

ANGELO STATE UNIVERSITY
College of Education – Department of Teacher Education
ECH 2305 – Socio-Cultural Influences on Child Development
Sections 010 and 020
Course Syllabus – Fall 2016

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Office Hours:
M W: 10:00 – 11:00
Electronic office hours daily
Others by pre-arrangement

Class: Day-Time-Location

Section 010: M W F

9:00 – 9:50

Carr 192

Section 020: M W F

11:00 – 11:50

Carr 192

***Students will complete required observations during some Friday class periods.
Dates are listed on the course calendar.

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. The course includes a required field experience component that includes 10 clock hours of observation in a day care facility with a variety of settings and diverse student populations.

Instructional Methods: Lecture, group activities, class discussion, and field observations.

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*.

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.
- Notebook, pens, highlighter.

Course Requirements:

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

Field Experience: Completion of the 10 hour field experience is required to pass the course. The observations are to be completed in a childcare facility (not in a public school or Head Start program).

- Ten written observations and reflections must be completed and submitted on Blackboard.
- Observations will be submitted two different times during the semester. Observations 1-5 and Observations 6-10 will be due as noted on the course calendar.
- Timesheets are required and must be signed by the teacher or director of the childcare facility after each observation (a completed timesheet with teacher/director signature is required for field experience credit).

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. 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.

Always check for the following:

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

Grading of Assignments & Course Evaluation:

	Description	Point Value
1	Children's Report: The Reality in Many Children's Lives	25
2	Cultural Difference Paper	25
3	Parent Newsletter	25
4	Field Experience Observations (10 written reports)	100
5	Quizzes/In-Class Group Activities (must be present for credit)	50
6	Mid-Term Exam	25
7	Final Exam	50
	TOTAL possible POINTS	300

Grading Policy: Grades will be given on a 300 point scale. Letter grades will be awarded as follows—

A = 270 – 300 points
B = 240 – 269 points
C = 210 – 239 points
D = 180 – 209 points
F = 179 – or below

Please refer to ASU policy OP10.04 Academic Regulations Concerning Student Performance at <http://www.angelo.edu/opmanual/> 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
- Students should notify the instructor by email if they must be absent from class

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/>.

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/>.

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. <https://www.angelo.edu/student-handbook/>.

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 https://www.angelo.edu/dept/writing_center/academic_honesty.php.

Cell Phone Policy: Cell phones must be turned off and out of sight. Use of cell phones during class is disrespectful and distracting. Please see instructor if there is an emergency.

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. Last day for withdrawal or to drop a class: February 19, 2016.

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. 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 candidate for TExES competencies in early childhood related to the content of this course.
9. Require 10 hours of observations in a daycare or Head Start facility.

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://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>

OUTCOMES (SACS/SLO; InTASC Standards; TExES and; ESL for ECH 2305)**ASSESSMENTS****Assignments:**

Children's Report
Cultural Differences
Paper & Activities
Parent Newsletter

Field Experience:

Observations
Written Observations
& Reflections

Tests:

Mid-Term Exam
Final Exam
Chapter Quizzes
Class Activities

Learning Goals

1. Liberal knowledge
and skills of inquiry,
critical thinking, and
synthesis

X

X

X

2. Core skills

X

X

3. Specialized
Knowledge

X

X

X

4. Social
Responsibility

X

X

5. Cultural Identity

X

TExES**Competencies**Competency 1:

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

X

Competency 2:

Understands student
diversity, accepts and
respects students with
diverse backgrounds
and needs.

X

X

X

Competency 3:

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

X

X

X

Competency 4:

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

X

Competency 13:

Applies knowledge of
ethical guidelines for
Educators in Texas,
Including policies and
procedures described
In the Code of Ethics and
Standard Practice
for Texas Educators.

X

InTASC Candidate**Outcomes**

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

X

X

X

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

X

X

X

ESL Competencies**Candidate outcomes****Domain III****Competency 009**

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

X

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

X