UTTC Teacher Education

Syllabus
PSY 252 Psychology of Child Development – 3 credits

Course Information	Instructor Information
Year / Term: Spring 2016	Instructor: Lisa Cantlon
Class Location / Online	Phone: 701-255-3285 ext. 1589
Days / Time: Online	E-Mail: lcantlon@uttc.edu

Important Dates Online Spring 2016
January 11 ……………………………….…………………………………………………UTTC Classes Begin
January 15 ……………………………………..………..……….Last day to enroll/register for Spring 2016 Classes
January 22 …………………………………..…Last day to add and/or drop classes without a record (Census Date)
March 8-10 …………………………………………………………………………….………..Mid-term Exams
March 11 …………………………………………………………………………….…..Mid-term Grades Due
March 14-18 …………………………………………………………………………………Spring Break
April 4 ……………………………………………………..Pre-Registration for Summer and/or Fall Semester
April 8 …………………………………………...Last day to withdraw from one or more classes with a 'W' grade
May 4-6 ……………………………………………………………………………...Final Exams May 9 Final Grades Due
May 13 …………………………………………………………………………..UTTC Spring 2016 Commencement

Required Textbook:
Required Texts: Trawick-Smith, J. (2010). Early Childhood Development: A Multicultural Perspective. 5th
Edition. Pearson. ISBN: 0-13-286859-8

Course Description:
A study of human development from conception through childhood. Includes language and cognition, physical and perceptual, and social/ emotional aspects, emphasizing typical and atypical childhood development. Consideration of cultural, linguistically and ability diverse development will be emphasized in the course content. (Pre-requisite PSY 101)

Course Outcomes:

Through participation in this class the teacher candidates will:	*Assessment*
1. Identify and explain different child development theories from a multicultural perspective;	• Comprehension Question Responses
2. Examine differences in temperament, physical growth, sociability, and intellectual competence as part of individual children's biological inheritance;	• Comprehension Question Responses
3. Recognize different areas of development including social, emotional, cognitive, physical, and linguistic beginning in infancy through the primary years and how each affects learning and teaching;	• Comprehension Question Responses
4. Analyze different families and children from a multicultural perspective; and	• Family Interview
5. Identify and reflect on major social issues that affect child growth and development.	• Research Paper

United Tribes Technical College Teacher Education Conceptual Framework

The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practica in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Program Outcomes:

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);

2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);

3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);

4. To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);

5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and

6. To develop effective communication and collaboration skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

Relationship between ND Standards/Classroom Activities/Assessment

ND ESPB Teacher Standard(s)	Online Classroom Activities	Assessment/Assignment	Required Artifacts
50015.3 Instruction 3c. Development of Critical Thinking, Problem Solving and Performance Skills	Discussion and candidate reflection.	Research paper on an issue that effects a child's development.	• Research Paper
Program 5: Reflective Practice	Discussion and candidate reflection.	Analysis of children rearing practices from parent interviews.	• Family Interview

Candidate Accountability and Assessment of Learning

☑ **Comprehension Questions**
Questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature while assessing their understanding of the information provided through the text and supplemental readings.

☑ **Discussion Forum**
The discussion room will be utilized to assess teacher candidate's ability to apply the information from the assigned reading. Course candidates are expected to respond to the initial questions, posted by the instructor, by 11:55 PM CST on Fridays. Candidates will also need to respond to two other peers by the due date of the module which has been set to 11:55 PM CST on Tuesdays.

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Assignment #1 – Family Interview (Refer to Chapter 18 in your text)
Identify two families with young children who are of distinct cultural and socioeconomic backgrounds. Interview parents regarding child-rearing beliefs and methods of child rearing. Ask questions about responses to crying, carrying practices, and teaching interactions, as described in this chapter. Also ask about the roles of all those living in the home who have child care responsibilities, including siblings, relatives, and friends. Write a **four-page (double spaced) narrative report on these interviews (2 pages per family)**, guided by the following questions.

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1. How do these families differ in infant care beliefs and practices? How are they alike?

2. To what degree does culture affect similarities and differences in care giving? Does family structure have an influence? Does the specific role of the caregiver (i.e., parent, grandparent,sibling) affect his or her practices and beliefs?

3. Who cares for children in these families? How do caretaking roles vary across these individuals? For example, do mothers differ from fathers in their interactions? Do grandparents differ from siblings?

4. Do parents or significant caregivers of these infants live outside the home? What role do these individuals play in infant care?

Assignment #2 Article Review
Find an article in a peer-reviewed journal that is based on a development area such as physical, social/emotional, cognitive, or language. Using your own words (this means do not copy anything from the article word from word), write a **two-page (double-spaced) summary** of the article. The summary should include three parts that are clearly labeled in the paper. Please indent five spaces at the beginning of each paragraph.

1) Introduction—What is the main goal of the article?
2) Summary—What is the article about?
3) Reflection—What do you think about the article? (need to include more than ―I thought it was good.‖)

POLICIES

<u>Course requirements</u>

- o Participate in online discussion room forums.
- o Complete all readings, activities, and projects assigned by the instructor.
- o Participate fully and effectively in online course activities.
- o Complete all exams and quizzes.

<u>Attendance</u>
All absences regardless of situation are noted as unexcused in the Jenzabar system. For online classes, per this instructor's purposes, pre-service teachers are considered present when they complete the required discussion room postings in a timely manner and meet the requirement of posting to two other online colleagues. In addition, the e-learner is responsible for submitting the required coursework assignments (tests, comprehension, etc) by the posted deadline dates. Failure to meet the required deadlines will constitute absences.

Present +1 …………………………..…Responding to the instructor's posted question(s) by Friday 11:55 PM CST
Present +1 …………………………..……………….. Responding to two peers postings by Monday 11:55 PM CST
Present +1 …………..…….Submitting required assignments in coursework for the module by Tuesday 11:55 CST

Absent -1 …………………………not responding to the instructor's posted question(s) by Friday 11:55 PM CST
Absent -1 …….…………………….……………not responding to two peers postings by Monday 11:55 PM CST
Absent -1 …………….not submitting required assignments in coursework for the module by Tuesday 11:55 CST

<u>Policy for Late Submission:</u>
Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be submitted to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.

- 10% of the total will be deducted if they are not.

   Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

40% Projects and Assignments   **40%**Course Participation   **20%** Tests/Quizzes

Submissions of assignments
Teacher candidates will be expected to submit all required documents copy to the instructor in the coursework section of the course as well as posting to the discussion room. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style
All reports and presentations are required to be typed and have a cover page indicating:
- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:
- The name of the course
- Add the Teacher Education Department slogan:
     "**Preparing Competent, Caring Teachers"**
- Instructor's name

> Your Name
> Title of Assignment
> Due Date
>
> Psychology of Child Development
> Preparing Competent, Caring Teachers
> Lisa Cantlon

**When typing use Times New Roman, Arial, or Courier text style size 12.
**Double-spacing the body of your assignment is a must with deduction of points if not followed.
**Include a reference page if necessary.
**Points will be deducted from assignments that do not have a cover page and the required information.

Plagiarism and Academic Integrity
Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or having someone take an online test or complete your online assignments. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Background Checks
All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Withdrawal from Class:
Withdrawal from class after April 8th, 2016 results in an automatic "F" grade for the course.

Incompletes
A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the instructor and the students about how the course can be completed. Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable circumstances, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A current minimum of a 'C' grade is required for the student to receive an Incomplete in that course.

Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work. A "last-minute effort" to complete a course by the student with a history of poor attendance or poor performance in not a viable reason to report an incomplete grade.

It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. Students must contact their instructors within two week of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F".

Accommodation of Disabilities
United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123 (first floor). The DS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures
In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Extra-curricular Activities:
Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

> *The disclaimer* - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.