“Psychology is a science, and teaching is an art; and sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application, by using its originality” ~William James (1899)

**OFFICE HOURS**
Monday~ 3:00-4:00 p.m. (in office)
Tuesday~ 8:45-9:15 a.m. and 12:15-12:45 p.m. (in office)
Wednesday~ 8:00-10:00 a.m. (Virtual via Microsoft Teams)
Thursday~ 4:00-5:00 (Virtual via Microsoft Teams)
Other office hours by appointment

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Email: jleirich@frostburg.edu

**RECOMMENDED TEXT**

Various articles will be assigned throughout the semester, which are available through Canvas.

**COURSE DESCRIPTION**
This course is offered every semester and is designed to examine the learning and teaching process in the American educational system. The focus will be on human growth and development of children from birth through adolescence, as well as learning styles and theories, instructional strategies, and adaptations. Controlled observations in educational settings will be utilized.

Through this course, students will examine the significant relationship between the teaching and learning process. In addition, students will gain and refine their knowledge, skills, and dispositions in the areas of human growth and development. Such a background will enhance their instructional planning and teaching effectiveness. As with all educational courses, students will be developing competencies toward all six of the FSU Program Outcomes: Dedicated Professional, Educational Advocate, Instructional Leader, Continuous Assessor, Reflective Decision-Maker, and Collaborative Bridge Builder.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assignments (due dates on Canvas)</th>
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<tbody>
<tr>
<td><strong>Week of January 25-29</strong></td>
<td><strong>In Class: Syllabus Introduction; Developing a Professional Knowledge Base</strong></td>
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<td><strong>In Class: General Principles of Development</strong></td>
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| Week of February 1-5 | **In Class:** Social Emotional Learning  
**Online:** Abraham Maslow (Hierarchy of Needs/Motivation) | Power Point questions and prompts |
|---|---|---|
| Week of February 8-12 | **In Class:** Lev Vygotsky (Sociocultural Theory)  
**Online:** Jean Piaget (Cognitive Development) | Piaget- Vygotsky poem |
| Week of February 15-19 | **In Class:** Lawrence Kohlberg (Moral Development)  
**Online:** Erik Erikson (Psychosocial Development) | Power Point questions and prompts |
| Week of February 22-26 | **In Class:** Howard Gardner (Theory of Multiple Intelligences)  
**Online:** Urie Bronfenbrenner (Biocultural Model) | Multiple intelligences assessment with reflection  
Power Point questions and prompts |
| Week of March 1-5 | **In Class:** Review for mid-semester exam  
**Online:** Mid-semester exam | Mid-semester exam |
| Week of March 8-12 | **In Class:** Behavioral Views of Learning (Pavlov and Skinner)  
**Online:** Social Cognitive Theory (Bandura) | Behaviorism game  
Power Point questions and prompts |
| Week of March 15-19 | **In Class:** Principles of Cognitive Development  
**Online:** Bloom’s Taxonomy | Bloom’s lesson objectives |
| Week of March 22-26 | **In Class:** Critical Thinking and Problem-Solving  
**Online:** Creativity | Cognition choice board  
Invention |
| Week of March 29- April 2 | **In Class:** Constructivism  
**Online:** Titanic Activity | Life vest activity |
| Week of April 5-9 | **In Class:** Designing Groupwork  
**Online:** Socratic Seminar Prep | Read articles for Socratic Seminar |
| Week of April 12-16 | **In Class:** Socratic Seminar  
**Online:** Constructivism RAFT | Read articles for Socratic Seminar  
Constructivist RAFT |
| Week of April 19-23 | **Online:** Theorist Fakebook Assignment  
**Online:** Theorist Fakebook Assignment | Theorist Fakebook Assignment |
| April 26-30 | **In Class:** Review for Final Exam  
**Online:** Prep for Final Exam | Theorist Fakebook Assignment |
| May 3 | Final Exam | Final Exam due |
If your last name begins with A-L, you will attend class on Tuesdays and if your last name begins with M-Z, you will attend on Thursday.

<table>
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<tr>
<th>Course Outcomes</th>
<th>Assessments</th>
<th>INTASC Standards</th>
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| KNOWLEDGE: 1. Basic human development concepts and those factors which affect the development process including theories developed by Piaget and Vygotsky | 1. Piaget/Vygotsky comparison essay  
2. Fakebook  
3. Case studies  
4. Classroom observations/reflections  
5. Mid-term exam | 2 |
| 2. Critical aspects of cognitive, psychosocial, and moral development including theories developed by Bandura, Kohlberg, Bloom, and Erikson | 1. Fakebook  
2. Moral development poster  
3. Case studies  
4. Mid-term exam | 2 |
| 3. Significant concepts related to human learning and those factors which affect the learning process | 1. Case studies  
2. Classroom observations/reflections | 1, 2, 3, 4, 5 |
| 4. Interaction of various aspects of human growth and development | 1. Classroom observations/reflections | 2, 3 |
| 5. Characteristics of learners with exceptionalities | 1. Multiple Intelligence summary  
2. Mid-term exam | 3, 4 |
| 6. Differences between behavioral, cognitive, and constructivist learning | 1. Classroom observations/reflections  
2. Behaviorism Game  
3. Final Exam | 2 |
| 7. Assessment procedures and practices including formative vrs. summative assessment and formal vrs. informal assessment | 1. RAFT | 8 |
| SKILLS: 1. Evaluate and reflect upon various topics related to teaching and learning, in both written and oral formats | 1. Case studies  
2. Classroom observations/reflections  
3. Mid-term and final exam | 1, 2, 3, 4, 5, 6 |
| 2. Observe and report on growth and development within natural and instructional settings | 1. Classroom observations/reflections | 2, 3, 4, 5, 6 |
| 3. Demonstrate knowledge of human development, learning theory, and learner diversity as considerations in instructional planning. | 1. Case studies  
2. Mid-term and final exam | 2, 3, 4, 7 |
| 4. Reflect upon one’s own instructional effectiveness | | 9 |
| 5. Interact in a university classroom setting by establishing positive, collaborative relationships with peers | 1. Dispositions evaluation | 9 |
| 6. Demonstrate appropriate format in academic writing | 1. All written assignments | 6 |

DISPOSITIONS:
1. Willingness to interact with peers around a variety of topics related to education
   1. Group activities/discussions
   2. Designing Groupwork

2. Open-mindedness toward and appreciation of differences among learners and environments
   1. Group activities/discussions
   2. Designing Groupwork

3. Appreciation of the human dynamics of the learner
   1. Classroom observations/reflections

4. Valuing and understanding the importance of human growth and development to the educational process
   1. Classroom observations/reflections

5. Advocating for the individuality of the learner
   1. Case studies

COURSE POLICIES:

**Attendance:** Attendance is crucial. If you miss more than 2 classes, you will be expected to attend a conference with the instructor. Your grade will be lowered one letter grade upon the third absence without valid excuses (funeral, court appearance, FSU sporting event, documented sickness, etc.- with written verification). For every additional absence beyond the third absence, your grade will be dropped an additional letter grade. If you arrive after attendance is taken, you are considered absent. If you miss class, it is your responsibility to get the handouts/assignments from another student. Note: If you have been exposed to someone who is Covid-positive and you cannot attend class on campus, you are expected to notify the instructor in advance and join class via Microsoft Teams. Failure to do so counts as an unexcused absence.

**Meeting deadlines:** Assignments are due when scheduled. Ten percent will be deducted from the point-value of the assignment for each day the assignment is late. Assignments more than 3 days late will not be accepted, unless there are extenuating circumstances approved by the instructor.

**Cell Phones/Ear Buds:** Please turn phones off during class, unless we are using them for an in-class assignment. If an important phone call is expected, please let me know at the beginning the class so that you can put the phone on vibrate. You will be asked to leave class if you are texting, and you will not get credit for any assignments missed. There is a zero tolerance policy for cell phone usage. You will also be asked to leave class if you are wearing ear buds.

**Email:** I will use your FSU email to contact you. Please check this regularly.

COURSE ASSIGNMENTS:

**Class Participation:** Students are expected to attend all classes and participate actively. To earn points, students need not only attend but be prepared to discuss topics, answer questions when called upon, and participate in classroom activities and discussions. The written classroom activities will be worth 10 points each. If students miss class, they will not have the option to make up class activities without a valid excuse. On occasion, class discussions/activities will be extended upon in the form of homework.

**Exams:** (2 x 50 pts each = 100 total points) - This is a foundations course and students are expected to gain basic professional knowledge. This includes educational terminology, concepts, and theories. Students will demonstrate their content knowledge through a mid-semester and a final exam.

**Professional Dispositions:** (20 points) At the end of the semester, you will receive an evaluation of your professional dispositions (handout of expected dispositions will be provided). This is not an assignment but rather an opportunity for you to reflect upon your dispositions towards the class, as well as your professionalism.
Each of the following assignments will be explained in detail and a rubric/scoring tool will be provided when appropriate.

- Power Point Prompts and Questions: 50 points
- Piaget/Vygotsky Comparative Poem: 20 points
- Fakebook Page: 20 points
- Multiple Intelligence Summary: 20 points
- Behaviorism Game: 20 points
- Choice Board: 24 points
- RAFT assignment: 24 points
- Socratic Seminar: 25 points
- Exams (2x50): 100 points
- Class Participation/In-class Activities (10x10): 100 points
- Dispositions: 20 points

**GRADING SCALE:**
- A – 90 - 100% (outstanding performance)
- B – 80 - 89% (above-average performance)
- C – 70 - 79% (average performance)
- D – 60 - 69% (below average performance)
- F – below 60% (failing performance)

Grades will be recorded in Canvas in a timely manner. Students are expected to check grades regularly.

**UNIVERSITY POLICIES**

**Academic Dishonesty**

"Academic dishonesty” is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript." (The *Pathfinder*, Frostburg State University)

**Public Health Statement:**

Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will
be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

**Student Conduct:**
Students are expected to conduct themselves in a professional manner. You must show courtesy, respect and consideration towards the professor and other students at all times. The Faculty Handbook (2009) states: “The University will not tolerate disorderly, disruptive, or unsafe conduct, which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environmental of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course. A faculty member may require a student to leave the classroom for disruptive behavior or conduct which may impact the health and safety of other students.”

**Reporting of Child Abuse:**
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project. Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments. If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

**Additional Resources:**