



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Human Development and Learning

COURSE NUMBER:

EDF 3214

COURSE DESCRIPTION (with prerequisites):

This course is designed to cover myriad learning theories as they apply to student development, learning styles, learning ability as well as disabilities. Students will be afforded the opportunity to explore varying ideologies relative to intelligence and intellectual assessment. Students will link these theories to behaviors observed in the classroom. Prerequisite: PSY 2012 or consent of the department. 3 semester hours credit.

NAME(S) OF INSTRUCTORS:

Amanda Clark, Ph.D.
Office: D128, Ph: 718-2320
clarka@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

John W. Santrock. Educational Psychology, 5th Edition. The McGraw-Hill Companies, Inc., ISBN 9780073378787

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day

Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology**

Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- .E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EDF 3214	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPs)	DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES	LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT
At the completion of the course, the students will be able to:			
<ul style="list-style-type: none"> • Understand how students learn and develop and provide learning opportunities that support their intellectual, social, emotional, moral, and physical development. 	E – 1 1.3	1.3, 2.3, 5.1, 5.2, 7.1, 7.2, 7.3, 7.4, 7.5, 10.3	7.1.2 RU 7.2.2 RU W & Q Exam

<ul style="list-style-type: none"> Evaluate various approaches to learning and determine how to apply them effectively in the classroom. 	E – 1	7.2, 7.4, 9.1	W & Q Exam
<ul style="list-style-type: none"> Evaluate various developmental and learning theories to design the most effective methods of instruction. 	E – 1 1.3	5.1, 7.1, 7.2, 7.3, 7.4	7.1.2 RU 7.2.2 RU W & Q Exam
<ul style="list-style-type: none"> Incorporate knowledge of how the brain processes information to design effective strategies to help students with retention of information, retrieval, and transfer of knowledge. 	E - 1 1.3	7.4	7.1.2 RU 7.2.2 RU W & Q Exam
<ul style="list-style-type: none"> Recognize individual learning styles and differentiate instruction to meet the needs of all learners. 	E – 1 1.3	5.1, 5.2, 7.3, 7.4	7.2.2 RU W & Q Exam
<ul style="list-style-type: none"> Understand the cultural, physical, social, economic, and/or mental differences in children to encourage the highest achievement for each child. 	E - 1	5.1, 5.2, 7.1, 7.2, 7.3, 7.5	W & Q Exam
<ul style="list-style-type: none"> Recognize overt signs of child abuse, alcohol and drug abuse, and severe emotional distress and will know to whom such observation should be reported. 	E – 6, FEAP 6	11.1, 11.2, 11.3	11.3.1 RU W & Q Exam

**** Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	Prac. = Practicum Intern. = Internship H = Homework Ps = Problem Solving DB = Discussion Board JP = Judged Performance/exhibition Port. = Portfolio CP = Case Plan	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	RU = Rubric Proj = Projects Exp. = Experiments Cap. Proj. = Capstone Project BO = Behavioral Observation Clin. = Clinicals CS = Casse Study Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks
---	---	--	--

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and online Canvas materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K-12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

TASKS

1. **Task 7.1.2 (1.3):** The student analyzes various learning theories and applies them to teaching strategies. The student submits a report summarizing various learning theories and identifies a strategy that could be applied in the classroom for each theory.
2. **Task 7.2.2 (1.3):** The student analyzes various developmental theories and applies them to teaching strategies. The student submits a report summarizing various developmental theories and identifies a strategy that could be applied in the classroom for each theory.
3. **Task 11.3.1(FEAP 6):** The student summarizes the key points of law related to child abuse, substance abuse, including appropriate actions to be taken when abuse is suspected. The student identifies the correct action for each of five scenarios.

Addendum to EDF 3214 Syllabus:

1. Class will begin at the scheduled time, initially and after break. Students are expected to be prepared to begin work at this time. Students will be counted tardy if they are late at the beginning of class, late after the break, or if they leave early. Three tardies could be recorded in one day. The following requirements will be upheld:
 - A. Three late arrivals and/or early departures are equivalent to one absence.
 - B. A tardy of more than 15 minutes will be recorded as an absence.
2. Procedures.
 - A. Students are expected to complete reading assignments prior to each class so they can actively participate in class discussions and group activities.
 - B. Work is to be handed in at the beginning of class – on the assigned due dates. A zero will be assigned to work handed in after this time.
 - C. Student conversations in class must be confined to specific course readings and relevant examples.
 - D. The class will follow the course syllabus as closely as possible. Changes may be made to allow for observations and other visits. Regular attendance in class will assure getting all pertinent information.
 - E. Remember that class time is not meal time. Beverages must be in a leak proof container.
 - F. Cell phone/Electronic Device Usage Campus-wide Policy (see Catalog or planner). All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to

reenter the classroom during that class period. Any time a test is being administered all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

G. No laptops without permission.

GRADING POLICY:

Course Evaluation Criteria:

- Final Exam (20%)
- Major Assignments (30 %)
- Tasks (50%)*

*Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course.

A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.

No grade will be given for the course until all tasks have been successfully demonstrated AND an acceptable formal reflection submitted with it.

See your Instructor First Day Handout for individual instructor assignment schedule.