friday November 27

- Chapter 8 – Middle Childhood
- NO CLASS on Friday – THANKSGIVING BREAK

Week of Monday November 30 – Friday December 4

- Chapter 8 – Middle Childhood (cont.)

Date of final exam will be determined later

- FINAL EXAM – Chapter 8

ASSIGNMENTS SCHEDULE

Copy of article for Article Review #1 is due Wednesday September 9th

Article Review #1 is due Wednesday September 16th

Copy of article for Article Review #2 is due Wednesday October 14th

Article Review #2 is due Wednesday October 28th

FIELD EXPERIENCE is due Friday November 20th

Bonus Points (Notes)

Bonus points may be earned toward each chapter exam by submitting hand-written notes for the chapter. For example, a student may earn bonus points toward chapter exam #1 by submitting notes (in outline format) for chapter one. Each set of notes may earn **up to** ten (10) bonus points toward the exam. The pilot project on the submission of notes for bonus points has shown that student who tend to write notes perform well on exams. Toward this end, all students are very strongly encouraged to submit notes. In order to earn points, the following criteria must be followed:

1. The notes must be **hand-written** in blue ink on college-ruled loose-leaf paper
2. The notes must be detailed (see example in “Course Information” folder on Blackboard). If notes are not detailed, only partial credit will be awarded.
3. The notes must be submitted before the exam is taken and will be due by 8:00 p.m. on the Monday preceding the exam. For example, if a student intends to earn bonus points for the chapter #1 exam which is scheduled for Thursday Aug. 28th, she/he would have to submit notes by Monday August 24th.
4. Notes may be submitted by dropping them off at the professor’s office or by US postal mail. Mailed notes that arrive after a Monday will be accepted as long as the mail stamp indicates that it was mailed by the due Monday.
5. Type-written or scanned notes **will not** be accepted.

EXAM RECORD

CHAPTER EXAM #1 – Friday August 28

Chapter 1 – Development Through Life							
SCORE	BONUS					TOTAL	

CHAPTER EXAM #2 – Friday September 11

Chapter 2 – Psychosocial Theory							
SCORE	BONUS					TOTAL	

CHAPTER EXAM #3 – Friday September 18

Chapter 3 A – Major Theories							
SCORE	BONUS					TOTAL	

CHAPTER EXAM #4 – Friday September 25

Chapter 3 B – Major Theories							
SCORE	BONUS					TOTAL	

CHAPTER EXAM #5 – Friday October 2

Chapter 4 A – Pregnancy							
SCORE	BONUS					TOTAL	

CHAPTER EXAM #6 – Friday October 9

Chapter 4 B – Pregnancy							
SCORE	BONUS					TOTAL	

MID-TERM EXAM – Wednesday October 16

Chapter 5A – Infancy (only)							
SCORE	BONUS						TOTAL

CHAPTER EXAM #7 – Friday October 23

Chapter 5B – Infancy							
SCORE	BONUS						TOTAL

CHAPTER EXAM #8 – Friday October 30

Chapter 6 A – Toddlerhood							
SCORE	BONUS						TOTAL

CHAPTER EXAM #9 – Friday November 6

Chapter 6 B – Toddlerhood							
SCORE	BONUS						TOTAL

CHAPTER EXAM #10 – Friday November 13

Chapter 7 A – Early School Age							
SCORE	BONUS						TOTAL

CHAPTER EXAM #11 – Friday November 20

Chapter 7 B – Early School Age							
SCORE	BONUS						TOTAL

13. TEACHING STRATEGIES

This course is primarily independent learning. It is supported by group discussion through Blackboard but requires very strong reading comprehension skills given its testing focus. Students who struggle with independent learning should contact the instructor for assistance.

The teaching strategy supports the school of education conceptual framework in the following ways: the course has new content in the areas of diversity, measurement and evaluation; the course covers attitudes, modeling and moral development; cognitive and behavioral learning theories are emphasized; the entire course is designed to enhance the students effectiveness as a leader and as a facilitator of learning.

15. UNIVERSITY POLICIES

Division of Student Affairs
Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Aronson, Elliot. The Social Animal New York, W H Freeman Company, 1999.

Gage, N L and Berliner, David. Educational Psychology 5th edition, Boston, Houghton Mifflin CO. 1992.

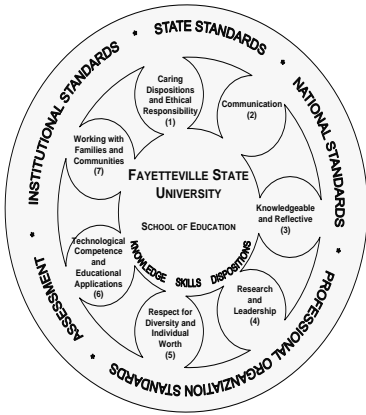
Glover, John, Ronning, Royce & Brunning, Roger. Cognitive Psychology For Teachers. New York: MacHillan Publishing Company, 1990.

McNeil, John & Wiles, Jon. The Essentials of Teaching: Decisions Plans. Methods. New York: MacMillan Publishing Company. 1990.

Murry, Thomas. Contemporary Theories of Child Development 3rd edition. Belmont, Calif. Wadsworth Publishing CO. 1992

Publication Manual of the American Psychological Association 5th edition. 2001.

**PLEASE NOTE THAT THIS SYLLABUS AND THE SCHEDULES CONTAINED
HEREIN ARE SUBJECT TO CHANGE.**



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 Department of Educational Leadership
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Instructor:

Dr. Sam Heastie
 Office Location: BU256
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 Email: sheastie@uncfsu.edu
 Office Hours: MWF – 8:00 a.m. – 9:00 a.m.; 10:00 a.m. – 11:00 a.m.; R – 4:00 p.m. – 6:00pm & By Appointment.

Course Number and Name: EDUC 330 – 02: Educational Psychology
 Semester: Fall 2009
 Credit Hours: 3
 Course Location & Meeting Time: SBE 213 MWF: 9:00 a.m. – 9:50 a.m.

My signature below affirms that I have read the syllabus, that I do understand its contents, and that all of my questions/concerns have been addressed satisfactorily.

 Student's Name (print)

 Student's Signature

 Date

 Major

 Classification (e.g. Freshman, etc.)

 Home Phone

 Cell Phone

This signatory page of the syllabus must be signed and returned by Monday August 24th, 2009. You will not be permitted to take any exams until the page is received. Return to:
 Dr. Sam Heastie • FSU • Dept. of Educational Leadership • 1200 Murchison Rd. Newbold Station • Fayetteville • NC • 28301-4298