Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

COURSE OVERVIEW:
The following concepts and content are incorporated in this three hour course designed primarily for prospective teachers, parents, and others working with school age children and adolescents: (1) child and adolescent development - social developmental theory, cognitive development, knowledge of age-level characteristics of children and adolescents; (2) measurement and evaluation of classroom learning; and (3) learning and cognition - behavioral learning, cognitive learning, humanistic aspects of learning, and perspectives on motivation.

COURSE OBJECTIVES:
Upon completion of this course the students will be able to:
(1) Distinguish age-appropriate behaviors as they relate to teaching
(2) Distinguish between measurement and evaluation and the implications of each for assessing student progress;
(3) Apply information regarding the theories of the teaching-learning processes to how people learn, what motivated them, and how they retain knowledge

Development:
(1) Identify stages and developmental characteristics of student (includes cognitive, social, emotional, and physical development).
(2) Interpret the interrelationships among cognitive, social, emotional, and physical development in students

Measurement and Evaluation:
(1) Describe principles of testing and measurement. Includes the purpose of testing, the principles of reliability, validity, basic measurement statistics, and interpreting the results of standardized tests.
(2) Apply principles for developing assessment instruments including advantages and limitations of various types of test questions, basic principles for developing different types of test questions and basic principles for developing student observation measures and other informal assessments
(3) Apply procedures for scoring and interpreting assessment instruments. Includes types and uses of assessment instruments, scoring procedures for teacher made tests

Learning:
(1) Apply knowledge of behaviorist learning theory, especially principles of reinforcement, to instruction.
(2) Apply knowledge of information processing theory to instruction
(3) Apply knowledge of cognitive learning theory to instruction

Motivation:
(1) Apply knowledge of humanistic approaches to instruction.
(2) Apply principles of motivation to instruction

Cultural Diversity:
(1) Be aware of the effect of ethnicity on learning
(2) Be aware of the advantages of bilingual education


GRADING:
Quizzes, Course Outline, & Schedule, Required Assignments & Required readings:
Students should read each of the readings listed. The quizzes are limited to material discussed in class, videotapes viewed in class and the assigned reading.
There will be two quizzes. The dates are _______. Please bring 2 green Scantrons for each quiz. If you need to erase, use the second Scantron.
Quiz 1 will cover Development: (Chapter 1 — Learning, Teaching, and Educational Psychology, Chapter 3 — The Self, Social, and Moral Development, Chapter 2 — Cognitive Development and Language ) and Motivation (Chapter 10- Social Cognitive Views of Motivation and Learning, Chapter 6 - Behavioral Views of Learning and Chapter, 13- Teaching Every Student). Date _______.
Quiz 2 will cover Measurement (Chapter 4— Learner Differences and Learning Needs, Chapter 5 — Culture and Diversity, Chapter 14 - Classroom Assessment, Grading, and Standardized) and Information Processing (Chapter 7 - Cognitive Views of Learning, Chapter 8 - Complex Cognitive Processes). Date: final exam period.
Grading:
Your final grade will be based on the average of all quizzes. Students must complete ALL quizzes. Grading scale:
A = 100% - 90%
B = 89% - 80%
C = 79% - 70%
D = 69% - 60%
F = less than 60%

Diversity
The student appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
The student is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ethnicity, gender, language background, exceptionality, etc.
The student recognizes the instructional implications of student diversity and knows how to turn the diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.
The student understands how learning occurs and can apply this understanding to design and implement effective instruction.
Respect for Others topics in this course will be emotional and controversial. Loosely quoting Voltaire, I may not agree with what you have to say, but I will fight to the death for your right to say it. I encourage you to disagree with me and other students. However, there is a difference between academic discourse and rudeness. If you cross the line, I will counsel you on the matter. If you make racial, sexist, or non-scholarly comments or derogatory statements about others, I will refer you to Dean of Students. I encourage you to offer your opinion, or disagree with me or other students, or even offer your opinion strongly, be respectful to your classmates and your teacher. At the end of the semester your will be asked, "If you were provided with a safe and caring online "class environment" that was open for learning." I expect all will answer yes, If not, you should contact me during the semester to tell me why you did not see the class environment as safe and caring.
People First Language. In special education and psychology, it is important to refer to individuals in “people first” language as described in the federal special education law, IDEA 2004. We do this to focus on the individual first, not the disability. To do this, always refer to the person first, the disability second. For example, you would never discuss a person as “an ADHD student,” but instead would refer to them as “a student with ADHD.”

Diagnosis in Special Education We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. I am aware some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, IDEA used mental retardation and autism. Outside of class, you may use the words you wish.

Attendance
Students are expected to attend all classes. Excused absences fall in the following categories: the student’s illness, participation in university functions, death in the immediate family, and legal and citizenship responsibilities. The instructor will determine excused absences. Unexcused absences will be reported to the Dean of Student Life.

Conduct
“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student's Guide Handbook, Polices and Procedures, Conduct). The University regards the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies. Students who interfere with the educational responsibility during class, will be given a memo stating this the first time disorderly conduct occurs. The second time disorderly conduct occurs the instructor will send a letter to the Dean of Students recommending the student be dropped from this course.
Academic cheating and plagiarism.
Cheating unauthorized (unsanctioned) assistance on any assignment or test. Malicious destruction, damage, unauthorized possession or misuse of University property, including library and laboratory materials, or of private property on the campus.
Abuse, whether physical, mental or otherwise, of another person in the University community.
Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University’s social-educational activities.
Violation of local, state, and federal laws on or off campus.
Recurring incidents which are in violation of University policies and/or other such persistently irresponsible behavior that brings into question the student’s serious intent to pursue an education.

Failure to respond to a summons by letter, telephone call, E-mail or personal messenger from a University administrative official or faculty member.

Sexual or racial harassment.

State law prohibits visitors, including infants and children, to the classroom.

Course Competencies
The student uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.

The student recognizes that students' developmental characteristics affect what and how they learn and that effective decision-making about instructional content and methods takes into account individual students' levels of development in the various domains (e.g., cognitive, social, emotional, aesthetic).

The student is aware of expected developmental progressions and ranges of individual variation in each domain, knows how to foster growth in each domain, and understanding how development in any one domain may affect performance in other domains.

The student applies knowledge of human development to design instruction that helps students at various developmental levels make connections between their current skills and understandings and those that are new to them.

The student considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.

The student understands how various external factors (e.g., conflict within students' families, peer relationships, gang or drug-related community problems, malnutrition) may affect students' lives and their performance in school and knows how to create a learning environment that takes advantage of positive factors and minimize the effects of negative factors.

The student recognizes signs of stress in students (e.g., a sudden drop in grades, an increase in aggressiveness) and knows how to respond appropriately to help students deal with stress.

The student understands factors inside and outside the classroom that influence students' perceptions of their own worth and potential (e.g., grouping practices, parent and teacher expectations, prior experiences in school), recognizes the effects of these perceptions on learning, and knows how to plan instruction to enhance all students' self-esteem and to create an environment in which all students feel safe, accepted, competent, and productive.

The student appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

The student is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ethnicity, gender, language background, exceptionality, etc.

The student recognizes the instructional implications of student diversity and knows how to turn the diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.

The student understands how learning occurs and can apply this understanding to design and implement effective instruction.

The student understands how students develop knowledge and skills and recognizes instructional strategies that promote student learning (e.g., linking new information to old, fostering a view of learning as a purposeful pursuit, promoting a sense of responsibility for one's own learning). The student is aware of factors that affect learning (e.g., individual talents, learning styles, teaching styles, prior learning experiences) and can design instruction to facilitate learning in different situations and to help students learn how to learn and to monitor their own performance.

The student understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

The student understands the importance of motivation to learning, knows how to help students become self-motivated, and is able to recognize factors and situations that are likely to promote or diminish motivation.

The student is aware of the characteristics and effects of intrinsic and extrinsic motivation and knows how to use a variety of techniques (e.g., relating lessons to students' personal interests, allowing students to have choices in their learning, giving students control over their learning experiences, leading individuals or groups of students to ask questions and pursue problems that are meaningful to them) to engage students in learning activities and to help them develop the motivation to achieve.

The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.

The teacher understands the importance of ongoing assessment as an instructional tool and employs a variety of formal and informal assessment techniques (e.g., observation, portfolio, teacher-made classroom test, student self-assessment, peer assessment, standardized test) to enhance his or her knowledge of learners, monitor students' progress in achieving outcomes, and modify instructional delivery.

The teacher is aware of the characteristics, uses, advantages, and limitations of different types of assessments; understands assessment-related issues such as those related to bias, reliability, validity, and grading; and knows how to select or construct and use assessment instruments for various purposes.

Quiz 1 Review
Be able to list, from memory, the stages, age ranges and characteristics of the stages of Erikson, Piaget and Kohlberg as discussed in class and in your textbook.

**Erikson**
What Are The Eight Stages
What Is The Conflict Of Each Stage
Negative And Positive Resolution Of Each Stage
How Can Teachers Help With Each Stage
Primary Characteristics Of Each Stage
Erikson Interprets Development From The Perspective Of What Theory?
The Emphasis In Erikson's Stage Theory Is
Erikson's Notion Of Developmental Crises
According To Erikson, Failure To Resolve A Crisis
Identity: Foreclosure, Moratorium, Diffusion, Achievement
Erikson's Stages Of Adulthood All Involve Crises Of
Generativity, Self-Absorption, Isolation, Integrity

**Piaget**
Sensorimotor.
Conventional.
Postconventional.
Object Permanence.
Goal-Directed Actions.
Operations.
Pre-Operational.
Semiotic Function.
Reversible Thinking.
Conservation.

**Kohlberg**
Moral Development At All Levels
Kohlberg's Theory Has Been Accused Of Showing
Kohlberg's Theory: Social Conventions And Moral Issues
Motivation--
Research On The Effectiveness Of Cooperative Learning For Achievement

**Thomas Gordon**
The First Step In Solving A Problem
If You Use Empathetic, Or Active Listening
If You Are Given Descriptions Of How To Motivate Students Be Able To Choose Which Level According To Maslow's Hierarchy Best Fits
The Description.
Know Maslow's Hierarchy By Heart
Know What Students Attribute To Success Or Failure

Students Feel Pride In Completing Their Assignments Because They Believe That Success Or Failure Is Due To Their Own Efforts. This Is An Example Of?

When We Succeed Or Fail At A Task, In What Ways Can We Think About Who Or What Was Responsible. Know What Indicates What Is A Controllable Or Uncontrollable Attribution.

Behavioral Theories

Social Learning.
Classical Conditioning.
Operant Conditioning
Unconditioned Stimulus.
Conditioned Stimulus.
The Premack Principle
Negative Reinforcement
Positive Reinforcement
Punishment
Social Isolation
The “Ripple Effect”
A Common Criticism Of Behavioral Methods
Extinction
The Four Reinforcement Schedules: Fixed Ratio (FR), Variable Ratio (VR), Fixed Interval (FI), Variable Interval (VI)
Review quiz 2
Measurement
Types of Tests
Norm-referenced
Criterion-referenced
Mode
Median
Mean
Normal Distribution
Types of validity
construct validity
Types of reliability
confidence interval
predictive validity
standardized test scores
T scores
z scores
standard scores
correlation between IQ and school achievement
Diagnostic tests
Norm-referenced and criterion referenced grading
Aptitude tests
The Wechsler Intelligence Scale for Children

Disabilities & special education
Disabilities under IDEA Mentally retardation
Learning disabled students
Authentic assessment

Information Processing

What is the human information processing model of memory?
components of memory
Short-term
Episodic
Long-term
Top-down processing
Short-term memory
Capacity of the short-term memory
Memory system
Cognitive theorists and memory
Metacognition
Peg-type mnemonics
The serial-position effect
Acronym
Keyword
Peg-type
Chunking
The loci method
To help students become better learners what can teachers do?
What is the role of knowledge in learning?

What are declarative, procedural, and conditioned knowledge?
How do perception, attention, schemas, and scripts influence learning and remembering?
What is the role of metacognition in learning and remembering?

Culture
What is the difference between the melting pot and multicultural education?
What is culture and what groups make up your own cultural identity?
Why does the school achievement of low-income students often fall below that of middle- and upper income students?
What are some examples of conflicts and compatibilities between home and school cultures?
What is the school’s role in the development of gender differences?
What is effective teaching in bilingual education classrooms?
What are examples of culturally relevant pedagogy that fit the grades and subjects you will teach?