

Mercer University-Tift College of Education Course Syllabus – Summer '09

MAT Program: EMAT 619 Child development and learning

Professor: Peter Ross, Ph.D.

Website: [drpeterross.com](http://drpeterross.com)

e-mail: [rosspeter1@gmail.com](mailto:rosspeter1@gmail.com) / phone: 678-547-6330

Required Text:

Developmental Discipline, 2009. [Available in the Mercer bookstore].

Course Description: The objective of this course is to integrate critical aspects of child development with motivation, discipline, and learning. The course addresses essential areas of child cognitive development, social/emotional development, learning theories, classroom management, motivation, and discipline theories. Specific obstacles to learning and subsequent treatment approaches also are presented. Advocacy issues and special needs students also are addressed in the context of each session.

Purpose and Course Connection to the Conceptual Framework

The College of Education has chosen the theme: “Problem based-solution building practitioner: To Know, To Do, To Be” for a curriculum and program that engages teachers in program processes, practices, skills, and attitudes which will enable them to become competent professionals. This course relates to each of the three major premises of the Conceptual Framework:

I. TO KNOW: the foundations of the education profession, content bases for curricula, and characteristics; and to gather information relevant to the educational problem.

II. TO DO: the work of a professional educator in planning and implementing well-integrated strategies, materials, and technology; and to test hypotheses for solution building of educational problems.

III. TO BE: a reflective, collaborative, and responsive decision-maker, facilitator,

and role model within the classroom, school, community, and global environments, and to evaluate the results of educational problems and related applications.

The goal of this course is to provide TCE/Mercer teacher graduates with confidence, knowledge, and skills. These traits will ultimately enable TCE/Mercer graduates to effectively plan lessons, teach, and manage children in accordance with the developmental levels of children. This course is designed to:

- a. understand and apply child development and learning theory content knowledge appropriate for early childhood education. (to know)
- b. model developmentally appropriate teaching and management methods as recommended by the National Association for the Education of Young Children, and enable you to actively experience developmental principles through various models of teaching and practice. (to do)
- c. gain mastery as a professional educator relevant to early childhood education in a multicultural and diverse society. (to be)

Course Objectives –

The principle goals of the course are to enable graduate students to:

To explore and apply learning theories as they relate to early childhood [I. a-c; II. a-c; III. a-c]

Critically study research based principles of child development, behavior management, and learning in order to make informed professional decisions about teaching graduate students, managing graduate students, curriculum, and school policy (I. b; III. a-c).

Explain processes, values, and goals of child development and learning both historically and currently. (I. a-c; II. a-c; III. a-c).

Plan and implement developmentally appropriate lessons based on the physical, motor and psychosocial development of children ages 1-10. (I. c; II. a-c; III. a and b).

Understand the implication of teaching in a multicultural society, and the importance of being a child advocate, and creating an inclusive environment for all children in the classroom. ( I. c; II. b; III. a).

Align instructional practices appropriately with children's developmental levels. (I. c; II. c; III. a).

Identify the educational & developmental theories driving education today and relate these theories to current leaning strategies in today's classrooms. (I. a-c; II. a-c; III. a-c).

Compare and contrast the developmental levels of children in the classroom, including those with potential learning problems. . (I. c; II. c; III. a).

Discuss the varying purposes and techniques for evaluating children's progress in content areas, processes, and attitudes. (I. b and c; II. a and c; III. a and b).

Relate his/her understanding of how young children learn, behave, and develop through the microteaching of assigned lessons (I. b; II. a-c; III. a and b).

Incorporate technology into the research process of childhood development and learning (II).

## Course Requirements and Evaluation

**HONOR POLICY:** Academic integrity is maintained through the honor system. This system imposes on each graduate student the responsibility for his or her honest behavior and assumes the responsibility that each graduate student will report any violations of the Honor Code. By entering Mercer University, each graduate student personally consents to Mercer's Honor System and thereby agrees to be governed by it rules. (Taken from Mercer University's catalog).

### **Disability Statement**

Mercer University is committed to the equal and excellent education of all students including students with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, "otherwise qualified" students with disabilities are protected from discrimination and may be entitled to certain reasonable accommodations intended to ensure equal access to higher education. All students requiring accommodations must register with Disability Support Services and provide appropriate documentation of their disability that supports the need for the requested accommodations.

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. If a student is not registered with Disability Support Services, the instructor will refer him/her to the Disability Support Services office for consultation regarding documentation of the disability and eligibility for accommodations under the ADA/504. In order to receive accommodations, eligible students must provide each instructor with a "Faculty Accommodation Form" from Disability Support Services (downloadable from the website). Students must return the completed and signed form to the Disability Support Services Coordinator (212 Sheffield Center). For convenience, anyone can send this information through Campus Mail or fax the form to (678) 547-6373.

Students with a documented disability who do not wish to use academic accommodations are also strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://www2.mercer.edu/StudentLife/Atlanta/default.htm>".

Course Outline and Sequence of topics by week: [Saturday, July 4<sup>th</sup> will have a slightly different schedule which will be announced by the professor]

### Reading assignments [chapters]

#### **Part I - Background**

- |  |         |
|--|---------|
| 1 Critical child development, developmental discipline,<br>& learning topics |         |
| 2 Discussion continued -<br>punishment reflection presentations              | 1-3, 11 |
| 3 Discussion continued, begin midterm presentations                          | 10      |
| 4 Midterm presentations  |         |

#### **Part II – Developmental Discipline in practice**

- |   |     |
|---|-----|
| 5 Complete midterm presentations; begin motivational & learning<br>theory in the classroom            | 4-5 |
| 6 Motivation issues and behavior management –<br>applications for teaching                            | 6-9 |
| 7 Discipline and behavior management –<br>applications for teaching                                   | 12  |
| 8 Discipline issues- applications for teaching –<br>Final report 2-min. presentation [if time allows] |     |

### Course Requirements

#### **1. ATTENDANCE and PARTICPATION:**

Class attendance and participation are expected of graduate students. All students are expected to be in class at the beginning of each session. Arriving late for class is not acceptable and will result in a ½ point final grade reduction for each instance

of late arrival. Absences are not permitted without the loss of one point reduction in final grade for each occurrence. Partial class attendance also will result in a grade penalty of ½ point toward the final grade for each occurrence. Laptops and any recording devices are not permitted unless there is documentation of a disability.

2. **Professional behavior** in all respects is expected. You are in a professional school designed to train you to become a top professional in the field. Courtesy and respect should be shown toward peers and professor.

3. There will be four evaluations. No incomplete grades will be issued unless the student is in some critical care facility and has notified the professor. Any work not turned in or presented on the designated day will not be accepted. No email attachments of work will be permitted. Any written work [including Livetext submissions] must be typed in at least a 12 point font, **proofread** [spelling and word usage errors will negatively affect the project grade] double-spaced, well-written, and neat. All work is expected on the specified date and time.

3a. **Punishment reflection assignment:** Each graduate student is [as a Transforming Practitioner] to reflect on how humans have been conditioned to use or overuse punishment in our society. In other words, each student should identify ways in which a specific punishment practice was ineffective, and write about this event or situation. The student should submit a short paper [3-4 paragraphs] and also briefly present their thoughts. The paper will be turned in to the professor.

3b. **Midterm assignment: Topic Analysis Abstract.** Graduate students will obtain at least two professional [peer-reviewed] journal articles toward a specific developmental topic of interest. Each graduate student will integrate their knowledge on the chosen topic and write a one page abstract [summary] of their findings. Each graduate student also will write two quiz questions based on their abstract. Both abstract and quiz questions will be shared with the class and turned in to the professor. Copies of articles will be turned in to the professor. The following list illustrates possible topics.

The following is a list of possible topics

Fetal development  
Teratogens and their effects on early development  
Specific developmental syndromes  
Bullying  
Peer Pressure  
Depression/stress/ other psychological problems in children  
Alcohol / smoking / drug use  
Eating disorders  
Family issues / dynamics  
Sports / physical fitness  
Eating and health issues  
Violence issues  
Music / entertainment / effects of pop culture  
Gangs  
Cognitive growth and maturity  
Brain development

**This midterm assignment is a required artifact in your portfolio.** As part of the requirements for this assignment, each student must place the artifact under the ‘Understanding’ section of the portfolio, and also write a reflection on how the assignment contributed to transformation as a professional educator. The required reflection in the portfolio must address how the artifact demonstrates that the child development standard was met. In other words, briefly describe the project and how the project increased understanding of the topic, and finally how this understanding will increase professionalism as an educator [how the knowledge will help you better teach and deal with your students]. Please refer to the end of the syllabus for additional information regarding Livetext requirements.

**3c. Final: Theory in practice: Report on practicing management skills.** Each student will write a 2-3 page report which illustrates how they have adopted / practiced a new management skill presented in class. The report should 1] illustrate the situation or problem behavior, 2] what strategy was attempted, 3] and

the result of the technique/strategy. Some manner of quantifying the results is to be included. For example: pre-intervention frequency of hand raising versus post-intervention frequency of hand raising by child.

If no opportunity is available to put strategies into practice, then graduate students should describe which strategy they will use in their classroom, and why they have come to this conclusion. This paper will be turned in to the professor. If time permits, each graduate student will briefly share their thoughts regarding their paper.

If implementing some form of BOSS, please complete survey on my website [[drpeterross.com](http://drpeterross.com)] and click the link for Classroom Management survey. If unable to do so, please print out and complete the following survey, and turn it in with your final:

Name \_\_\_\_\_

Grade level \_\_\_\_\_

**BOSS Classroom Management Strategy Questionnaire**

Please take a few moments to reflect on each question regarding your intervention and circle the best response.

1. *Please rate the effect of the BOSS strategy on the number of your discipline referrals / problems [relative to before BOSS]*

No change	mild improvement			significant improvement
1	2	3	4	5

2. *Please rate the increase for instructional time as a result of using the BOSS strategy.*

No increase	mild increase			significant increase
1	2	3	4	5

3. *Please rate, on average, student behavioral changes observed during implementation of the BOSS strategy.*

No changes	mild improvements			significant improvements
1	2	3	4	5

4. *Please rate any generalization effects during implementation of the BOSS strategy [i.e. did you observe improvements in behavior in other settings besides your immediate classroom environment?]*

none	mild effects			significant effects
1	2	3	4	5



5. Please rate any changes on quality of student work [or grades] during implementation of the BOSS strategy.

No changes		some changes		significant changes
1	2	3	4	5

6. Please rate the effects on a positive classroom climate as a result of implementing the BOSS strategy.

No effects		some changes		significant changes
1	2	3	4	5

7. Please rate the overall ease of implementing the BOSS strategy as a behavior management tool.

Very difficult		Average		Very easy
1	2	3	4	5

Evaluation measures and grades:

Assignments and “**The Transforming Practitioner**” activities:

<b>Evaluation</b>	<b>Point values</b>
Assignment 3a: Punishment reflection	[10]
Assignment 3b: Midterm Topic Analysis	[15]
Assignment 3c: Report /management skills	[15]
Pop quizzes on reading assignments	[10]

Grading Rubric:

49-50	= A
48	= B+
47	= B
46	= C+
45	= C
44	= F

Important Notes:] No incomplete grades [IC] will be given [unless the graduate student describes unusual extenuating circumstances – see Bulletin for details]. If the graduate student fails to submit all or part of any assignment, the final grade will be based only on available material. Also, all Livetext submissions must be completed in order to receive the final grade for the course. Please note previously discussed variables which represent grade reductions.

Methods of Instruction: multi-modal lecture and discussion; question and answer; small group work; role-play exercises; computer / video demonstrations

Bibliography and related websites: provided in text references

## LiveText Requirements

1. **A LiveText account.** If you do not already have a LiveText account, see separate handout for important instructions on purchasing and setting up your account. (Instructions are also online at <http://www2.mercer.edu/Education/LiveText/purchasing.htm>.)
2. **Candidate Information Form.** All Tift students must complete this form in LiveText. *Each semester*, please check the form to be sure the information is still correct – if you have changed programs, please update the form so that it contains the most current information. See specific directions for locating and completing this form at [http://www2.mercer.edu/Education/LiveText/candidate\\_information\\_form.htm](http://www2.mercer.edu/Education/LiveText/candidate_information_form.htm)
3. **Dispositions Assessment.** At the end of the course, I will provide you with formative feedback on your development and demonstration of the professional dispositions that are important for Transforming Practitioners or Transformational Leaders. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. We will discuss the list of professional dispositions in class.
4. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active” – i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
  - a. Be sure this course section, with this instructor, appears in your list of courses.
  - b. Be sure that you are enrolled in all courses listed in your account.
  - c. If there are any discrepancies in your list of courses OR if you do not see the new LiveText interface or a list of courses when you login to your account, contact Jeff Osmus at [osmus\\_ja@mercer.edu](mailto:osmus_ja@mercer.edu). Email him your name, your student id, your LiveText username, and a description of your problem (include course number and section number, if reporting course discrepancies).
5. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.
6. **LiveText Portfolio Artifact Requirement(s).** Your midterm assignment in this class is a required artifact in your portfolio. As part of the requirements for this

assignment, you must place your artifact in the understanding section of your portfolio.

7. **Portfolio Reflection Expectations:** The required reflection in your portfolio must address how the artifact demonstrates that you met the child development standard. In other words, briefly describe your project and how the project increased your understanding of the topic, and finally how this understanding will increase your professionalism as an educator [how the knowledge will help you better teach and deal with your students].
8. **How to submit required assignments in LiveText:**  
Open your portfolio in the Documents tab. After attaching your project and writing your reflection, click 'send for review.' A dialogue box will open. Type in 'ecec' in that box. Save your work. You are done.
9. **Student Training Sessions on the New LiveText.** Orientations to LiveText will be offered through all field work orientations. For students who are not in a field experience course this semester, other training sessions will be offered at each site. Watch the listserv for announcements of these training sessions – you will need to register to attend one.
10. **Use the Help section in LiveText – it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.

Rubric for Disposition assessment follows:

<b>Disposition</b>	<b>Proficient</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Not able to rate</b>
<b>Respect</b>	Values self and others; Is considerate; Values diversity; Exhibits tolerance	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	There is not enough information to be able to rate the candidate.
<b>Responsibility</b>	Is reliable and trustworthy; Accepts consequences for personal actions or decisions; Prepares for classes/meetings/group work/instruction; Demonstrates ethical behavior; Maintains confidentiality of students/colleagues	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	
<b>Flexibility</b>	Adapts to change; Is open to new ideas; Deals appropriately with less than ideal situations when necessary; Maintains a positive attitude when necessary changes occur	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	
<b>Collaboration</b>	Supports teamwork; Shares knowledge and responsibilities with others; Accepts feedback from others	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	
<b>Reflection</b>	Self-assesses knowledge/performance; Demonstrates accurate self-analysis regarding own strengths and weaknesses; Uses constructive feedback; Assesses situations accurately	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	
<b>Commitment to Life-Long Learning</b>	Engages in professional development activities; Is committed to the profession; Models and promotes lifelong learning; Has enthusiasm for the discipline(s) s/he teaches and for the process of learning	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	
<b>Belief in Teacher Efficacy</b>	Demonstrates a belief that all students can learn and that s/he can influence student learning; Is willing to take risks; Views the work of an educator as meaningful and important; Maintains emotional control and responds to situations professionally	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	

<b>Communication</b>	Engages in socially appropriate behaviors; is able to read social situations; understands non-verbal comm'n; responds in socially appropriate and professional ways; negotiates place; maintains engagement with others (i.e., colleagues, parents, students)	The candidate exhibits evidence of positive movement toward the described disposition, but does not yet demonstrate it at the expected professional level.	The candidate has not demonstrated the expected professional disposition; there are substantial concerns about this area of the candidate's development.	
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Candidates in Mercer University's professional education programs are required to maintain an electronic portfolio for submission of standards-based assignments and to showcase their work. Mercer University uses the LiveText Portfolio platform to give graduate students maximum access and flexibility in designing the portfolio. LiveText is also used extensively in all field experiences. Each candidate will need to purchase a LiveText membership online to access and personalize their portfolio and to complete their field experience assignments.

**The LiveText platform provides:**

- Flexible and easy-to-create online portfolios that can be customized to fit your personality.
- Personalized web-based workspace that is accessible anytime, anywhere.
- Ability to selectively share your work with potential employers and colleagues.
- Membership that extends one year beyond the completion of your program and can be easily renewed.

**Purchasing LiveText Online**

1. Go to [www.livetext.com](http://www.livetext.com).
2. On the left side, click on the link [Purchase Online](#).
3. Under "If you would like to purchase your membership online," follow the [Click Here](#) link.
4. Choose the **College LiveText edu solutions** Membership for \$89. This fee covers membership for the duration of your current program at Mercer and one additional year. Go to the next page.
5. Enter your personal and account information. Be sure to record your username and password. Also, be sure to identify yourself as Graduate student, instead of Faculty when asked for Role.
6. Under University choose "**Mercer University -- Education.**" Be sure that you do **not** choose "Mercer University SSBE Macon."
7. Remember to check the box "I Agree to the Terms of Service." Go the next page.
8. Enter your payment information, confirm your order, and print your receipt on the subsequent pages.

If you need to purchase LiveText in the bookstore (online purchase recommended, if possible – it will probably save you money), there are memberships available in the bookstores. Ask for LiveText; you will receive a package that contains a "keycode" that you will need in order to register your account. Once you have your keycode, go to the LiveText site and click on Purchase Online or Register Account. Next, click on [Click here to activate your account \(keycode required\)](#). Put your keycode in the space requested, then follow the directions above for completing your registration.

## **PROFESSIONAL EDUCATION CANDIDATE DEMOGRAPHICS FORM**

All Tift graduate students must complete this form in their LiveText accounts. Even if you completed the form last semester, we ask that you check to be sure the information on you is correct. If you had a LiveText account last semester and did NOT complete this form, it is even more important that you check it to be sure any data in it is correct and complete. To complete or check your information in this form, do the following: Login to your account and click the Forms link in the left menu (Under the Tools section). You should see four or more forms listed there. Ignore all but the one entitled "Professional Education Candidate...." If you have already filled it out or it has been filled out for you, the title of the form will be a link – click the title to see the information that is currently in the form. If it is correct, do nothing. If it is incorrect, click the Go Back button and return to the list of forms, then click the Take Again link; complete the form with the correct information and Submit. If the title is not a link, that means your form is empty; click Take Form, then complete and submit the form.

## **GRADUATE STUDENT INSTRUCTIONS FOR PORTFOLIO CREATION AND SUBMISSION**

### **To create your portfolio:**

1. From My Desk, click Create and choose Document.
2. For Document, choose Portfolio. For Template, choose the template for the program you are in, [eg. MAT early childhood].
3. Choose a title for your portfolio; include your name and your program in your title: example: Susan Malone's Secondary English Portfolio. Click Create Document.