ASU College of Education – Teacher Education Department
ECH 2305 – Socio-Cultural Influences on Child Development
Course Syllabus – SPRING 2010

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Office Hours: M-W 9:00 -10:00; 11:00 – 12:00 (and/or by arrangement)

ECH 2305 Socio-Cultural Influences on Child Development
MW – 10:00 CARR, 191   MW – 12:00, CARR 112

Course Description: This course explores the influences of society, culture, political issues, family, and experiences on personal identity and learning success with special emphasis on the development of social competence and self-discipline, as well as the culture of schools and classrooms. Students participate in 20 clock-hours of field experience in a variety of settings with diverse student populations.

Required Text: Kostelnik, M. J., et al. (2009). *Guiding Children's Social Development & Learning,* 6E. Clifton Park, NY: Delmar.

Course Goals: This course is designed to:

1.   Introduce students to fundamental principles related to the development of young children's social competence, self-esteem, and self-discipline.
2.   Develop a clearer understanding of and commitment to personal values of teachers related to personal identity, background, and diversity.
3.   Utilize factual knowledge related to social development, the role of adults in promoting social skills, and sensitivity to diversity of students.
4.   Apply course material in classroom examples and field observations.
5.   Incorporate knowledge, skills, and resources for effective use in classrooms.
6.   Find and use resources effectively to conduct classroom instruction and solve issues related to management of instruction and discipline.
7.   Encourage questioning, seeking answers, and professional reflection on practices in early childhood classrooms
8.   Prepare the student for TExES competencies in early childhood related to the content of this course.

TExES Competencies/Standards: The following competencies from the PPR Exam are addressed in ECH 2305:

DOMAIN I--DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Understands the lifelong impact of the experiences provided in early childhood through grade 4 on individual development and on society.

Knows the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 4.

Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 4 and the implications of this developmental variation for instructional planning.

Recognizes factors affecting the physical growth and health of students in early childhood through grade 4 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students' physical growth and health impact their development in other domains (e.g., cognitive, social, emotional).

Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.

Analyzes how developmental characteristics of students in early childhood through grade 4-impact learning and performance.

Understands how development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.

Accepts and respects students with diverse backgrounds and needs.

Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.

Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.

Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.

Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.

Understands the instructional significance of varied student learning needs and preferences.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Recognizes how various characteristics of students in early childhood through grade 4 (e.g., attention span, need for physical activity and movement) impact teaching and learning.

Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.

Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.

DOMAIN II--CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Uses knowledge of the unique characteristics and needs of students in early childhood through grade 4 establish a positive, productive classroom environment (e.g., encourages cooperation and sharing, teaches children to use language to express their feelings).

Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.

Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

Presents instruction in ways that communicate the teacher's enthusiasm for learning.

Uses a variety of means to convey high expectations for all students.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Applies theories and techniques related to managing and monitoring student behavior.

Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.

Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior.

DOMAIN III--IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to student's ages, interests, and backgrounds.

Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions, including appropriate wait time.

Communicates directions, explanations, and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).

Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied characteristics and needs.

Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Identifies and addresses equity issues related to the use of technology.

DOMAIN IV--FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Engages families, parents, guardians, and other legal caregivers in various aspects of the educational program.

Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.

Effectively uses family support resources (e.g., community interagency) to enhance family involvement in student learning.

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the *Code of Ethics and Standard Practices for Texas Educators.*

Advocates for students and for the profession in various situations.

IDEA Information: The following categories of learning objectives are emphasized, practiced, and demonstrated in the content, assignments, and field experiences of ECH 2305:

ESSENTIAL OBJECTIVES
      Learning fundamental principles, generalizations, theories
      Learning to apply course material
      Developing a clearer understanding of, and commitment to, personal values

IMPORTANT OBJECTIVES
      Gaining factual knowledge
      Developing specific skills, competencies and points of view needed by professionals
      Learning how to find and use resources for answering questions or solving problems
      Acquiring an interest in learning more by asking questions and seeking answers

Methods of Instruction: Lecture, oral reports, and/or class/group activities

Course Requirements: Students are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and ASU e-mail on a regular basis each week. Students are expected to attend class, complete reading assignments each week, and take tests/exams as scheduled.

Blackboard access: Students must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Students are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

Assignments: See BLACKBOARD for assignment information.
(ECH 2305 Schedule/Calendar)

Course Evaluation: The course grade will be based on: Cultural Identity Assignment, 10 points; Web investigation, 10 points; Parent Communication, 20 points; Media/Book Report, 10 points; Field Observations, 50 points; 5 Chapter tests, 10 points each (total 50 points); and Final Exam, 50 points.

Grading Policy: Grades will be given on a 200-point scale. Letter grades will be given as follows:

180-200= A	120-139= D
160-179= B	119 and below= F
140-159= C	

Attendance Policy: It is your professional responsibility to attend all classes. You are expected to be in class on time and to attend each scheduled class session**.** If you are absent from class you will miss important content and experiences. All class sessions and topics are connected to the course content and competencies. When the final average is completed, each student with perfect attendance will have 5 points added to the overall average. Students with 3 absences will neither benefit nor be penalized. After three absences, 2 points will be deducted from the FINAL GRADE for EACH absence. This will be enforced. Use your absences wisely. Should you be faced with extenuating circumstances, please discuss your situation with the instructor as soon as you can.

Persons Seeking Accommodations: Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Cell Phone/Electronic Paging Device Policy: Cell phones, pagers, and other electronic devices are to be turned off during class time. **They are not to be in sight.**

Class Schedule/Calendar: A calendar of class session topics, reading assignments, and due dates is posted on BLACKBOARD.

Web Sites: The following websites may be helpful to you throughout this course and the remainder of your certification program:

http://blackboard.angelo.edu/	Blackboard access at Angelo State University
www.tea.state.tx.us	Texas Education Agency
https://secure.sbec.state.tx.us/sbeconline/virtcert.asp	State Board for Educator Certification (Texas)

http://cms.texes-ets.org/texes/prepmaterials/texes-preparation-manuals/ TExES preparation manuals and lists of competencies for state testing
https://www1.taskstream.com/ For those with TaskStream accounts, this site has important links and information for teacher preparation students. Contact the Teacher Education office for information on obtaining a TaskStream account.

Withdrawal: Be informed about the withdrawal policy of the university and only utilize this means if you believe that you are unable to complete the course term successfully.

Reading Assignments: The assigned readings in the textbook constitute the knowledge base for the content of this course. Class topics, discussions, projects, and activities will complement the readings. Examinations will be based on the text readings as well as course sessions.

Read assigned material prior to attending class so that you are prepared to participate in discussions. Be sure to ask for clarification of any reading content that may be confusing to you. Check the course schedule/calendar for the reading assignment schedule.

Written Assignments: Any written assignment or project submitted for evaluation should be of the highest professional quality. This includes:

a. Typed, doubled-spaced, and stapled.
b. Submitted on time. (Should you be faced with extenuating circumstances, please discuss your situation with the instructor to avoid deductions in your grade. There will be 3 points for each day late.)
c. Editing: It is your responsibility to edit your work. Teachers must be excellent examples of both oral and written communication.

   Error Categories:
   . Typographical errors
   . Spelling
   . Syntax
   . Grammar and Punctuation
   . Format, including citations
   . Visual presentation/professional quality