



College of Education – Department of Teacher Education
ECH 2305 – Socio-Cultural Influences on Child Development
Sections 010 and 020
Course Syllabus – Fall 2019

Instructor: Dr. Patsy Cleere
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Office: Carr 121

Office Hours: 11:00-12:00
Electronic office hours daily
Others by pre-arrangement

Class: Day-Time-Location

Section 010: M W F

10:00-10:50

Carr 192

Section 020: TR

9:30-10:45

Carr 192

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. The course also looks at the culture of schools and classrooms.

Instructional Methods: Lecture, group activities, class discussion,

Textbook: Kostelnik, M. J., Soderman, A. K., Whiren, A. P., Rupiper, M. L., Gregory, K. M. (2015). *Guiding Children's Social Development & Learning: Theory and Skills, Eighth Edition or Ninth Edition.*

Materials:

- Lecture notes for all chapters are posted in the Content section of our course on Blackboard. Notes may be copied or bookmarked on a laptop or iPad. Please bring the notes to class.
- Textbooks will also be needed for class.
- Composition Notebook, pens, highlighter.

Course Requirements:

- Complete all written assignments
- Complete all reading assignments
- Participate in all in-class group activities
- Complete all exams as scheduled
- Check Blackboard and ASU email daily for class information

Assignments: There are individual assignments to be completed out of class on dates specified.

Assignments need to be completed and turned in on the date due. Due dates can be found under *Assignments* on Blackboard and also on the class schedule. Assignments must be submitted on Blackboard and/or hard copy. Each will be graded and the grade posted on *Gradebook* of Blackboard.

Exams, Quizzes, & Activities:

- There will be a mid-term exam and a final exam.
- There may be unannounced chapter quizzes. You must be in attendance the day a quiz is given. Each quiz is worth 5 points. **If you are absent the day of the quiz, you will receive no points.**
- In lieu of a quiz on any given day, small group activities may be utilized. Credit is only given for any of these activities if you are in attendance that day.

WRITTEN ASSIGNMENTS: You should adhere to the American Psychological Association Publication Manual (APA) when completing any written assignment or project submitted for evaluation. The APA Manual is available at the ASU Library, bookstore, or on line at www.apa.org.

All written projects should be of the highest professional quality. This includes:

- Typed, doubled-spaced, and stapled.
- Submitted on time.
- Edited: It is your responsibility to edit your work. As future teachers, you must exhibit excellent examples of both oral and written communication.
- Cover Page

Always check for the following:

- Typographical errors
- Spelling
- Syntax
- Grammar
- Punctuation
- Format, including citations
- Visual presentation/professional quality
-

Accommodations for Students with Disabilities: Persons seeking accommodations must contact the Student Life Office, Room 112, University Center (942-2191), in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made. For more information see ASU policy OP10.15 at <http://www.angelo.edu/opmanual/s10>.

Academic Honesty: Students are to be familiar with the ASU Handbook (available in print and web versions) and the University Honor Code which includes the "Student Academic Honor Code of Statement". Students are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. www.angelo.edu/cstudent/documents/pdf/Student-Handbook.pdf.

Plagiarism or the use of internet web prepared papers is strictly forbidden. Faculty utilizes internet search links that assist in identifying plagiarized materials. ASU policy regarding plagiarism can be found at <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html>.

Cell Phone Policy: Please silence cell phones when in class. Use of cell phones to text during class is disrespectful and distracting. If you need to take a call during class please step outside.

Withdrawal from Course: Be informed about the withdrawal policy of Angelo State University and utilize this only if you believe you are unable to complete the course term successfully. Please check the academic calendar for the last day to drop a course.

Learner Goals, Outcomes, and Objectives OF ECH 2305

Goals aligned with InTASC:

1. Introduce candidates 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. Incorporate knowledge, skills, *and resources for effective use in classrooms*.
5. Find and use resources effectively to conduct classroom instruction and solve issues related to management of instruction and discipline.
6. Encourage questioning, seeking answers, and professional reflection on practices in early childhood classrooms.
7. Prepare the candidate for TExES competencies in early childhood related to the content of this course.

ESL COMPETENCIES ADDRESSED:

(Domain III – Competency 009)

1. Candidates will learn strategies for creating among students an awareness of and respect for linguistic and cultural diversity.
2. Candidates will understand importance of creating a culturally responsive learning environment.

(Domain III - Competency 010)

1. Candidates will realize the importance of family involvement in the education of all students and how to facilitate parent participation in their children's education and school activities.

COURSE/PROFESSOR EVALUATION: IDEA INFORMATION:

The following categories of learning are emphasized, practiced, and demonstrated in content, assignments, and field experiences of ECH 2305.

Essential Objectives:

1. Learning fundamental principles, generalizations, and theories
2. Learning to apply course material
3. Developing a clearer understanding of, and commitment to, personal values

Important Objectives:

1. Gaining factual knowledge
2. Learning how to find and use resources for answering questions or solving problems
3. Acquiring an interest in learning more by asking questions and seeking answers

OUTCOMES:

Angelo State University Undergraduate Learning Goals:

<http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%202-27-09.pdf>

TExES Standards/Competencies (also posted on Blackboard and in this syllabus)

SBEC web site link: <http://www.state.tx.us/sbeonline/standtest/standards/allppr.pdf>

TExES EC-12 PPR testing link: <http://www.texas.ets.org/assets/pdf/testprepmanuals160pprec12.pdf>

OUTCOMES (SACS/SLO; InTASC Standards; TExES and; ESL for ECH 2305)

ASSESSMENTS	Assignments:	Tests:
	Children's Report	Mid-Term Exam
	Cultural Differences	Final Exam
	Paper & Activities	Chapter Quizzes
	Parent Newsletter	Class Activities

Learning Goals

1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis	X	X
2. Core skills	X	X
3. Specialized Knowledge	X	X
4. Social Responsibility		X
5. Cultural Identity	X	

TExES

Competencies

<u>Competency 1:</u> Understands human development processes; Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.	X	X
<u>Competency 2:</u> Understands student diversity, accepts and respects students with diverse backgrounds and needs.	X	X
<u>Competency 3:</u> Knows strategies for enhancing one's own understanding of student's diverse backgrounds and needs.	X	X
<u>Competency 4:</u> Analyzes ways in which factors in the home and community impact student learning, and plans instruction with assessment with awareness of social and cultural factors to enhance all students learning.	X	X
<u>Competency 13:</u> Applies knowledge of ethical guidelines for Educators in Texas, including policies and procedures described in the Code of Ethics and Standard Practice		

InTASC Candidate

Outcomes

Candidate knows and demonstrates professional knowledge and skills, and professional dispositions necessary to help all students learn.

X

X

Candidates acquires and demonstrate knowledge, skills, and professional dispositions necessary for all students to learn.

X

X

ESL Competencies

Candidate outcomes

Domain III

Competency 009

Candidates will learn importance of creating a culturally responsive learning environment.

X

X

Domain III

Competency 010

Candidates will realize the importance of family involvement in the education of all students and how to facilitate parent participation in their children's education and school activities.

X

X

Grading Policy: Grades will be given on a 1000 point scale.

GRADING OF ASSIGNMENTS AND COURSE EVALUATION:

1. Children's Report: The Reality in Many Children's Lives- - - - - 250 points
2. 2 Mini-Papers on Cultural Differences, with Teaching Activities
 - Mini Paper #1- - - - - 100 points
 - Mini Paper #2- - - - - 100 points
3. Chapter Synopsis----- 100 points
4. Parent Newsletter - - - - - 100 points
5. Chapter Quizzes, in-class group activities, and participation- - - - - 150 points
6. Mid-Term Exam - - - - - 100 points
7. Final Exam - - - - - 100 points
8. Journal----- Extra Credit

TOTAL POINTS - - - - - 1000 POINTS

Grading

900 - 1000 points = A

899 - 800 points = B

799 - 700 points = C

699 - 600 points = D

599 - points or below = F

Please refer to ASU policy OP10.04 Academic Regulations Concerning Student Performance at <http://www.angelo.edu/opmanual/s10> for more information.

Attendance Policy:

- Students are expected to attend each scheduled class session
- Students are expected to be on time for each class
- Attendance will be taken at the beginning of each class session

As a developing teacher, your ability to demonstrate a positive and professional disposition toward your peers, assignments, and the instructor is essential. Students are expected to be in class on time and to attend each scheduled class. There are **three excused** absences for the semester that allow for occasions such as illness, bad weather, funeral attendance, and other such personal events. After **three** absences, **10 points** will be deducted from your final points for each additional absence. *Being unprepared for class and turning in late assignments will also negatively affect the grade you receive in this class through your participation and attendance points. **Before each class session, check Blackboard and print out and bring any documents needed for class.** Student must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Students are to download requested documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. All written assignments must be typed.*

Please refer to ASU policy OP10.04 Academic Regulations Concerning Student Performance and ASU policy OP10.19 Student Absence for Observance of Religious Holy Day at <http://www.angelo.edu/opmanual/s10>.

Date	Class Topic	Assignment Due	Notes
	Introduction/Syllabus/Schedule		
	Assignment:		Article
	Social Competence		
	Social Competence cont.		Chap.1
	Social Competence cont.		
	Communication: NonVerbal/Verbal		Chap. 3,4

Communication cont.		
Communication cont.		
Communication cont.		
Communication cont.		
Communication cont.		
Communication cont.		
Communication cont.	Case Study #1	Nonverbal p88
Communication cont.		
Emotional Development & Learning		Chap. 5,6,8
Emotional Development & Learning cont.		
Emotional Development & Learning cont.		
Emotional Development & Learning cont.		
Emotional Development & Learning cont.	Case Study #2	Resilience p189
Emotional Development & Learning cont.		
Mid-term Exam	Exam	
Self- Regulation		Chap. 10,11,12
Self-Regulation cont.		
Self-Regulation cont.		
Self-Regulation cont.	Case Study #3	Self-Reg p329
Thanksgiving Holiday		
Pro-Social Behavior/Social Competence		Chap.13,1
Pro-Social Behavior/Social Competence cont.		
Pro-Social Behavior/Social Competence cont.		
Pro-Social Behavior/Social Competence cont.		
Exam Review		
Final Exam	Exam	

