Syllabus **CSI Teacher Education Program**

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| **Course Title** | **Development and Individual Differences** | | |
| **Course No. & Section** | **EDUC 205 SYLLABUS C40A** | | |
| **Semester & Year** | Fall 2023 | Credit Hours | 3 |
| **Course Location/Delivery** | John C. Hepworth Higher Education Center*/Hybrid:* ***Hepworth 143 Wednesday 1-3pm*** | | |
| **Office & Student Hours** | **MWRF 9-10 am/Zoom/; T 4-5 pm, W 3-4 pm/office/; or**  **e-mail me to make other arrangements** | | |
| **Canvas LMS System** | This course uses Canvas to post course materials: [csi.edu/canvas](http://www.csi.edu/canvas/). | | |
| **Zoom** | Join URL: Only used in place of regular class as needed. | | |

# **Instructor Information**

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| **Instructor Name** | **Dr. Egbert,** Professor of Education: Ph.D.; Education Specialist; & SPED Dir. Certifications Co- |
| **Office Address** | **OFFICE**: Hepworth, Rm. 123; CSI, 315 Falls Ave West; Twin Falls, Idaho 83303-1238 |
| **Office Phone** | **208-732-6890** |
| **Email Address** | [legbert@csi.edu](mailto:legbert@csi.edu)**/CSI Email:** CSI students use a college email account. |
| **Communication Advice** | I will answer all emails within 48 hours Monday-Friday. If you post a question after 5:00 p.m. on Friday, I may not answer it until Monday evening. |

# **Textbook and Required/Optional Materials**

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| Electronic-Textbook | This course is part of the College of Southern Idaho's Project-Zero Program. You will have immediate access to course materials through Canvas: Sousa, D.A. *How the special needs brain learns*. Thousand Oaks, CA: Corwin Press |
| No Required Text | (OER) On-line Educational Resources Provided on Canvas |
| Reading Content | See Canvas for Weekly Homework Assignments; it is the main reading source with additional information (3x per week minimum). |
| Submit Assignments | Students in hybrid courses submit course work through Canvas or CSI email, the College’s official email system. **Post assignment in grade book not in comment section, if you want it graded.** |
| Hybrid Course Activities | Hybrid courses have a mandatory on-campus session with graded activities, such as a student presentation or group project. Hybrid courses (also known as blended courses) replace **a portion of traditional face-to-face instruction with web-based** online learning (e.g., video lectures, online discussions, or homework assignments). |
| Required Materials | **Use Chrome Web browser or Mozilla Firefox Canvas Cell phone Aps are not sufficient.**  **Chrome Notebooks and other Tablets will not work well.** Canvas Cell Aps will not show all instructional information provided. |
| Technology Support  (Helpdesk) | Students needing assistance with CSI email or Canvas login are encouraged to contact the Helpdesk via email at [helpdesk@csi.edu](mailto:helpdesk@csi.edu) or via telephone at 208-732-6311. **For Laptop Loans Contact the CSI Helpdesk.** |
| Film Study | Capability of renting/watching streaming videos from iTunes, Netflix, Amazon, or YouTube (You should reserve approximately $50 for rentals, though whenever possible, I will provide a free alternative). |
| Pacing | It is recommended that you set aside 3-4 hours per week for each credit hour. This course is the equivalent of 3 credit hours. Therefore, in this course you should expect **to spend 9-12 hours each week** in preparation and completion of course assignments. This equates to around 1.5 hours a day. |
| Flipping Your Classroom | In-class time is organized around **student engagement, inquiry, and assessment**, allowing students to grapple with, apply, and elaborate on course concepts. In-class sessions typically entail collaborative coursework and use of [**active learning strategies**](https://teaching.berkeley.edu/resources/course-design-guide/active-learning), including case studies, problem sets, or structured discussion. |

**Emergency Management**

The College of Southern Idaho takes campus and personal safety very seriously. When entering a classroom for the first time, we encourage you to take note of the nearest exit should the need to evacuate the building ever exist. In the event of an emergency, CSI will provide updated information as needed through your CSI email and CSI Rave communication. Please make sure your CSI email is activated and your phone number is registered with **Rave Alert**. Instructions for these systems can be found at: www.csi.edu/security/emergency-managemcnt/rave-alert www.csi.edu/new-students/next-steps

Students and faculty should rely on 911 for situations of extreme personal injury or immediate danger, but can contact Campus Safety at 208-732-6605 for other emergencies. For a complete campus safety plan, students and faculty can visit <https://www.csi.edu/security/emergency-management/default.aspx>

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_THE SCIENCE OF HOW STUDENTS THINK AND LEARN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### **Course Description**

Students will consider the theoretical positions regarding growth, learning, motivation, and personality development as they relate to the education of children. They will also examine general characteristics of human development, differentiated instruction, and individual needs from infancy to adolescence.

## **Purpose of the Course**: Is to learn how to rise above expectations, to be heard, valued, and work together to be successful; to make a difference by connecting where we are similar as individuals and contributing our differences to accomplish great things: [**Cognitive Acceleration (CA)**](https://en.wikipedia.org/wiki/Cognitive_acceleration)**.** Diversity is thinking independently-together. We will face and resolve conflict to gain a sense of purpose.

**EDUC 205 Student Learning Outcomes:** Upon completion, students will be able to:

1. **Compare and contrast** the major theoretical approaches used to understand child development.
2. **Identify** factors that impact individualized student learning and development, behavioral development, including diagnostic steps for individual and classroom management.
3. **Synthesize** opportunities that support physical, cognitive, social, and emotional learning (SEL) development.
4. **Demonstrate** effective communication skills.

**Program Learning Outcome (PLO)**: As a result of completing the Educational Program, developing learners will make critical **connections as they**:

1. **continuously reflect** on and discuss **their life experiences** as they relate to the art and science of teaching.
2. **demonstrate** effective interpersonal and written **communication skills** with families, students, colleagues, and communities.
3. **intentionally consider** how **growth and development** inform instructional practices.
4. **examine** their own lived experiences and consider other people's perspectives and positions (similar or conflicting) as a basis for **cooperating in a diverse world**.
5. **Develop** and sustain human relationships by being able to **identify and adapt to the needs**, values, expectations, and sensibilities of others.
6. **Explore** the integration of technology in instruction to support student learning.

Graduation Requirements for an Associate of Arts (AA) degree in Teacher Education the Education-Associate of Arts degree is designed to prepare students to transfer to a bachelor’s degree teacher education program in Idaho. The degree prepares students who are interested in teaching.

## **Grading and Evaluation:**

## Call in and make other arrangements prior to the test in case of an emergency. Students will still be subject to a 15% reduction in grade due to a late penalty. If there is no emergency, there is no test make-up. **Check your grade weekly and let me know immediately of any issues. Post grades in gradebook on Canvas and not in the comment section.**

## Based on the 100% total listed above, letter grades will be assigned as follows:

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| A: 90 points or above | B: 80 points to 89.9 points | C: 70 points to 79.9 points |
| D: 60 points to 69.9 points | F: below 59.9 points | Divide the number correct by  the total possible to get percentage |

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| **Homework Assignments-Canvas**  (Out of class activities such as writing, reading, experiments, works of art, multi-media production, case study, etc. to assist in learning skills and concepts.) |  | 20% |
| **Online Discussions -Canvas**  (A digital space that enables multiple users to engage in conversation or debate with each other online.) Responsibility (On-line Postings/Assignments) |  | 20% |
| **Kitchen Table-top Presentations/Final-Attendance & Participation Required**  (Students verbalizing their knowledge and organizing their thoughts about a topic to present a summary of their learning.) |  | 20% |
| **Captured Learning-Canvas**  (A low stakes or non-graded questioning technique to assist students in retrieving information and to evaluate learning.) |  | 20% |
| **Class Activities and Team Participation- Attendance & Participation required.**  In class assignments are completed with others and cannot be made-up for full credit.  Professionalism (Attendance, Participation, Punctuality)  (Students working together to improve their understanding of skills and concepts.) |  | 20% |
| Total |  | 100% |

* Within all Education classes, because they are program credits, you will need a "A, B/C" to transfer them to a university of your choice.
* Gen Ed credits only need to be "C" or higher at a Community College (some "Ds” are allowed for Liberal Arts).

Course Expectations

**ATTENDANCE AND PARTICIPATION POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Absences:** This class meets once a week for two hours with an on-line discussion opening each Friday. Critical-thinking questions provide opportunities for in-depth class conversations and on-line discussions forums over Sousa book material provide content reflection.

* **Mandatory on-campus session once a week for full assignment points.**
* **Mandatory homework on-line for peer “Connectivity” through discussion forum.**
* **Collaboration with peers for Dweck, Kohlberg, Piaget, Erickson, & Bloom’s “Learning in Practice.”**

A class or assignment missed due to required participation **in a verified CSI school activity** will not be considered an absence, if completed but may receive deducted points. Students who miss class or assignments for other reasons are considered absent and **may not** have the opportunity to make-up the weekly community learning activity.

**A doctor’s note does excuse you from class but does not excuse you from completing the assignment. You may not have 3 absences. Upon missing a fourth class, you will be asked to attend a conference with me and/or drop the class because each class consists of two hours.**

**LATE POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Papers and assignments posted after the due date are** late and will receive an automatic reduction of 10% the first day late and **will not** be accepted **one week** after the due date. The end of the term is the Friday before finals. **No assignments will be accepted during finals week**. Final’s Week is reserved for the final project only. Changes in course content may be made by the instructor which you will be responsible for, so make sure you check the on-line “Home Page” regularly.

# Student Responsibilities for Learning

Attend class regularly, arrive on time, and be ready to actively engage in the class. All work submitted is to be a representation of an individual’s own ideas, concepts, and understanding. Violations of academic integrity **will** result in failure of the assignment, failure in the class, and/or ***dismissal from the program***. Dishonesty practices will be reported to a department committee for consultation/review/disciplinary action. Classroom behavior is to be appropriate to a positive learning environment. You should treat all class members with respect and be thoughtful in your own contributions to the class. You will receive one warning concerning inappropriate behavior; if the behavior persists, the matter will be referred to student services for college discipline. If there is a problem in the class, please let me know: <http://www.csi.edu/StudentHandbook/pdf/StudentCodeOfConduct.pdf>.

Faculty Responsibilities for Teaching

Anything not covered in class according to schedule will be ***your*** responsibility. All grades ***will not*** be discussed in class. Please make an appointment to discuss grades in my office. If you are not there to receive your papers, have someone pick it up for you; I do not keep them. Essay papers will be handed back ***2-3 weeks*** after the due date. All other papers will be returned **within four days.** All other papers will be returned **within four days**.

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**(1) VIDEO CRITIQUE REACTION PAPER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Analytical observations can be hand-written on the form provided**,** Observations include collecting information on 5 different students (some through videos) using the prescribed form on Canvas, diagnosing (1) General, (2) Physical, (3) Cognitive, and (4) Social-emotional Development to (5) summarize strengths and weakness of the child and (6) describe "specific" needed strategies. Recommended videos to watch include: "i am Sam" (C.I.), "Rain Man" (Autism), "A Beautiful Mind" (schizophrenia), "50 First Dates" (TBI), "John Dear" (Autism), "Lean on Me" (Ethnicity), "Radio" (C.I.), Forrest Gump" (Savant), "Soloist"(schizophrenia) , and "The Blind Side"(poverty).

**(2) PORTFOLIO ENTRY: Individual Difference Students Profile (IDSP) Outline and Essay from live interview**

**STEP 1: OBSERVATIONS/ DATA COLLECTION:** *(approximately 50 pts.)***.** Each student will spend (2 hours minimum) observing and/ **or interviewing** a special needs student/individual, including Disability, Gifted and Talent or different ethnic background. You will type his or her observations according to specific guidelines, which are provided on Canvas. This student is preferably a friend or relative, and you will set up the interview yourself. It does not have to be directly in the school setting. This data collection information in outline form, pertaining to developmental domains, will be used to write the final essay. **Choose: (1) Ethnic diversity, (2) Learning Disability, (3) Speech or Language Disability, (4) ADD/ADHD, (5) Gifted and Talented, (6) or an individual of your choice. Choose one to conduct an interview, using outline format.**

**STEP 2: OUTLINE Instructions:** Create an outline using the same format as indicated in the assignment. Write complete sentences using numbers and letters. **State the individual’s disability or nationality in the first section** and address ALL numbered and alphabetized areas. Use a pseudonym (false name) when referring to the child. (1) Include information pertaining to **two theorists**, their names, and concepts, (2) **and 15 terms.**

**STEP 3: ESSAY Instructions**: (approximately 100 pts) The portfolio entries (data collection and essay) should be no less than four typed pages, double spaces, font 12, in APA (American Psychological Association) essay form, saved to your hard drive. A paper copy will be submitted to the instructor. Grammar and spelling errors will be graded. I will not read a paper that is not proofread and in finished form. You **will not** have the opportunity to rewrite this paper. **Once graded and approved by instructor, you will add this to your Weebly.com, E-Portfolio. The entire E-portfolio will be graded in your Exit Seminar your final semester at CSI.**

**Portfolio Entries:**

Within each course, the respective portfolio entry is evaluated by the course instructor (or supervising teacher) using a holistic scoring rubric. The entry is also evaluated on how well it meets the identified Idaho Core Teacher Standards (ICTS) or International Society for Technology in Education (ISTE) standards. The student must earn a grade of “C” or better on each portfolio entry. Students who do not earn a grade of “C” or better will receive a **non -passing grade for the course**. **The Grade of Incomplete:** The Grade of Incomplete will be granted only in cases of extreme hardship. In such cases, a student requiring an incomplete must submit a written request with full rationale to the instructor at least three weeks prior to the end of the term.

**(3) CRITICAL THINKING ACTIVITES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

You will receive 15 points for answering critical thinking questions, which will be handwritten on notebook paper. There will be three exercises throughout the course. Each assignment is worth 5 points to be done in class.

**(4) SIGNATURE PERFORMANCE ASSESSMENT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Research an exceptionality of your choice introduced in the book. Perform the task of Story Telling which will include [Bloom’s Taxonomy Levels](https://word-edit.officeapps.live.com/EDUC%20205/EDUC%20201/Blooms/Bloom%20Lanscape%20Activity.doc): You will create a (1) lesson using the lesson plan provided, create a (2) strategy: "How to Teach" this population of students, and (3) present, using visual aide, concept maps, etc). This is designed to be taught to colleagues not students. |

**(5) CAPTURED LEARNING ASSESSMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

There will be weekly opportunities to “Capture Learning Assessment (CLA)” which will ask for depth of knowledge answers in an essay format. You will use **specific vocabulary from the readings and video**s. Your answers will **demonstrate that you have read and understood** the material and are able to **analyze and evaluate the concepts** to formulate your own thoughts. Canvas entry can be accessed more than once but only for one week. **Read the chapter information, review the main points, and complete the discussions in order to be successful**. Call in and make other arrangements prior to the timeframe in case of an emergency. Students will still be subject to a 10% reduction in grade due to a late penalty.

**(6) DISCUSSIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

DB’s are an important aspect to learning in that they allow you to challenge each other, think critically, question your own ideas, and learn something in the process. Every DB will come with a set of instructions on how to participate. Please read each DB carefully so you know what will be expected of you. You may ONLY participate in that DB during the allotted time frame. You cannot make up a DB. Participation in group discussions should contain proper grammar; complete sentences and posting should demonstrate thought and effort. Your grade on each discussion **will be reflective** of whether you met the rubric criteria.

It is important to keep in mind that even though you are interacting on a social level, this is still college and there are a few rules. How you interact with your peers and your instructor on the Discussion Board will reflect who you are. Always **“put your best foot forward**” and consider the way your words could be interpreted (or misinterpreted). Impress me with your ability to think critically, analyze varied situations, and effective communication.

**Learning & Tutoring Commons**

We are here to help you succeed! Come see us if you want a bright, open and interactive study area. We can provide you with an extra hand learning course concept, working through assignments or developing additional learning strategies and technology skills.

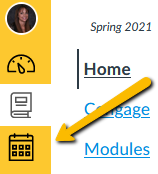
**Library**

## All online resources are available to students on and off campus. The library’s online catalog which quickly identifies materials that the library owns, and all electronic resources are accessible from any computer with an Internet connection. The library also offers interlibrary loan services (where resources are borrowed from other libraries).

## Reference and research assistance is provided, as well as information literacy instruction. Library instruction is available to classes and student groups and is tailored to the students’ specific needs. “Your Guide to Research,” a self-paced Canvas course which provides information on all the libraries many resources and research strategies, is available for your personal use through self-enrollment. For more information and to access our online resources and services visit the CSI Library Web site at: [www.csi.edu/library](http://www.csi.edu/library).

**Student Resources**

Your College of Southern Idaho experience extends far beyond the classroom. Students have opportunities and support both on and off the campus. In addition to the course-specific content provided in this syllabus, there are a variety of college-wide policies, procedures, and support areas that are designed to help you be successful at CSI. You can find these at [Additional Syllabus Information and Student Services.docx](https://csi.instructure.com/courses/48795/files/4642702?wrap=1) [Download Additional Syllabus Information and Student Services.docx](https://csi.instructure.com/courses/48795/files/4642702/download?download_frd=1) along with additional resources for each area.

***Select course on the left and select month at the top of the screen.***

***See Calendar and Modules on Canvas for Homework Assignments not listed below. Home page is your landing page and will have the week’s assignment listed for a quick view of the week.***

* **Dates Available** *indicate that the assignments are open for submissions.*
* ***Date Due*** *indicates when the late policy occurs beyond that date and time; and*
* ***Close Date*** *implies that students* ***canno****t enter a late assignment beyond that day and time*

**Course Calendar Schedule**\**\*Due to unforeseen events, it may be necessary for the course calendar to be altered.*

*You will receive* ***TODO*** *Alerts when something is assigned, usually the reading for the week.*

College of Southern Idaho's Canvas Online Platform

This course is included in CSI’s Canvas Program. This grants you access to your required course materials digitally by the first day of class at no cost. No further textbook purchase is necessary.