

**ASU College of Education**  
Department of Teacher Education  
ECH 4350: Applied Child Development

**Professor:** Leah Carruth, Ph.D.

**Email:** [leah.carruth@angelo.edu](mailto:leah.carruth@angelo.edu)

**Hours:** MW: 1:00-2:30 TR: 12:00-3:30, by appointment

**Phone:** 325-486-6948

**Office:** Carr 119 Office

**Day & Time:** M/W/F, 9:00-9:50; field work is during the scheduled course time

**Course Description:** This course focuses on understanding and analyzing relationships between developmental sequences and children's styles and processes of thinking, problem solving, cooperative interaction, and self-direction. The role of adults in mediating children's accomplishments is emphasized including supervised experiences with young children.

This course has a **required field experience** component of 15 clock hours.

**Prerequisites:** ECH 2305, ECH 3350, EPSY 3303, SPED 2361

**Methods of Instruction:** Directed reading, small group discussion, whole group discussion, small group activities, lecture, coaching, tutorials, and student presentation

**General 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 ASU email on a regular basis. It will be helpful to you if you have syncs to your iPhones or Androids. Students are expected to attend class prepared to participate fully in all discussions and activities. Students are also expected to demonstrate the College of Education Dispositions both in class and at the field observation site.

Students are to download documents when required and bring copies to class. Contact the ASU Help Desk at 325-942-2911 to learn how to access any Blackboard functions.

Please confirm your access no later than the second class meeting.

**Required Texts:**

Mayesky, Mary (2015). *Creative activities for young children (Eleventh Edition)*. Clifton Park NY: Delmar Cengage.

\*Textbook is continued from ECH 3350

**Other Required Materials:**

- view binders for two major projects
- document carrier sheets (aka "page protectors") for each major project

**Required Technology:**

- ASU email account
- *Blackboard* access and navigation skills
- Internet access, word processing capacity, search skills

\*\*Technology problems do **not** give you an extended time to complete assignments **nor** prevent points lost on assignments. You have one time to have an acceptable technology issue, ie., printer not working, didn't save, etc.

**Course Goals:** The overarching goal of this course is to increase student proficiency in developmentally appropriate curriculum and planning for diverse classrooms, i.e.,

- plan integrated, multidisciplinary, standards-based, developmentally appropriate lessons in school subjects,
- learn principles of developmentally appropriate teaching and management strategies,
- understand and demonstrate broad principles of differentiated instruction,
- design curriculum-based assessments with face validity,
- demonstrate the dispositions necessary for success as a professional educator,
- demonstrate the traits of a reflective practitioner,

**For purposes of university student evaluation (IDEA):**

**Essential Goal: #4-**Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Important Goals:**

- #2-Learning fundamental principles, generalizations, or theories
- #3-Learning to apply course material

<b>Texas Educator Standards</b>
<b>Art</b>
<b>Standard V.</b> The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment. 5.3k, 5.4k, 5.3s
<b>Angelo State University Learning Goals</b>
1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS: Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.
2. CORE SKILLS: Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.
3. SPECIALIZED KNOWLEDGE: Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school
4. SOCIAL RESPONSIBILITY: Students will understand their responsibility as citizens in a complex, changing society.
5. CULTURAL IDENTITY: Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.
<b>InTASC Standards</b>
<b>Standard #1:</b> Learner Development (b, c)
<b>Standard #2:</b> Learning Differences (a, c, d)
<b>Standard #3:</b> Learning Environments (b, d, e, f)
<b>Standard #4:</b> Content Knowledge (a, d, f, g, h, l)
<b>Standard #5:</b> Application of Content (a, e, f, h, m, n, o)
<b>Standard #6:</b> Assessment (a, b, e)
<b>Standard #7:</b> Planning for Instruction (a, c, d, g, h, i)
<b>Standard # 8:</b> Instructional Strategies (e, f, h, i, m)
<b>Standard #9:</b> Professional Learning and Ethical Practice (a, c, e, g, h)

## Texas Approved Educator Standards

[http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

## Angelo State University Undergraduate Learning Goals

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

TExES Standards /Competencies <http://cms.texas-ets.org/texas/prepmaterials/tests-at-a-glance/>

InTASC STANDARDS: <http://www.angelo.edu/content/files/22151-intascmodelcoreteachingstandards2011.pdf>

**Assignments:** Information on assignments will be posted on Blackboard after being delivered verbally in class. Class calendar, topics, and due dates will also be posted on Blackboard and updated regularly. Points are listed after assignments).

- Advanced planning (Unit) – Students work through the semester to develop a unit with a variety of lesson and assessment formats. (Lessons – 20 each, Assessments – 5 each, Other – 20)
- Teaching – Students will teach two lessons from unit within an assigned classroom. (50)
- Classroom Resource Binder (100)
- Discussion Board – During online class, student will participate in discussion board. (50)
- Inquiry Project – Students will work on a selected inquiry project with a partner. (100)
- Exams – Exams will be completed on Blackboard for each chapter. (25 each)
- Field observation experience and documentation – Students will observe in an elementary level classroom for 15 hours and complete the required documentation. (10 each)
- Attendance, Participation, Professionalism – (100)
- Art/Theatre Terms Book – (50)

**(NOTE-Field Observations:** The field observations will be a graded part of this course. The student may not begin field experience until all necessary orientations have been attended and all necessary paperwork has been completed. It will be considered an unprofessional act to fail to fulfill field experience requirements as designed and expected. Failure to attend **ALL** of the field experience hours will result in failure of the course. **Yes, that means if you miss even one field experiences hour, you will fail the course.** Host teachers will evaluate assigned students using a provided rubric.)

## Grading Scale:

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

500-below=F

Students will receive copies of rubrics that will be used for assessment of assignments.

**Grading Policy:** All assignments are due on the date specified. Notification will be repeated on *Blackboard*. Absence when an assignment is made or discussed or due does **not** excuse you from the due date. Any assignment not received on the due date will only be accepted up to one week from the due date and will be subject to late penalties.

Missed exams may not be made up after it has been returned. Assignments must not be emailed unless requested by the professor.

The following components are factored into the final grade:

1. *Attendance:* Class attendance and courtesy during class is a professional responsibility. Attendance will be taken during each class period. You will be allotted two excused absences for the semester that allow for occasions such as illness, bad weather, funeral attendance, and other such personal events. Please try to save your two excused absences. **If you have more than two absences, you will lose 15 points for EACH additional absence from the total class points.** Tardies and leaving class early are absolutely unacceptable and will be reflected in your final average. University policies apply to absences. <http://www.angelo.edu/opmanual/#s10>

ASU OP 10.19 Student Absence for Observance of Religious Holy Day  
<http://www.angelo.edu/opmanual/#s10>

2. *Completion and quality of assignments:* Assigned reading will be completed prior to class so you can knowledgeably participate in class discussions and also so you may receive clarification of concepts.

3. *Participation in, and preparation for, class activities and discussions*

4. *Adherence to university policies regarding electronics*

### **Written Assignments:**

Any written assignment or project submitted should be of high professional quality. This expectation includes:

1. All writing assignments must be produced on a word processor unless otherwise defined. Please use double line spacing and a standard 12-point font unless otherwise requested.

2. All written work must indicate evidence of competency in writing. This means that it is expected to be free of errors in typing, spelling, grammar, punctuation, sentence structure, syntax, style, and organization. Do not use contractions unless you are quoting. You will lose 5 points on each assignment for excessive errors. Reread your work before submitting and read it aloud to yourself.

3. Submitting papers:

- Some assignments may be required to be submitted in page protectors.
- Headings should be brief (name, date, assignment title, no extra space to make page requirement).
- Assignments are due by the beginning of the class period. Assignments completed during class will receive grading penalties.

**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. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

ASU OP 10.15 Providing Accommodations for Students with Disabilities  
<http://www.angelo.edu/opmanual/#s10>

**Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Plagiarism and cheating are grounds for dismissal from this class. You are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*. <https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php>.

### **Plagiarism**

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is a literary theft.

Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment while this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records.

In your papers for this course, it is unacceptable to copy word for word without quotation marks and the source of the quotation. Quotes should be used sparingly as it is expected that you summarize the information in your own words while giving credit to the source. Resources to help you understand this policy better are available at the ASU Writing Center.

[http://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php)

**Withdrawal Policy:** Please check the University policy regarding the last day to drop a class.

**Semester Calendar:** Please check the University website for information on the semester calendar, including holidays and finals schedule.

Also inform yourself of the SAISD calendar which will affect your observation schedule until you have completed them.

**Syllabus Changes:** The professor reserves the right to make changes as necessary to the syllabus and course calendar. If changes are needed, the professor will send an email, an announcement through BlackBoard. It is the student's responsibility to look for information regarding changes from the professor on a daily basis.

## **College of Education Cell Phone/Electric Paging Device Policy:**

1. The University's cell phone policy is in effect during class. The policy is posted in the classroom.
2. Cell phones or other electronic devices are to be turned OFF or SILENCED and put away upon entering the classroom/
3. Digital devices must stay off and out of sight until class is ended unless otherwise directed. You must keep backpacks and large bags off of the tables.
4. Digital devices may used at the discretion of the professor.
5. *Cell phones, PDAs, pagers, etc. must remain in your vehicle during field observation hours.*

### **Reference websites:**

**Texas Education Agency:** <http://www.tea.state.tx.us>

**State Board for Educator Certification (Texas):** <http://www.sbec.state.tx.us>

### **Syllabus Statement Fall 2019 (This is wording directly from the Title IX Office)**

#### **Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner

**Online: Face to Face:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Phone: E-Mail:**

Mayer Administration Building, Room 210  
325-942-2022 [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942- 2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

Tentative Semester Schedule: ECH 4350 Fall 2019

**COURSE OUTLINE/SCHEDULE**

<b>Week 1</b>	Art and Social/Emotional Growth, class introduction
<b>Week 2</b>	Bloom's Taxonomy, TEKS, classroom visit, Creativity, exam
<b>Week 3</b>	Creativity and Questioning, lesson 1, unit guidelines
<b>Week 4</b>	observation guidelines, lesson 2, lesson 3, begin observations, exam
<b>Week 5</b>	multiple intelligences, developmental levels of art, lesson 4, observations
<b>Week 6</b>	art activities, classroom management, dramatic play, observations
<b>Week 7</b>	problem solving, online/elementary classroom, teach lesson 4
<b>Week 8</b>	common core, lesson 5, online/elementary classroom, exam
<b>Week 9</b>	scheduling, online/elementary classroom, lesson 6
<b>Week 10</b>	online/elementary classroom, lesson 7, teach plan
<b>Week 11</b>	unit requirements, lesson 8, back on campus Monday
<b>Week 12</b>	authentic assessment, lesson 9, last week in school
<b>Week 13</b>	overview
<b>Week 14</b>	inquiry project presentations
<b>Week 15</b>	inquiry project presentations
<b>Week 16</b>	<b>FINAL EXAM – CARR Rm 191</b> Wednesday, December 11 <sup>th</sup> 8:00-10:00