ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDF 3152

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

|  |  |
| --- | --- |
| **Course Prefix:** | EDF 3152 |
| **Section #:** | 1078 |
| **Credit Hours:** | 3 |
| **Co-requisites:** |  |
| **Pre-requisites:** | Prerequisite: Admission to EDST-BS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day, Time and Campus:** | Online | Enter Time | | Choose an item. |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr Dupoux | | | |
| **Office Hours:** | Posted | | https://web.spcollege.edu/instructors/id/2481 | |
| **Office Location:** | St. Pete Gibbs | | TE 105B | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MyCourses | | | |

**ACADEMIC DEPARTMENT: College of Education**

|  |  |  |
| --- | --- | --- |
| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

|  |
| --- |
| This course examines the physical, cognitive, social, and emotional characteristics and development of K-12 learners. Course content focuses on factors affecting the individual learner including culture, gender, and socioeconomic status. The course includes a discussion of learning and its implications for instruction in a variety of settings. |

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**

|  |
| --- |
| **1. The student will analyze principles of human growth and development by**  a. Identifying conditions that influence human growth and development.  b. Describing strategies that promote human growth and development.  c. Applying information regarding the theories of the teaching and learning process (i.e., how people learn, what motivates them, and how they retain knowledge).  d. Examining age appropriate behaviors as they relate to development and learning.  e. Assessing various student learning needs and developmental stages.    **2. The student will explain the cognitive, social, emotional, and physical characteristics of learners by**  a. Identifying characteristics of student learning and development (cognitive, social, emotional, and physical development).  b. Examining the interrelationships among the cognitive, social, emotional, and physical developmental influences that affect students.  c. Applying knowledge of information processing theory, cognitive learning theory, humanistic approaches, and principles of motivation to instruction.  d. Examining the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all learners.  e. Explaining how one’s identity, culture, and heritage affect interactions with others.  **3. The student will analyze areas of development as they relate to their own personal and professional aspirations by**  a. Identifying personal needs and characteristics and their effects on interpersonal relationships in a variety of settings.  b. Examining academic skills, resources, and services that will enhance their academic development.  c. Describing key issues associated with solving complex real world problems.  d. Identifying authentic learning experiences that align with personal and professional aspirations.  e. Analyzing one’s own identity, culture, and heritage and how they affect interactions with others.  **Criteria Performance Standard:**  Upon successful completion of the course, the student will, with a minimum of 75% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by individual course instructors. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

|  |  |
| --- | --- |
| Textbook(s) | Required: Bergin, C.C. & Bergin, D.A. (2019). Child and Adolescent Development in Your Classroom, Chronological Approach, 1st Edition Cengage ISBN-13: 9781305964273 |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

|  |  |
| --- | --- |
| Resources: Provided by the Instructor in MyCourses | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

|  |
| --- |
| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **Supplies**
2. **COURSE REQUIREMENTS & EXPECTATIONS**
3. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

There are no school based hours in this course.

1. **ALL Course Assignments**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Intro Post | 5 |
| Discussions (7) | 70 |
| Activities (8) | 160 |
| PIP Section 1 | 10 |
| PIP Section 2 | 10 |
| \*PIP project to Anthology Portfolio | 100 |
| Final | 100 |
| **Total:** | **455** |

\* Assignments labeled with an (\*) denote required assignments that must be passed at 75%.

|  |
| --- |
| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

1. **Assignment Late Policy**

Assignment(s) due to Anthology Portfolio are extended to 3 days beyond the due date but students will not receive a grade

higher than a C. All other assignments are due on the due date, no exceptions.

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Assignments | Points | MLO |
| Start Here  Due 5/21 | Introductions | 5 | Discussion |
| Module 1  Due 5/28 | Read Chapters 1 & 2  Review PPT for Chapters 1 & 2 |  | Activity: 1a, 1b, 3c  Discussion: 3e |
| Module 1 Activity | 20 |
| Discussion 1 | 10 |
| Module 2  Due 6/4 | Read Chapters 3 & 4  Review PPT for Chapters 3 & 4  Review the PIP Assignment in MyCourses |  | Activity: 1c, 3d  Discussion: 1b, 1c, 1d, 2a, 2b, 2c, 3a |
| Discussion 2 | 10 |
| Module 3  Due 6/11 | Read Chapters 5 & 6  Review PPT for Chapters 5 & 6 |  | Activity:2c, 2d  Discussion: 1c, 1e, 2b, 2c, 3e |
| Module 3 Activity | 20 |
| Discussion 3 | 10 |
| Complete PIP Section 1 and submit to Dropbox | 10 |
| Module 4  Due 6/18 | Read Chapters 7 & 8  Review PPT for Chapters 7 & 8  Begin working on PIP Section 2 |  | Activity: 2b, 2c, 2d  Discussion: 1e, 2d, 3b |
| Module 4 Activity | 20 |
| Discussion 4 | 10 |
| Module 5  Due 6/25 | Read Chapters 9 & 10  Review PPT for Chapters 9 & 10  Continue working on PIP Section 2 |  | Activity:2a, 2b, 2c  Discussion:1b, 1c, 1d |
| Module 5 Activity | 20 |
| Discussion 5 | 10 |
| Module 6  Due 7/2 | Read Chapters 11 & 12  Review PPT for Chapters 11 & 12  Continue working on PIP Section 2 |  | Activity: 3b, 3c, 3d  Discussion: 1e, 2d |
| Module 6 Activity | 20 |
| Discussion 6 | 10 |
| Module 7  Due 7/9 | Read Chapters 13 & 14  Review PPT for Chapters 13 & 14  Begin working on PIP in Module 8 to submit to Anthology Portfolio |  | Activity: 2b, 2c, 3c, 3d  Discussion: 1b, 2b, 2c |
| Module 7 Activity | 20 |
| Discussion 7 | 10 |
| Complete PIP Section 2 and submit to Dropbox | 10 |
| Module 8  Due 7/16 | Read Chapters 15 & 16  Review PPT for Chapters 15 & 6 |  | Activity: 1e, 2d, 2e, 3e  Discussion: 1c, 2c  PIP: 3a-e |
| Module 8 Activity | 20 |
| Complete PIP-Submit to Anthology Portfolio (MUST EARN 75% TO PASS) | 100 |
| Module 9  Due 7/23 | Read Chapter 17  Review PPT for Chapter 17 |  | Discussion:2a, 2b, 2e, 3c |
| Discussion 9 | 20 |
| Module 9 Activity: Final Exam | 100 |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

4. Graduates will practice continuous professional improvement by designing professional goals consistent with private, public, and community-based organizations and engaging in targeted professional growth opportunities and reflective practices.

Not mapped on UDL framework or list the numbers of the components.