



**Professional Education Unit
Department of Foundational and Graduate Studies**

**Developmental Analysis of Learning, online
EDTL 605 (301)
Spring, 2011**

Instructor: Lola Aagaard, PhD.

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Office location: Ginger Hall, 504A (enter through 503, then all the way down the hall, next to last door on the left. Or, stay in the outer hallway past 503 and knock on the door marked B504 – my name is on it.)

E-mail: l.aagaard@morehead-st.edu

Students may call me at home anytime after 6:30 a.m. and before 9:30 p.m., except for the hours between sundown Friday night and sundown Saturday night. I will check my e-mail at least twice a day and respond as soon as possible, except for the 24-hour period of Friday night to Saturday night. (I keep Saturday as a Sabbath and do not do any university work during that time.)

Contacting the Instructor: The best way to get hold of me is probably e-mail – I return messages ASAP after I read them and I check my e-mail many times throughout the day.

If you need to talk to me in person, call my house first, then my cell phone. The cell phone works when I'm in my office but not when I'm at home. I'm very responsive to voice mail messages, so leave a message at my home if you need to and I'll get back to you. If you would like to meet with me in my office, send me an e-mail or give me a call to make an appointment.

Catalogue Description: Central to this course is the application of principles of human growth and development, research findings, and theories of human behavior to explore differences across learners in P-12 classrooms. This course includes analysis of educational policy, investigation of learner differences, and introduces the concepts of differentiated instruction and analysis of assessment practices with regard to various domains and contexts of development, including cognitive, emotional, moral, language, identity, gender, peers, parenting, family context, and lifestyle.

“Community Engagement: A Light to and From the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College and Unit, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes:

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty first century skills needed to make an optimal contribution to “whole” student learning in educational settings.
2. Are competent in the collection and use of data to inform decision- making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): At the conclusion of this course, masters’ candidates will be able to:

1. Identify aspects of normal development across developmental domains at various chronological ages from infancy through adolescence;
2. Identify developmentally appropriate physical, cognitive, and psychosocial activities for various ages of children up through adolescence;
3. Analyze differences across developmental domains in learners at the same grade level;
4. Compare the achievement of learners at the same grade level but in different stages of development across developmental domains;
5. Compare developmental research to educational policy and evaluate the developmental appropriateness of local educational policies as well as recent national and state educational legislation and teachers’ classroom procedures and time management strategies;
6. Apply principles of human growth and development and relevant research findings to explore differences among learners in P-12 classrooms;
7. Begin development of strategies for differentiated instruction appropriate for various developmental domains and contexts of development;
8. Begin development of appropriate assessment practices for various developmental domains and contexts of development.

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's:

Teacher Leader Masters/5th Year Programs – EDTL 605 Developmental Analysis of Learning				
Aligned with Assessment (percentage of grade)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NCATE
Completed Policy Analysis Paper (15%) CFO: 1, 2, 4 SLO: 2, 5, 6	1, 3, 5, 6	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14- 2.21; 2.22, 2.25- 2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity*, assessment*, literacy*, achievement gap* *Depending on the topic of the paper	1, 4* *Depending on the topic of the paper
Developmental Case Studies (35%) CFO: 1, 2, 4, 5 SLO: 3, 4, 6-8	1, 2, 3, 4, 5	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14- 2.21; 2.22, 2.25- 2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, assessment, literacy, achievement gap	1, 3, 4
Discussion Board forums (25%) CFO: 1, 4 SLO: 2, 5, 6	1, 5, 8	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14- 2.21; 2.22, 2.25- 2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, assessment, literacy, achievement gap	1, 3, 4
Quizzes and Exam (25%) CFO: 1 SLO: 1, 2	1	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14- 2.21; 2.22, 2.25- 2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, assessment, literacy, achievement gap	1

Assignment Descriptions:

EDF 605 Developmental Analysis of Learning	
Assessment (percentage of grade)	Description
Policy analysis paper (15%)	<p>Candidates will analyze recent state and national legislation and local policies regarding the developmental appropriateness for the age group they teach. <u>As a critical performance</u>, candidates will develop and present to their principal, district leadership, or site-based decision making council a report regarding:</p> <ul style="list-style-type: none"> a. One policy deemed developmentally inappropriate, making recommendations for a developmentally suitable alternative policy in their school and district, citing the professional literature as support for their analysis, <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> b. One policy deemed developmentally appropriate, citing the professional literature as support for their analysis. <p>Only <i>professional</i> journal articles (at least five for each policy) should be cited in the paper. Good sources for professional journal articles are the following databases: ERIC, PsychInfo, EBSCO Academic Search Premier, Education Index, JSTOR, or Scholar Google. Professional literature does NOT include news magazines such as <i>Time</i>, newspapers, nor commercial magazines such as <i>Parenting</i>. <u>A professional article contains citations to other literature and has a reference list at the end.</u> NO textbook can be used in any way as a source for this paper. The text citations and reference list in the papers submitted by candidates <u>must</u> be in the style of the American Psychological Association (APA).</p> <p>Only two direct quotations are allowed in this analysis paper – all other source information must be summarized or paraphrased. Highlighted copies of the portions of the articles used must be submitted to the instructor before a grade can be given for the course.</p>
Developmental Case Studies (35%)	<p>Based on data collection with the same two students (a high-achiever and a low-achiever) throughout the semester, each candidate will develop individual case studies that identify the differences across domains of development and individual contexts for these students and relate them to any observed differences in student achievement and behavior in the classroom. These case studies will provide a basis for thinking about differentiated instruction and assessment practices of the</p>

	teacher. The case studies will be assembled over the course of the semester, with individual sections turned in periodically as the relevant domains are discussed in class. <u>As a critical performance</u> , graded pieces will be assembled into a final cumulative portfolio along with candidates' concluding analytical summary of the case studies and tentative plan for differentiation of instruction and assessment. These reports will be shared with teaching peers (grade-alike groups, professional learning communities, etc.) for discussion and input regarding next steps in differentiation.
Discussion Board forums (25%)	Students will participate in weekly Blackboard discussion of topics assigned by the instructor. For some weeks, these discussions will focus on comparisons of candidates' submitted case study data across grade levels. During other weeks, candidates will read, analyze, and discuss research on controversial issues related to human growth and development.
Quizzes / Exams (25%)	Students will read the textbook chapters and take a weekly open-book quiz over the chapter (or portion thereof) assigned. The quiz may be taken three times before the deadline to increase your score. There will be one final exam. All quizzes and the final will be multiple choice and open book. There will also be three quizzes/assignments related to learning to do library database research, avoiding plagiarism, and learning APA style.

Grades: Grades will be assigned based on the following breakdowns:

Policy analysis paper = 15%

Developmental case studies = 35%

Discussion Board forum discussions = 25%

Quizzes / Exam = 25%

Required Texts:

Meece, J. L. , & Daniels, D. H. (2008). *Child and adolescent development for educators* (3rd ed.). New York, NY: McGraw-Hill. ISBN: 9780073525761

Daniels, D. H., Beaumont, L. J., & Doolin, C. A. (2008). *Understanding children* (2nd ed.). New York, NY: McGraw-Hill. ISBN: 9780073378572

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association. ISBN: 9781433805615

Other reading material will be distributed periodically throughout the semester as needed to supplement the text.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Special Plagiarism prevention requirements:

A. All students must complete an on-line tutorial on identifying plagiarism (see *External Links* on Blackboard for the URL). Completing the on-line quiz with 100% will present you a certificate that must be turned in to me (either mailed hard copy or copied and pasted into an electronic document). The certificate indicates that students are familiar with what is and is not plagiarism in academic writing.

B. Whenever a student paraphrases or quotes a literature source in any paper turned in for this class, a highlighted copy of that portion of the source must be included with the assignment. For example, if you quote or paraphrase something from p. 78 of a particular article, you must turn in a copy of p. 78, with the section you quoted or paraphrased high-lighted and the author and date of the source indicated at the top. **No more than two (2) direct quotes are allowed in any paper – all other use of sources must be paraphrases.**

Be very careful that you include quotation marks whenever you quote the exact words from a source. When you paraphrase, be very careful that you do not accidentally directly quote the source. Simply substituting a synonym for every third or fourth word is not acceptable paraphrasing. You must change the structure of the sentence as well as the wording. If you read the source, then look away from it while you paraphrase what it said, you're less likely to copy the exact words or structure. Don't forget to put the citation in after you've quoted or paraphrased. The following websites have excellent information on how to adequately paraphrase and avoid plagiarizing – please take a look at them:

<http://www.utoronto.ca/ucwriting/paraphrase.html> and
<http://www.uhv.edu/ac/workshops/howtoquote/index.htm>

If you have any further questions about what constitutes plagiarism or how to properly cite borrowed ideas or quotations, please consult the American Psychological Association Publication Manual. If you still have questions, please contact me.

The university academic dishonesty policy in the MSU Eagle Handbook allows faculty members to issue sanctions to students determined to be guilty of plagiarism (taking the ideas or written words of another without appropriate citation). As allowed by this policy, papers containing any plagiarism (in whole or part) will not be accepted for a grade. **If the highlighted sources are not turned in, if appropriate citations or quotation marks are lacking, or if the paraphrasing is too close to the original, the student will get an Incomplete in the course and a chance to complete the paper correctly.** The student's final grade for the course may be lowered one letter grade as consequence, however. If the instructor believes the plagiarism was deliberately deceptive – such as using material from a source that was not cited or included in the references -- the student will fail the course. Any paper with plagiarism deemed deliberately

deceptive also will be reported to the student's department chair, the Chair of Professional Programs in Education, the Dean of the College of Education, and the MSU Dean of Students.

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement: If this were not an online class, emergency response information would be discussed in class. Students would familiarize themselves with the nearest exit routes in the event evacuation became necessary. Students would have been instructed to notify the instructor at the beginning of the semester if you had special needs or would require assistance during an emergency evacuation. Students would have been told to familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Expectations of Technological Capability: Students enrolling in this online course are expected to have basic computer skills, including the ability to use a word-processing program, save documents in various formats (e.g. rich text or plain text), copy and paste material from one document to another, work with PDF files, and send and receive e-mail (including attachments).

Blackboard Support: There is a help line for Blackboard Support. Students and Faculty will be able to get account assistance by calling a local (to Morehead) number or e-mail with this support program.

Contact information is:

Phone: 783-5000

e-mail: tsc@moreheadstate.edu

Topical Schedule: After the first week, assignments will be posted every Monday morning. Original postings to Blackboard discussions are due Saturday midnight; quizzes and responses to other students' Discussion Board postings are due Sunday midnight. Earlier is fine!

Assigned Date	Reading Assignment	Due Sat. midnight after assignment date	Due Sunday midnight after assignment date
Jan. 18	1. Syllabus 2. Retention article 3. Aagaard APA Style Guide	Discussion Board (DB) postings: 1. personal introduction; 2. retention survey 3. comments regarding retention article	1. plagiarism tutorial; 2. literature database searching tutorial; 3. responses to classmates' DB posts.
Jan. 24	1. Meece & Daniels: Chapter 1 – Studying Child and Adolescent Development (p. 1-45) 2. Positive reinforcement and recess articles 3. Daniels et al: p. 8-10, 133	Discussion Board (DB) postings: --comments regarding positive reinforcement and recess articles	1. APA style quiz; 2. Quiz – Ch. 1; 3. responses to classmates' DB posts. 4. Parental permissions; student assents
Jan. 31	1. Meece & Daniels: Chapter 2 (part 1) – Physical Development (p. 49-middle of 90) 2. Daniels et al.: p. 31-36	Discussion Board (DB) postings: -- data and comments regarding student intros and daily activity levels of case study students	1. responses to classmates' DB posts.
Feb. 7	1. Meece & Daniels: Chapter 2 (part 2) – Physical Development (p. 90-121) 2. Daniels et al.: p. 31-36	Discussion Board (DB) postings: -- data and comments regarding fine motor skills, sleep and nutritional habits of case study students	1. Quiz – Ch. 2; 2. responses to classmates' DB posts.
Feb. 14	1. Meece & Daniels: Chapter 3 (part 1) – Cognitive Development: Piaget and Vygotsky (p. 126-top of 157) 2. Daniels et al.: p. 63-69	Discussion Board (DB) postings: -- data and comments regarding cognitive development of case study students	1. Quiz – Ch. 3.1; 2. responses to classmates' DB posts.
Feb. 21	1. Meece & Daniels: Chapter 3 (part 2) – Cognitive Development: P&V (p. 157-180) 2. Ability grouping article	Discussion Board (DB) postings: -- comments regarding ability grouping article	1. Quiz – Ch. 3.2; 2. responses to classmates' DB posts.

Assigned Date	Reading Assignment	Due Sat. midnight after assignment date	Due Sunday midnight after assignment date
Feb. 28	1. Meece & Daniels: Chapter 4 (part 1) – Cognitive Development: Info Process. & Intelligence (p. 185-205) 2. Daniels et al.: p. 75-76 3. Backwards recall article	Discussion Board (DB) postings: -- data and comments regarding memory development of case study students	1. Quiz – Ch. 4.1; 2. responses to classmates' DB posts.
Mar. 7	1. Meece & Daniels: Chapter 4 (part 2) – Cognitive Development: Info. Process. & Intelligence (p. 205-247) 2. IQ testing article	Discussion Board (DB) postings: -- comments regarding IQ testing article	1. Quiz – Ch. 4.2; 2. responses to classmates' DB posts. 3. policy paper <i>topic</i>
Mar. 14	1. Meece & Daniels: Chapter 5 (part 1) – Language and Literacy Development: (p. 251-284) 2. Daniels et al.: p. 74-75	Discussion Board (DB) postings: -- data and comments regarding language development of case study students	1. Quiz – Ch. 5.1; 2. responses to classmates' DB posts.
Mar. 21	SPRING BREAK		
Mar. 28	1. Meece & Daniels: Chapter 5 (part 2) – Language and Literacy Development: (p. 284-328) 2. Language article	Discussion Board (DB) postings: -- comments regarding language article	1. Quiz – Ch. 5.2; 2. responses to classmates' DB posts. 3. policy paper <i>first draft</i> 4. highlighted sources
Apr. 4	1. Meece & Daniels: Chapter 6 (part 1) – Self-Concept, Identity, and Motivation: (p. 332-top of 356) 2. Daniels et al.: p. 87-91	Discussion Board (DB) postings: -- data and comments regarding emotional development of case study students	1. Quiz – Ch. 6.1; 2. responses to classmates' DB posts.
Apr. 11	1. Meece & Daniels: Chapter 6 (part 2) – Self-Concept, Identity, and Motivation: (p. 356-396) 2. Daniels et al.: bottom of p. 93-96	Discussion Board (DB) postings: -- data and comments regarding perceptions of competence of case study students	1. Quiz – Ch. 6.2; 2. responses to classmates' DB posts.

Assigned Date	Reading Assignment	Due Sat. midnight after assignment date	Due Sunday midnight after assignment date
Apr. 18	1. Meece & Daniels: Chapter 7 – Peer Relations and Moral Development (p. 400-440) 2. Daniels et al.: bottom of p. 60-63; p. 104-105	Discussion Board (DB) postings: -- data and comments regarding peer relationships and moral development of case study students	1. Quiz – Ch. 7; 2. responses to classmates' DB posts.
Apr. 25	1. Meece & Daniels: Chapter 8 – The Family: Partners in Education (p. 444-492) 2. Parenting article 3. Daniels et al.: p. 123-130	Discussion Board (DB) postings: -- comments regarding parenting article	1. Quiz – Ch. 8; 2. responses to classmates' DB posts. 3. policy paper <i>final draft</i>
May 2	Meece & Daniels: Chapter 9 – Supporting the Development of Children and Youth in School (p. 496-529)		Quiz – Ch. 9 Discussion Board (DB) postings: 1. completed portfolio of case study results, analytical summary, and tentative plans for differentiation of instruction; 2. documentation of consultation with education professionals regarding differentiation plans; 3. documentation of policy paper presentation to administrators / council.
May 9	(Finals week)	FINAL EXAM due Sat. midnight	