

CI 162 UNDERSTANDING CHILDREN, LEARNING, AND DEVELOPMENT IN TK-8 CLASSROOMS

INTRODUCTION TO COURSE AND INSTRUCTOR

SYLLABUS FOR UNDERSTANDING CHILDREN, LEARNING, AND DEVELOPMENT IN TK-8 CLASSROOMS	
Semester: Spring, 2020	Program/Department California State University, Fresno
Course Name: (see above)	Instructor Name: Dr. Feiyan Chen
Units: 3	Office Location: ED 267
Time: 4:00 pm-6:50 pm, Wednesday	E-Mail: fchen@mail.fresnostate.edu
Location: ED 173	Telephone: 559 278 0222
Website: Canvas	Office Hours: Tuesdays 1:50pm-3:50pm, Wednesdays 2:50-3:50pm, and by appointment

Course description: This course focuses on the principles of educational psychology and their relations with recent research and school practice. It provides diverse theoretical perspectives on learning and development in children and adolescents, as well as their implementation and application in school settings. It helps teacher candidates understand the characteristics and needs of TK-8 students in learning and development, supporting high-quality instruction and the creation of an effective learning environment.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week.

REQUIRED COURSE MATERIALS

A list of selected readings (see appendix 1) is used to replace textbooks in this course. These

COURSE SPECIFICS

Summary/outline of the course: The course covers theories (e.g., Piaget, Vygotsky, and Erikson) that are related to different domains of development including cognitive development, personal and social-emotional development, as well as moral development. It also links theories to current practices (e.g., Second Step Program and Positive Behavior Intervention Support, and Service Learning) in schools.

Course goals: Teacher candidates will understand the characteristics and needs of K-8 students in their learning and development, as well as the “why” behind professional practice.

Student Learning Outcomes: Teacher candidates will

- Describe diverse theoretical perspectives on learning and development and explain connections among theory, research, and professional practice. (TPEs 1.4 [I, P], 1.7 [I], 1.8 [I], 2.1 [I, P, A], 2.2 [I], 2.5 [I,P], 3.2 [I], 3.4 [I, P], 4.1 [I, P], 4.2 [I, P, A], 4.3 [I, P], 4.7 [I, P], 5.1 [I, P], 5.2 [I], 5.3 [I], 5.4 [I], 5.5 [I], 5.6 [I], 5.7 [I], 5.8 [I], 6.2 [I, P], 6.3 [I])
- Apply theories into professional practice, e.g., designing and planning instruction, teaching and reflection, assessment, and improving learning environment. (TPEs 1.1[I, P, A], 1.3 [I, P, A], 1.5 [I, P, A], 2.1[I, P, A], 2.3 [I], 2.6 [I, P], 3.1[I, P, A], 3.3 [I, P, A], 4.2 [I, P, A], 4.4 [I, P, A], 4.8 [I], 5.8 [I], 6.1 [I, P, A])
- Become familiar with the developmentally appropriate practice. (TPEs 1.3 [I, P, A], 1.7 [I], 1.8 [I], 4.4 [I, P, A], 4.7 [I, P])
- Demonstrate knowledge about a broad range of critical topics in learning and development and their relationship to professional practice in schools and classroom, including an understanding of young children’s characteristics and needs and using that knowledge. (TPEs 1.2 [I, P], 1.3 [I, P, A], 2.4 [I], 3.1[I, P, A], 3.2 [I], 4.2 [I, P, A], 4.4 [I, P, A])
- Become familiar with professional perspectives on teaching that includes professional, legal and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, and to develop as a professional educator. (TPEs 6.2 [I, P], 6.5 [I, P], 6.6 [I], 6.7 [I])

Note: The learning outcomes are aligned with the Teaching Performance Expectations (TPE).

Course requirements/assignments: This section lists a total of 4 major assignments required in the course and in-class activities.

Assignment 1: Understanding the School Context

(TPEs 1.5, 2.1, 3.1, 4.2)

Below lists steps to complete the assignment.

- **Step 1: Interview data collection:** *Each* student is expected to conduct a semi-structured interview with a TK-8 teacher for about 20 minutes. An interview protocol will be provided on Canvas. You may add questions you would like to ask in the protocol. *Make sure you have the permission to audio record the interview and to use the data for academic purposes.* After the interview, you are required to *transcribe* the audio recording. There are tools (e.g., Temi, free for first time use) that can be used to save your time on transcribing. They will be shared in class. **Submission:** Submit your *audio file* and the *interview transcript* on Canvas.

Interview protocol options:

Students have two options for the interview protocols.

Option 1: Interview Classroom Teachers

1. What is your perspective on the purpose of education?
2. What is your understanding of play?
3. How many minutes do children play per day (or per week) in your class?
4. What kind of play do children usually have? (or how do they play?)
5. What do you think about the relationship between play and standardized academic learning?
6. Have you experienced any conflicts between play and standardized academic learning? Any examples?
7. What do you think about the Common Core Standards (e.g., do you like it? why?)? How have you been using it?
8. How do you connect play with common core standards in your teaching?
9. What is the role of test scores in your teaching? (e.g., how do test scores influence your teaching?)
10. What challenges have you had at work? (or, What kind of pressure do you have as a teacher?)
11. What's your advice for a new teacher?
12. What do you know now that you wish you knew it when you were a teacher candidate?
13. (Teacher candidate creates a question)

Option 2: Interview School Administrators

Many schools promote core ethical values as the basis of good behavior.

1. Education for democracy is at the core of the purposes for our public schools. Can you describe why character and civic education are important for students in American schools and how your school works towards the vision of a better America?
2. Can you describe what are the character and civic education goals for your school?

3. Has your school made progress in achieving these intended goals?

Many schools fosters an intentional, proactive and comprehensive approach to its core values in all phases of school life.

4. Can you describe how SEL/character and civic education are infused into your school's academic as well as its co-curricular programs?
5. How does your school ensure a clean, secure, and psychologically healthy learning environment for students?
6. Can you describe how adults at your school promote and model fairness, equity, caring and respect?

Many schools provide students with opportunities for civic learning and service learning projects tied to the curriculum.

7. How do students at your school contribute in meaningful ways to the school, to others, and to the community?
8. Can you provide examples of service learning activities at your school connected to the curriculum?

- **Step 2: Small group data analysis:** To be completed in class. Find themes for each question and document them in the form available on Canvas.
- **Step 3: Reflection and action plan:** 1) Address your perspective on the purpose of education. 2) What did you learn from the data? Try to use the following prompt to address part of the question, "I used to think that ___ but now I know that ___, because ___." 3) Use bullet points to list your action plans for preparing yourself to become a great teacher. 4) List 1-3 questions you have in the field of teaching/education, or issues/topics that you are interested in. **Submission:** Submit your single document that includes the reflection and action plan on Canvas. (see appendix 1 for the assignment rubric)

Assignment 2: Theory-Practice Field Activity Journals

(TPEs 1.1, 1.5, 2.1, 4.2)

The purpose of this journal is for teacher candidates to document, peer share and comment, as well as reflect on their field experiences. It further emphasizes the integration of theory, research and practice. Details of this assignment will be available on Canvas and in class. Below lists the topics of the journal.

- Self-Efficacy or Mindset
- Erikson's Psychosocial theory
- The MUSIC model of motivation
- Vygotsky's cultural-historical theory

Assignment 3: Theories in Practice (A): Diverse Programs in Schools

(TPEs 1.5, 2.1)

This is a small group assignment. Each group has two programs listed below. Please pick one of them to prepare *an oral presentation* including the format of a video, performance, PPT/Prezi, or any other creative ways. The other program is for you to make *a poster presentation*. You may collect different forms of data (e.g., pictures from schools) about the program for the presentation.

- Group 1: Social Emotional Learning (SEL), and The Second Step Program
- Group 2: Positive Behavior Intervention Support (PBIS), and your choice
- Group 3: Conversation, Help, Activity, Movement, Participation (CHAMPs), and Restorative Justice
- Group 4: Character education, and Service learning (e.g., Baird Elementary school)

Oral Presentation Requirements:

- When preparing for the presentation, think about how your presentation is going to *contribute* to your peers' learning and development. Limit the information that you think is not helpful for others.
- Use your data (e.g., photos from school sites & interview with students, teachers, or administrators etc.) and creativity to explain what the program is about. How is it implemented in schools? Please give a specific example(s). Is there any gap between the original intention of the program and how it is implemented in schools? Please comment on the program and its appropriateness in the implementation in relation to theories you have learned.
- Make sure your presentation has the following elements: each slide does not contain too many words (no more than 6 lines), good sound quality for videos or audios, useful information, clear, well organized, engaging, and creative.
- Length: 12-15 minutes

Poster Presentation Requirements:

- Address the following questions: What is the program? How is it implemented in schools? What are the theories or theoretical concepts related to the program?
- Be creative, well organized, clear

Assignment 4: Theories in Practice (B): Learning Environment and Teaching

(TPEs 1.1, 1.3, 1.5, 1.8, 2.1, 2.6, 3.1, 3.3, 4.2, 4.4, 5.5, 6.1)

This assignment is required to be completed in small groups. It has three profiles. Please choose one of them to work on.

Profile 1

Teacher candidates will visit a school to conduct observations, and interviews if necessary, on teaching practices (for what kind of practices, see below the list of topics of the assignment), followed by the data analysis, creating a new plan in relation to theories and concepts, rehearsing and enacting on the plan, and analyzing and reflection on the action.

Topics of the assignment:

Multiple choices of the topic are available for this assignment. Teacher candidates may choose one of the following topics to focus on. If none of them is of interest, the candidates can design their assignment following the course outcomes. To do the latter, an expression of interest or an oral discussion with the instructor that shows how the assignment designed meets the course outcomes is required. Below is a list of topic options.

Based on the Universal Design for Learning (UDL) framework, students have multiple options for the topics of the assignment:

- Topic option 1: A lesson or a unit plan
Observe and document how a lesson is delivered or a unit is planned. Analyze how the lesson or the unit plan affords for learning and development. Use theories learned in the course to develop a new lesson which includes considerations for the learning/development of students with severe disabilities. Rehearse the lesson with your peers, teach it, and reflect on the class you taught.
- Topic option 2: Indoor learning space
How the indoor learning spaces are used by teachers and children, and analyze what these spaces afford for learning and development. Analyze how the indoor learning space considers learning and developmental needs of students with disabilities, especially those with severe disabilities in an inclusive classroom. Design a new space based on children's needs. Have experience the space. Analyze, reflect, and discuss the experience of the new space.
- Topic option 3: Playground space and interactions
How the outdoor playground and spaces are used by children (e.g., games played), and analyze what these spaces afford for learning and development. Analyze how the outdoor playground considers needs of students with disabilities, especially those with severe disabilities in an inclusive classroom. This might also involve interviewing children. Use these data to design and create a mock up of

new play spaces. Have students experience the spaces. Analyze, reflect, and discuss the experience of the new space.

- Topic option 4: (teacher candidate's choice)

Key steps in completing the assignment:

- Choose a topic
- Observe/interview, document, and analyze
- Design: Use theories/concepts learned in the course and research to design a lesson/unit plan (or any other topics you selected)
- Rehearse the plan
- Enact
- Analysis, reflection, and discussion

Submission of the assignment (two options):

Teacher candidates can choose one of the following formats to submit the group assignment on the course website:

- A written format (APA style, font 12, Times New Roman, double space)
- A video documentation (no more than 7 minutes)

No matter which format you select, the final assignment has to contain the following components:

- The data (observation/interview)
- Data analysis: how your project (e.g., the lesson, the unit plan, or the space) affords for learning and development
- The new plan
- Analysis of the project/plan using theory/concept and research: 1) point out the theory or concept, 2) explain what it is, 3) elaborate how it supports your plan/practice (specify which part of the plan or which teaching strategy). Use research whenever it is needed.
- Reflection/Summary
- References (minimum 5)

Profile 2:

This profile is to be completed across 3 sessions.

1. Understand the assignment and grouping (in session 1)

2. Collect observation (after session 1)
3. Analysis: use theories/concepts learned in the course to analyze the observation (in session 2)
 - Point out strengths and weaknesses of the observed activity
 - Point out strengths and weaknesses related to including students with severe disabilities
 - Point out theories/concepts that are reflected in the data
 - Explain these theories/concepts, e.g., what do they mean?
 - Explain how they were used in the observed activity
4. Redesign: use theories/concepts learned in the course to redesign the parts that need to improve (in session 2).
 - Use bullet points to state the redesigned parts
 - Be sure to redesign parts to support students with severe disabilities in an inclusive classroom
 - Point out theories/concepts that informed the redesign
 - Explain these theories/concepts, e.g., what do they mean? You do not have to repeat the explanation of the same theory/concept if you have done it in the analysis section.
 - Explain how theories/concepts informed the observed activity
5. Enact (after session 2)
 - Pick at least one of the redesigned parts to enact in the field
 - Collect evidence that to be included in the final submission of the assignment, e.g., photos of students' artifacts, your interaction with children in the activity, or any evidence you think that are sufficient to show you have enacted the activity with your students.
6. Reflection and Discussion on the enacted activity (in session 3)
 - Strengths, what to improve and how
7. Submission: Submit ONE document that includes the following (after session 3)
 - **Observations** of all group members
 - **Analysis** by the use of theories/concepts
 - **Redesign** by the use of theories/concepts
 - **Enact**: Report which redesigned part was enacted by which group member; Provide evidence of the enacting, with brief captions or descriptions of the evidence if necessary in order to make sense of the evidence
 - **Reflection**
 - References

Profile 3 Applying Theories in Designing and Teaching a Lesson

This assignment is a combination of a small group (3-5 members per group according to grade levels of placement) and individual work. The content is connected to the in-class activity on creating playful learning experience for children. Below is the suggested process to complete the assignment.

1. **Create or Redesign** a lesson plan (group work):
 - a. Connect to common core;
 - b. Use Vygotsky's cultural-historical theory learned in the course to design the lesson, including *dramatic or mature play (check its components), dramatic collision, perezhivanie, and another concept (self-selected) in this theory*. You also have to use *another two theories* learned in this course. Use color highlighter to highlight the texts in *your lesson plan* where you used or were inspired by the concepts and write the corresponding concepts next to the highlighted text.
2. **Analysis of the lesson** (group work): Below the lesson plan is the section called the analysis of the lesson. In this section,
 - a. List all concepts or theories you used in the plan
 - b. Explain each concept: What does it mean (Use course materials to address this question)? How does it inspire your lesson planning?
3. **Enact** your redesigned lesson plan in schools (individual work):
 - a. Teach the lesson;
 - b. Collect evidence of your teaching/class, e.g., photos or videos of the class, students' work, and teaching materials etc.
4. **Reflection** (individual work after a group discussion):
 - a. Your overall impression or comments of your class, that is, what came into your mind right after the class;
 - b. Strengths of your class;
 - c. The parts that were not yet perfect;
 - d. How would you like to improve them (or do it differently)?
5. **References**: Minimum 5 references, APA style
6. **Submission**: Each group submits ONE document of the group work (times new roman, 1.5 line space). In the document, please include:
 - a. **A title page**: Includes the title of assignment; names of all group members; After each name, claim your contribution in the group work (you may list what you did in the group work)
 - b. **The lesson plan**
 - c. **Analysis of the lesson** (see above for details of this criteria)
 - d. **Evidence of teaching (minimum 2-3 items)**: e.g., photos or videos of the class, students' work, and teaching materials etc.
 - e. **Individual reflections**
 - f. **References**: In-text citation and a reference list, APA style. You may use class PPTs and course readings, as well as peer-reviewed journal articles or book

chapters you found. References are mainly used in the section of the analysis of the refined lesson.

In-Class Activities: For some class periods, there will be in-class activities to review readings and apply course content and resources. These activities will cover assigned readings, theoretical topics, and so on. In-class activities will be given in various formats, for example, individual, small group, whole group; quizzes, quick-writes, cooperative learning activities, and discussions. These activities may be made up for excused absences by emailing the instructor for requirements. Make-ups due to unexcused absences will not be allowed. Unexcused absences, leaving early, arriving late, or demonstrating minimal participation will result in a deduction of **5 points** of your final course grade. Below lists major in-class activities. Other activities and detailed information will be available in class. All activities are subject to change in meeting diverse students' needs.

1. Professional Ethics

How can a professional code of ethics (the Code of Ethics) provide perspective to teachers on how to deal with a common classroom management situation? Given such a situation in class, use the Code of Ethics to address and evaluate a scenario.

To complete this activity, Teacher candidates will

- Preparation: Read the article by [Dr. Lilian Katz titled, "Respecting the Learner"](#) *before* the class.
- In-class discussion: Discuss the following guiding questions and use the Code of Ethics as a guide.

Guiding questions:

- What is meant by the phrase, "Respecting the learner"?
- How does a teacher (or any other professional in the helping professions) show respect? Here are some possible responses:
 - ✓ Treating others with dignity.
 - ✓ Treating the learner as a sensible person (even when that assumption sometimes requires a stretch of the teacher's imagination).
 - ✓ Helping students to derive satisfaction from their experiences.
 - ✓ Having confidence in a child's potential to overcome difficulties and to persist in the face of some inevitable obstacles.
 - ✓ Being honest—not insulting or humiliating—in response to a child's actions or efforts, even when those actions are frustrating.
 - ✓ Treating all children with dignity, even when we dislike them.

- ✓ A deep and profound assumption that all humans are equally human and that we all deserve to be treated with dignity and respect.
- ✓ Respecting the role of parents, cultures and the community when working with children.
- How can a professional code of ethics provide perspective to [Audrey](#) on how to deal with a common situation like the one with Jackie? (refer to the [Code of Ethics](#), indicate the number of the principles and quote the exact point in the principle in your assignment).
- What should be the teacher's responsibility with regard to working closely with families?

2. Self-efficacy and Mindset

Teacher candidates will read the reading "[Self-efficacy: Why believing in yourself matters](#)" before the class and discuss the following questions in class:

- What is the difference in orientation to new challenges between students with a growth mindset and a fixed mindset?
- Have you known people with either of these mindsets? What do you think caused these mindsets?
- How does Albert Bandura's definition of self-efficacy relate to, overlap with, or complement Carol Dweck's notions of mindset?
- How can you develop your future students' growth mindsets? Support your plan with both specific examples of how that might work but make sure you explain your plan in terms of Bandura's and/or Dweck's theories.

3. Reflective summary report

This report provides you an opportunity to reflect on your learning in this course. It is an individual work. In the report, please cover the following components: 1) List one or two areas of significant learning in the course; 2) Explain why each area is significant and how it relates to effective teaching practice; 3) complete the prompt "I used to think that ___ but now I know that ___, because ___." This prompt is for you to list theoretically supported beliefs you now hold about the teaching-learning process. You may have only one or multiple beliefs. 4) Discuss how your beliefs are related to effective teaching practice, within the context of a project you observed or your own teaching experience. **Submission:** There are various formats you can choose to do the report, including documents (create a Google doc to write the report), blogs (set-up free blogs at various sites, e.g., www.blogger.com) and vlogs (create video logs). More detailed information about this assignment will be available in class.

Grading policy: In order to receive an A in the course, all assignments and in-class activities must be completed *on time*. The following is a scale for grading.

Grading Scale:

A: 90 – 100 B: 80 – 89 C: 70 – 79 D: 60 – 69 F: < 60

Assignment and examination schedule

Due Date	Assignments	Points
See Canvas	1. Understanding the School Context	15
	2. Theory-Practice Field Activity Journals	12
	3. Theories in Practice (A): Diverse Programs in Schools	20
	4. Theories in Practice (B): Learning Environment and Teaching	25
	5. In-Class Activities	28

COURSE POLICIES & SAFETY ISSUES

Course Policies:

- Students are expected to attend ALL sessions of this course. However, unplanned student absences can be authorized when the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class. The student is responsible for contacting the instructor as soon as possible after the missed class period and for providing documentation of the reason for the absence upon returning to class. In the event the student's absence is authorized and make-up work is allowed, missed papers, tests and/or homework assignments should be made up as soon as practicable. Students with extensive absences should recognize the consequences of missing class on both their learning and grades. When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other actions such as dropping the class or withdrawing from the University may be appropriate.
- Student absences for University- sponsored activities should be authorized only when: (1) the event is sponsored by the University; (2) the student represents the University at the event; and (3) the student provides written documentation of points one and two to the instructor at least two weeks prior to the event. In anticipation of authorized absences due

to University-sponsored activities students may submit their work to the instructor prior to the absence. This includes papers, tests, and/or homework assignments.

- Absences in other circumstances except for the above-mentioned ones will not be authorized in this course. Every unauthorized student absence will result in a final grade reduction of 2 points.
- Read all assigned readings.
- ALL assignments must be completed to pass this course. A late assignment will result in a final grade reduction of 5 points. Assignments that are delayed more than one week will not be accepted for grading unless special circumstances and extensions were arranged ahead of time. Complete all assignments in a professional manner. Grammar and punctuation are important and will contribute to the overall grade assigned to any written assignment.
- If you are absent from class, it is your responsibility to check with your classmates and class materials (e.g., class slides) on announcements, in-class proceedings/activities, and/or assignments missed. Missed assignments due to authorized absences are required to make-up on your return.
- The use of electronic devices in class is allowed only for the course related work. Irrelevant work such as chatting on a social media, texting, doing assignments from another course and so on is not permitted unless special circumstances.
- Audio recording of course lectures is allowed for those who need. Students should give a notice to the instructor before recording.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL NOT be available for your viewing.**

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.fresnostate.edu/technology>) or the University Bookstore (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are

presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Tentative Course Schedule

	Date	Topic	Reading Assignment
1	Jan 22	<p>Introduction</p> <p>Course overview & the syllabus</p> <p>Co-construction of course, UDL, CSP</p> <p>How did we get to the Common Core State Standards?</p> <p>Assignment 1: Understanding the School Context</p> <p>In-Class activity/play sheet</p>	<p>Read: Bauman, 2015</p> <p>Start to work on Assignment 1: Step 1</p> <p>Complete the activity/play sheet</p>
2	Jan 29	<p>Bandura's social-learning theory</p> <p>Self-efficacy and Mindset</p> <p>Article: Ways to cultivate a growth mindset</p> <p>In-Class Activity: Self-efficacy & Mindset Discussion</p> <p>Assignment 2: Theory-to-Practice Field Activity Journals</p>	<p>Assignment 2 Journal #1: Self-Efficacy or Mindset</p> <p>Read: Self-efficacy</p> <p>Read: 25 ways to develop a growth mindset</p> <p>Read: Slavin 2014, pp. 49-51 Erikson</p>
3	Feb 5	<p>Personal and social-emotional development: Erikson's psychosocial development</p> <p>Erikson: Design classroom activity/experience</p> <p>Imagination & Creativity: Do schools kill creativity?</p> <p>Trauma</p> <p>Field experience exchange on journal #1</p>	<p>Assignment 2 Journal #1 Due in class</p> <p>Assignment 2 Journal #2: Erikson</p> <p>Pick one of the resources below to prepare for the next session:</p> <ul style="list-style-type: none"> ● The MUSIC model (Jones, 2009) ● MUSIC model PPT ● Video

4	Feb 12	<p>Motivation Theories: The MUSIC model of motivation</p> <p>Motivation strategies</p> <p>Field experience exchange on journal #2</p> <p>Assignment 3: Diverse School Programs</p>	<p>Assignment 2 Journal #2 Due in class</p> <p>Assignment 2 Journal #3: The MUSIC model of motivation</p> <p>Read: 20 strategies for motivating reluctant learners</p> <p>Start to work on Assignment 3</p>
5	Feb 19	<p>Online Module:</p> <p>Collaborating with families</p> <p>Maslow's Hierarchy of Needs: Applying Maslow's Hierarchy of Needs In Our Classrooms</p>	<p>Complete module: Collaborating with families</p> <p>Read: Improvisational play intervention: Fostering social-emotional development in inclusive classrooms</p>
6	Feb 26	<p>Vygotsky's Cultural-Historical Theory & Practice (A): Playful Learning</p> <p>Understand play, mature play, related theoretical concepts; Integrate play and common core; Apply playful learning in TK-8 classrooms</p> <p>In-Class Activity: Assignment 1 Step 2 Interview Data Analysis</p> <p>Field experience exchange on journal #3</p>	<p>Assignment 1 Step 1 Due in Class; Steps 2 & 3 Due midnight</p> <p>Assignment 2 Journal #3 due in class</p> <p>Assignment 2 Journal #4</p> <p>Read: Playtime Isn't Just for Preschoolers—Teenagers Need It, Too</p> <p>Read: Bring Play into the Common Core State Standards</p> <p>Read (optional): Examine play from the child's perspective</p> <p>Read: The problem of the environment</p>
7	Mar 4	<p>Vygotsky's Cultural-Historical Theory & Practice (B): Perekhivanie and dramatic collision</p> <p>Implications and Applications</p>	<p>Assignment 2 Journal #4 due in class</p>

		<p>Theory--practice connection:</p> <p>Field experience exchange on journal #4</p>	<p>Read: Interaction between learning and development (by Vygotsky)</p> <p>Continue to work on Assignment 3</p>
8	Mar 11	<p>Vygotsky's Cultural-Historical Theory & Practice (C): General information of cultural historical theory: ZPD, Four Questions and Theoretical Concepts, Differentiated instruction</p> <p>Theory--practice connection activities</p> <p>Class material: Understanding CHT Concepts</p>	<p>Read: Maximizing Student Success with Differentiated Learning</p> <p>Read: 27 ideas for students who finish their work early, OR, 7 meaningful activities for students who finish early.</p>
9	Mar 18	<p>Oral Presentation: Diverse Programs in Schools: SEL, Service learning, The Second Step teaching Program, Positive Behavior Intervention Support (PBIS), character education, & restorative justice</p> <p>Feedback and discussion</p> <p>Assignment 3 Poster presentation</p>	<p>Assignment 3 Oral & Poster Presentation due in class</p> <p>Read: van Oers, Chapter 2</p> <p>Read: how to do character education?</p>
10	Mar 25	<p>Vygotsky's Cultural-Historical Theory & Practice (D): Motives and Demands and more</p> <p>Learning and Development</p> <p>Assignment 4 Theories in Practice B: Learning Environment and Teaching explained</p>	<p>Read: Dynamic assessment in the classroom: Vygotskian praxis for second language development</p> <p>Explore: Princes Hills Elementary School in Australia</p> <p>Start to work on Assignment 4</p>
11	Apr 1	<p>Constructivism and Piaget's Cognitive Development Theory and Practice</p> <p>Assignment 4 Q & A, work session</p>	<p>Read : Woolfolk (2015)</p> <p>Continue to work on Assignment 4</p> <p>Gardner's multiple intelligence:</p> <p>Watch: Howard Gardner on Multiple Intelligences</p> <p>Read: Gardner: Multiple intelligence</p> <p>Read: Slavin 2014, pp. 53-55 Kohlberg+</p>

	Apr 8	SPRING BREAK	
12	Apr 15	<p>Moral development & professional ethics</p> <p>Kohlberg's six levels of moral judgement</p> <p>In-Class Activity: Professional Ethics</p>	<p>Complete module: Collaborating with families</p> <p>Read: Improvisational play intervention: Fostering social-emotional development in inclusive classrooms</p>
13	Apr 22	<p>Behaviorism in classrooms</p> <p>Positive discipline in classrooms</p> <p>Emotion coaching</p> <p>Video discussion: Immersion & the anchor competencies: Anchor Competencies Schema</p> <p>Assignment 4 Work Session</p>	<p>Read: Five reasons to stop saying "Good Job!"</p> <p>Read: Tear down your behavior chart!</p> <p>Complete the discussion on canvas</p>
14	Apr 29	<p>Inclusive Classrooms:</p> <p>Developmentally appropriate practice (DAP): Developmentally appropriate practice</p> <p>Theories synthesis/integration: The 26 big ideas</p> <p>In-Class Activity: Reflective Summary Report</p> <p>Assignment 4 Work Session</p>	<p>Read: Peer-Mediated Support Strategies</p> <p>Read: Impact of Lev Vygotsky on Special Education (optional)</p> <p>Watch: Dan Habib's TEDx Talk titled Disabling Segregation</p> <p>Pick <i>one</i> Mini-Film to Watch (if you've already watched one of these, then watch the other)</p> <ul style="list-style-type: none"> • Mini-Film Thasya • Mini-Film Axel <p>Reflective Summary Report Due</p> <p>Midnight</p>
15	May 6	Assignment 4 work session and Consultation	Assignment 4 due on May 13 midnight

Appendix 1

Assignment 1 Understanding the School Context Rubric

Criteria	Ratings		Pts
Interview Transcript & the audio that addressed the questions in the interview protocol	6.0 pts Full Marks	0.0 pts No Marks	6.0 pts
Reflection and Action Plan: What is your perspective on the purpose of education?	1.0 pts Full Marks	0.0 pts No Marks	1.0 pts
Reflection and Action Plan: What did you learn from the data? Try to use the following prompt to address part of the question, "I used to think that ___but now I know that ___, because___."	1.0 pts Full Marks	0.0 pts No Marks	1.0 pts
Reflection and Action Plan: Use bullet points to list your action plans for preparing yourself to become a great teacher.	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Reflection and Action Plan: List 1-3 questions you have in the field of teaching/education, or issues/topics that you are interested in.	1.0 pts Full Marks	0.0 pts No Marks	1.0 pts
Small-Group Data Analysis	4.0 pts Full Marks	0.0 pts No Marks	4.0 pts
Total Points: 15.0			

Appendix 2: Assignment 3 Rubric

Criteria	Ratings		Pts
What is the program about?	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
How is it implemented in schools?	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Specific example(s) of implementation	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Gap between the original intention of the program and how it is implemented in schools	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Comment on the program and its appropriateness in the implementation in relation to theories you have learned	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Overall quality of the presentation: Length 10-12 minute, well organized, clear, and engaging, useful	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Poster: What is the program about?	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Poster: How is it implemented in schools?	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Poster: What are the theories or theoretical concepts related to the program?	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Poster: Creative, well organized, clear	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Total Points: 20.0			

Appendix 3: Assignment 4 Profile 3 Rubric

Criteria	Ratings		Pts
Create a lesson plan: Connect to the common core	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
Highlight the text & write the concepts: Use Vygotsky's cultural-historical theory learned in the course to design the lesson, including dramatic play (check its components), dramatic collision, perezhivanie, and another concept (self-selected) in this theory. You also have to use another two theories learned in this course. Use color highlighters to highlight the texts in your lesson plan where you used or were inspired by the concepts and write the corresponding concepts next to the highlighted text.	6.0 pts Full Marks	0.0 pts No Marks	6.0 pts
Analysis of the lesson: 1) List all concepts or theories you used in the plan; 2) Explain each concept: What does it mean (Use course materials to address this question, 6 points)? 3) How does it inspire your lesson planning (6 points)? (wrong spelling or new invention of a concept/theory name: minus 1 point each)	12.0 pts Full Marks	0.0 pts No Marks	12.0 pts
Evidence of teaching Minimum 2-3 items, e.g., photos or videos of the class, students' work, and teaching materials etc. (Grade individually)	1.0 pts Full Marks	0.0 pts No Marks	1.0 pts
Individual reflections Address the following 4 criteria: 1) Your overall impression or comments of your class, that is, what came into your mind right after the class; 2) Strengths of your class; 3) The parts that were not yet perfect; 4) How would you like to improve them (or do it differently)? (grade individually)	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
References: Minimum 5 references, APA style	2.0 pts Full Marks	0.0 pts No Marks	2.0 pts
			Total Points: 25.0