

College of Education
Educational Foundations 306 WL 1
Education and Individual Differences
Fall Semester 2009

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Education and Individual
Differences

COURSE SYLLABUS

COLLEGE CONCEPTUAL FRAMEWORK: Reflective Professionals Building Learning Communities

The College of Education's conceptual framework is embedded in this course. You will reflect on the course content as well as on the events and circumstances of your life that have affected your own development. As you appreciate the uniqueness of every student, you will learn how to build a community of learners in a variety of contexts.

COURSE PHILOSOPHY

This course is designed to introduce you to some of the characteristics of the professional life of teaching. While teaching, by structure, is a group process, this course will build your awareness of some of the individual differences you will find among your future groups of students. The assigned textbook provides basic and customary information in the field of human development, some of which you may already be familiar with from your general education, but much of which may be new to you. It is assumed that you will complete all textbook assignments and add any readings, which you haven't already mastered. The preponderance of this course will go beyond the information provided in the textbook to include recent knowledge and controversies. You will be asked to apply, analyze, synthesize, and evaluate information; respond creatively to case studies; broaden your familiarity with educational research; create avenues of inquiry that will be relevant to your future career. As you learn more about your own development and uniqueness, it is hoped you will become more accepting of the individual differences in others.

COURSE PURPOSE

The purpose of EDFN #306 is to help the student learn and understand the various kinds of individual differences in human development that teachers encounter in the school setting. The emergence and significance of these differences will be examined through the study of major developmental perspectives. Emphasis is on understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses, and accomplishments as the result of genetic, maturational, and

environmental factors. The course also focuses on describing characteristics and meeting the needs of exceptional children as designated in Public Law 94-142, the amendments and related legislation, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Twenty hours of classroom observation and service will be integrated with the developmental theories studied in this class.

SOME COLLEGE OF EDUCATION AND PROCEDURAL NOTICES

Because this is one of the first courses in the professional sequence leading to teacher certification, you are encouraged to assume responsibility for the following:

- Consult the NEIU catalog to learn and meet the specific requirements of your department and major.
- Consult the College of Education website at <http://www.neiu.edu/~edudept/>
- Talk with an advisor in the College of Education.
- Arrange for required classroom observations through the schools; Join the CEST2 group on NEIUport; pick up Observation Materials packet from the Clinical Experiences and Student Teaching Office (CEST) located in room 4023 of the Classroom Building when notified to do so.
- University policy states that the student must request all incompletes in writing. The request must detail work not completed. It is the instructor's option not to issue an incomplete. Lack of time is not considered to be a valid reason for a request. In the rare case that an incomplete is approved, the student is responsible for completing all work detailed in the request within the specified time period.

READINGS

Required

Santrock, J.W. (2001). *Child Development* (11th ed.). New York: McGraw Hill.
Greenwood, G. E., Fillmer, H. T., & Parkay, F. W. (2002). *Educational Psychology Cases for Teacher Decision-making* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Turnball, R. (2006) *The Individuals with Disabilities Education Act as Amended in 2004*. Pearson Education, Inc. Upper Saddle River, NJ: Pearson Prentice Hall.

On reserve

McNeely, S. (2005) *Observing Students and Teachers Through Objective Strategies*. Needham Heights, MA: Allyn & Bacon.

Other readings will be assigned in class by the instructor.

LEARNING EXPERIENCES AND INSTRUCTIONAL STRATEGIES

Learning experiences include reading; reflective writing; observation; Internet, library, interview, and other research; discussion; debate; case studies; and projects. A variety of instructional strategies will be used including whole class and small group discussion, individual and group presentations, multimedia presentations, expert guests, case studies, debate, lecture, and Socratic questioning—all with an emphasis on higher level thinking, cooperative processing, student engagement, and global/multicultural perspectives. All students will use the course website to access materials, participate in discussions, and communicate with classmates and the instructor.

STANDARDS FOR LEARNING: THE COURSE LEARNING OUTCOMES

Posted on the Course Documents on the class website is a matrix that provides you with information on standards for learning in this course (ELADEFN Standards for Learning).

ADDITIONAL GOALS AND OUTCOMES:

The student will:

1. increase his or her global and multicultural understanding.
2. develop his or her thinking, research, reading, technological, and communication skills.
3. advance his or her professional and personal goals.

REQUIREMENTS FOR COMPLETION OF THE COURSE

Class contribution (200 points)

Students are expected to attend all scheduled classes. If a class must be missed, students are asked to inform the instructor as soon as possible. You will not be given the opportunity to earn points on materials covered in your absence. Students are expected to arrive fully prepared in order to contribute to the optimal learning of the entire group. All distance/Internet assignments must be completed on or before deadlines. Failure to do so will result in lost points.

Rubric for class contribution

Less than full points	Full points
Is absent from some classes	Attends all classes
Is “present” most of the time in class	Is attentive in class at all times
Assumes responsibility for his/her own learning	Contributes to the learning of others
Is often prepared for class	Is always prepared for class

Shorter assignments, collaborative work, and contributions to class website (300 points)

Throughout the course, students will be asked to reflect on and create products related to class readings, research, and case studies. Some of this work such as discussion board comments, power point presentations, and research findings will be posted on the class website to encourage collaboration in a community of educators. These projects include, but are not limited to, a library research resources overview, case studies, a power point presentation of a specific disability, a power point presentation describing a principle of Individuals with Disabilities Education Act (IDEA), and the construction of a quiz on the topic of the principles of IDEA. Many of these assignments are designed to guide the student in transferring theoretical knowledge to classroom practice and to bridge prior knowledge and new learning. These group activities will be evaluated, in general, by the State of Illinois Writing Rubric as well as the following rubric:

Rubric for shorter assignments/collaborative work/contributions to class website

Less than full points	Full points
Some aspects of the assigned work are not completed and show minimal elaboration	All aspects of the assigned work are completed and show conceptual elaboration
Contributes little to class conversations	Shares, comments on other students' work, contributes own ideas
Contributions to website are sketchy or cursory	Contributions to website are of high quality and contribute to learning of all
Standard English is usually observed	Standard English is always used and work shows evidence of increased skill in writing
Work is sometimes late	All work is completed on or before deadlines

Personal Developmental Timeline (200 points)

In order to internalize educational theories of development, each student will be asked to reflect and write on his or her personal development. Specific guidelines for the timeline project and an assessment rubric will be distributed in class and/or posted on the class website. Project is due on **October 3**.

Book Club (100 points)

Students will choose a book to read in the field of human development/individual differences related to the age of the students they intend to teach. The purpose of this assignment is to allow students to appreciate the value of reading books about education for pleasure and to encourage future reading in the field. Students should come to "book club" prepared to share what they learned from their book and how it might impact their teaching in the future. No written work is required but some students might want to make notes. Titles must be approved by **September 19** and books must be read by **October 10**.

Rubric for Book Club

Less than full points	Full points
Student does not bring book selection to class on 9/19/09	Student brings book to class on 9/19/09 and explains reasons for choosing it.
Student shares with others in book club on 10/10/09	Student shares with others and learns from others as well on 10/10/09
Student sees experience as a one-time assignment	Student transfers ideas learned in book club to the field of teaching and selects more books about education to read for pleasure in the future.

Observation Log and Journal (200 points)

Twenty hours of class observation are required for this course. Ten of these hours are to be spent observing only and the other ten may be spent in a variety of ways. The student will select a school or schools for themselves; if necessary students can get help in selecting a school from the Office of Clinical Experiences and Student Teaching (CEST). Students must join the CEST2 group on NEIUport and an Observation Material packet must be obtained from the CEST office before observation may begin. All rules, regulations, and operating procedures established by the CEST office must be strictly adhered to unless agreed to by the Dean of the College of Education. The student will complete a log and an observation journal that documents and describes these classroom experiences. The log is available from the CEST office. Guidelines and a rubric for the journal will be distributed in class and/or posted on the class website. Experiences in classrooms will also be shared in class. The Observation Journal will be due on **November 14**. The last date to submit the Observation Log (hours) is **December 12**.

Interview (100 points)

The purpose of the interview assignment is to relate material you have learned about child development and individual differences with the actual experiences of a particular student.

Choose a child to interview who is close to the age of the students you plan to teach and who is a member of a cultural group/subgroup that is different from those you belong to. You will need to get written permission from a parent or guardian on a form that will be assigned. The rubric for this assignment will be posted on Blackboard. Interview questions will be provided by your instructor. The interview is due on **November 7**.

Teaching strategies notebook (50 points)

Each student will keep a notebook and make entries when he or she encounters a teaching strategy that appears to be worth remembering. These strategies should be practical and easily transferred to the classroom. The notebook will be due on **October 17** and **November 21**.

Teaching strategies rubric

Less than full points	Full points
Notebook contains less than ten strategies on 10/17/09 and may and less than twenty strategies on 11/21/09	Notebook contains at least ten strategies on 10/17/09 and at least twenty strategies on 11/21/09
Strategies describe only ideas and principles	Strategies are practical and describe practice rather than ideas
Strategies vague	Strategies are easily transferable to the classroom

Midterm and final examinations (200 points)

Examinations are intended to provide challenging structured time for synthesizing the content of the course in writing. These exams will be administered on **October 17** and **December 12**.

Examination Rubric

Less than full points	Full points
Questions are answered on a literal level	Information is synthesized and connections are made among ideas.
Some analysis is evident	Interesting analyses of class concepts are discussed
Some reflection is documented	Student shows that he or she has obviously reflected on class material
Answers are brief and contain few paragraphs	Answers are written in essay style and consist of several paragraphs
Answers are disorganized	Ideas are presented in a logical and organized fashion
Grammar errors evident	Standard English used

Evaluation

As incorporated in the rubrics provided, all work will be evaluated for:

- conception, planning, and design
- reflection
- accuracy

- presentation and communication
- originality
- cooperation

All written assignments must be typed and reflect standard academic format.

Your final grade will be based upon the points you earn in this class.

A = 1350-1215 points B = 1214-1080 points C = 1079-945 points D = 944-810 points F = below 810 points

Assessment and feedback loop

Student work will be assessed as to the extent to which it meets criteria standards. Results will be used to make changes in the course. As changes are made, further assessments will be done to determine the success of these changes. In addition, students will be provided with feedback on their work, and given an opportunity to reflect on this feedback as a way to continue their own growth. The program also attempts to get feedback from students as they matriculate through the system and then as they are part of the professional field.

Incompletes

University policy on incompletes states that all incompletes must be requested in writing by the student. The request must detail work not completed. If you require an incomplete, you must discuss this with your instructor as soon as possible. It is the instructor's option not to issue an incomplete. You have two semesters to complete the work, or a final grade of "F" will be filed for you by the instructor.

CALENDAR EDFN 306 WL1 Fall 2009

August 29	<p>First day of class Introductions Class overview Numbers Game Jigsaw Presentations assigned Video: Developing Minds</p>
September 5	<p>Reading: Santrock, <i>Child Psychology: Chapter 1: Introduction</i> Introduce yourself on Discussion Board Post Timeline assignment on Blackboard Developmental Psychologists “experts” meet Video: Ten Things</p>
September 12	<p>Reading: Santrock, Chapter 2: <i>Child Development; Greenwood Fillmer, and Parkay: To Retain or Not To Retain</i> Case Study Think/Pair/Share Developmental psychologists jigsaw presentations Chapter 1, Multiple Choice Review Discussion Board Contributions and Criticisms of Developmental Theories</p>
September 19	<p>Reading: Santrock, Chapter 7: <i>Cognitive Developmental Approaches</i> Library Resources Overview Think/Pair/Share Chapter 2, Multiple Choice Review Book Club selections due Discussion Board Comments</p>
September 26	<p>Reading: Santrock, Chapter 8: <i>Information Processing</i> Reading: Turnball, <i>The Individuals with Disability Education Act as Amended in 2004</i> Library Resources Project due Think/Pair/Share Observation Progress Report due Assign IDEA principles Chapter 7, Multiple Choice Review Video: F.A.T. City</p>
October 3	<p>Reading: Santrock Chapter 12: <i>The Self and Identity</i> Think/Pair/Share Developmental Timeline Project Due Share events from Timeline 20 Tips to Increase Self-Esteem (Rick Lavoie) IDEA teams meet</p>

Pick disabilities
Post Interview Assignment

- October 10 **Reading: Santrock, Chapter 17: *Schools***
Power Point Presentations on principles of IDEA
Discussion Board Contribution
Think/Share/Pair
Chapter 12, Multiple Choice Review
Midterm Review
Book Club
- October 17 **Midterm**
Teaching strategies notebook due
Reading: Greenwood, Fillmer & Parkay: *Double Trouble*
Case Study
Book Club
Observation Progress Report due
- October 24 **Reading: Santrock, Chapter 16: *Peers***
Power Point Presentation on Particular Disabilities
Video: Wannabees
- October 31 **Readings, Santrock, Chapter 13: *Gender*; Greenwood, Fillmer,**
and Parkay: *Potpourr*
Power Point Presentation of Particular Disabilities
Discussion Board Contribution
Think/Pair/Share
Chapter 16, Multiple Choice Review
Case Study
Video: Let's Get Real
- November 7 **Readings: Santrock, Chapter 15: *Families*;**
Greenwood, Fillmer, & Parkay: *Withdrawn Wanda*
Interview Due
Video: Misunderstood Minds
- November 14 **Observation Journal Due**
Share experiences
Reading: Santrock, Chapter 9: *Intelligence*
Think/Pair/Share
Gardner's Theory of Multiple Intelligences
Sternberg's Triarchic Theory
Video: Teaching to the Academically Diverse Classroom
- November 21 **Reading: Santrock, Chapter 18; *Culture***

Chapter 9, Multiple Choice Review

Case study

Teaching Strategies notebook due

Video: Golden Apple Awards

Gifted Students

Exceptional Teachers

November 28

No class, Thanksgiving Break

December 5

Final Review

Book Reports

Video: When the Chips Are Down

Course Evaluation

December 12

Final Exam (2:00 – 3:40)

Last Day to submit Observation Log (hours)

8-11-09