



Professor: Stephen E. Brock, Ph.D., NCSP
Office Hours: Wed, 10:00am to 1:00pm; 225 Brighton Hall
Phone: 916-278-5919
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EDS 248; Fall, 2008
 Human Development and Learning : *Course Title*
 Tuesday, 1:00 to 3:50pm : *Day/Time*
 115 Eureka Hall : *Room*

Course Syllabus

Course Objectives:

The student will:

1. demonstrate knowledge of theories, research and issues in human learning.
2. demonstrate knowledge of theories, research and issues in human development.
3. demonstrate the ability to apply human development and learning theory/research to the practice of special education and school psychology.
4. demonstrate awareness of the cultural/environmental variables that influence human learning and development.

Required Text:

Ormrod, J. E. (2007). *Human learning* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

In addition to the bookstore, an eTextbook can be ordered for \$58.68 from www.coursesmart.com/0135011884

Course Requirements:

1. *Attendance/Class participation.* Attendance and participation in class discussions/lectures will constitute **20%** of the total possible points. ***Class attendance will be monitored. Students missing more than 2 classes cannot receive an “A” grade. Students missing more than 3 classes cannot receive a “B” grade.***
2. *Weekly Independent Study.* From library research and/or assigned readings, students will turn in research/discussion questions or respond to study prompts. These assignments are designed to document independent study efforts. See the course outline for study topics/dates. Research/Discussion questions may focus on theoretical and/or applied issues. However, special emphasis should be placed on the identification of cultural/environmental issues that influence development and learning, and how the class topic relates to special education and school psychology. Independent study products help provide evidence that the student is ready to benefit from in-class instruction/discussion. Successful completion of these questions (or study prompts) will constitute **20%** of the total possible points.
3. *Developmental/Health History Questionnaire.* From class lectures and independent research, students will develop a developmental/health history questionnaire that could be used as a part of the psycho-educational evaluation. These questionnaires are used by special education assessment teams to obtain background information. In developing this questionnaire, students should be sensitive to cultural issues. Accompanying the questionnaire students will provide a separate referenced document discussing the developmental and educational significance of each questionnaire item. The goal of this activity is to learn how developmental variables impact learning and the practice of special education and school psychology. Completion of the questionnaire and its supporting document will constitute **30%** of the total possible points. Grades will be based on the questionnaire items selected (only the most powerful and meaningful items should be selected); and the accuracy, clarity, and grammar of the supporting document. ***APA style must be followed.***
4. *Learning Theory Reflection Paper.* From assigned readings and independent study, students will present their own theory of learning. ***This paper should include the following:*** (a) assumptions or ideas regarding learning and schooling held before taking this class; (b) ways in which these ideas have been challenged or validated; (c) examples of how students will use these theories in their special education work and/or school psychology practice; and (d) proposals for future study in the area of human learning. The goals of this activity include the following: (a) clarification of personal theories about learning; (b) understanding current theories of learning; and (c) practice in becoming a reflective practitioner. Completion of this paper will constitute **30%** of the total possible points. The paper should be no more than 10 double spaced typed pages. Grading criteria include the following: (a) awareness of current learning theories and issues; (b) presentation of a sound (reasonable) personal theory; (c) efforts at reflective thinking, and (e) clarity and grammar. ***APA style must be followed.***

Letter grades will be based upon the following point totals

| | | | | | |
|-----------|----------|----------------------------|-----------|----------|------------------------|
| A | = | 95 points and above | A- | = | 94 to 90 points |
| B+ | = | 89 to 88 points | B | = | 87 to 85 points |
| B- | = | 84 to 80 points | C | = | 79 to 70 points |
| D | = | 69 to 50 points | F | = | below 50 points |



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Special Notes:

1. This course addresses elements of the following NASP domains of school psychology training and practice:
 - 2.3, Effective Instruction and Development of Cognitive/Academic Skills.
 - 2.4, Socialization and Development of Life Skills.
 - 2.5, Student Diversity in Development and Learning.
2. Specific student outcomes achieved during this course that are consistent with CSUS School Psychology Program Objectives include development of the ability to conceptualize student needs from a developmental and ecological perspective.
3. Please turn off all cell phones or, if you need to be available for any emergency phone calls, put it on silent mode.
4. Computer use is not allowed (emailing, web surfing) unless it is a directed part of a classroom activity. If you need to use your computer for note taking during class please check with the instructor prior to doing so for this class.
5. Assigned grades will be consistent with CSUS grading policy as described in the CSUS course catalog.
6. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.
7. Academic Honesty Policy:

Go to <http://www.csus.edu/admbus/umannual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:

 - a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
 - b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
 - c) Not taking credit for academic work that is not their own.
 - d) Not knowingly encouraging or making possible cheating or plagiarism by others.Please refer to <http://library.csus.edu/content2.asp?pageID=353> for a student tutorial on how to avoid plagiarism.



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Course Outline

| Date | Topic | Assignments (To be completed by class date) |
|--------------|--|---|
| September 3 | <ul style="list-style-type: none"> Program expectations/Course overview Human Development/Learning and Sp. Education | <ul style="list-style-type: none"> Purchase textbook. |
| September 10 | <ul style="list-style-type: none"> Human Development Theories and Research. | <ul style="list-style-type: none"> Research: What is “development” & how is it studied? From research write & turn in 3 research/discussion questions. |
| September 17 | <ul style="list-style-type: none"> Pregnancy, Birth, & Infancy | <ul style="list-style-type: none"> Research pregnancy, birth, & infancy. From research write & turn in 3 research/discussion questions. |
| September 24 | <ul style="list-style-type: none"> Autism | <ul style="list-style-type: none"> Research: What is autism? From research write & turn in a response to the question: “What are the early signs of autism?” |
| October 1 | <ul style="list-style-type: none"> Early & Middle Childhood | <ul style="list-style-type: none"> Research early and middle childhood development. Read Ormrod chapter 11. From research write & turn in 3 research/discussion questions. |
| October 8 | <ul style="list-style-type: none"> ADHD and Intellectual Disability | <ul style="list-style-type: none"> Research: What is ADHD and Intellectual Disability? From research write & turn in a response to the question: “What are the early signs of ADHD and mental retardation?” |
| October 15 | <ul style="list-style-type: none"> Adolescence (Emotional Disturbance, Eating Disorders & Youth Suicide) | <ul style="list-style-type: none"> Research adolescent development, eating disorders, and youth suicide. From research write & turn in a response to the question: “What are the signs of suicidal ideation?” |
| October 22 | <ul style="list-style-type: none"> Developmental History Questionnaires | <ul style="list-style-type: none"> Turn in developmental history questionnaires. Bring a copy for each classmate. Poster presentations. |
| October 29 | <ul style="list-style-type: none"> Human Learning Introduction Personal Theory of Learning Classical Conditioning | <ul style="list-style-type: none"> Read Ormrod chapters 1, 2, & 3. Develop a list of unconditioned stimuli that elicit unconditioned responses. |
| November 5 | <ul style="list-style-type: none"> Operant Conditioning | <ul style="list-style-type: none"> Read Ormrod chapters 4 & 5. Respond to the assigned writing prompt regarding the distinction between classical and operant conditioning. |
| November 12 | <ul style="list-style-type: none"> Operant Conditioning | <ul style="list-style-type: none"> From readings (and personal experiences) write about when it is and is not appropriate to use reinforcers in the classroom. |
| November 19 | <ul style="list-style-type: none"> Social Cognitive Learning Theories | <ul style="list-style-type: none"> Read Ormrod chapter 6. From readings write & turn in 3 research/discussion questions. |
| November 26 | <ul style="list-style-type: none"> Cognitive Theories | <ul style="list-style-type: none"> Read Ormrod chapters 7 & 8. From readings write & turn in 4 research/discussion questions (two for each chapter). |
| December 3 | <ul style="list-style-type: none"> Cognitive Theories | <ul style="list-style-type: none"> Read Ormrod chapters 9 & 10. From readings write & turn in 4 research/discussion questions (two for each chapter). |
| December 10 | <ul style="list-style-type: none"> Motivation | <ul style="list-style-type: none"> Read Ormrod chapter 15. From readings write & turn in 3 research/discussion questions. |
| December 17 | <ul style="list-style-type: none"> Finals Week | <ul style="list-style-type: none"> Learning Theory Reflection paper due (at brock@csus.edu, or Brighton Hall, Room 225, by 4:00pm). |