

LaGuardia Community College
City University of New York
Social Science Department

Learning and Education: SSY 105 1959

COURSE INFORMATION		PROFESSOR INFORMATION	
Semester:	Fall 1 2013	Professor:	Dr. Lara Beaty
Class time:	Mondays, 10:30 -11:30 Wednesdays, 10:30-12:45	Office:	C-459C
Classroom:	C-262	Telephone:	x5796
Office hours:	Mondays, 11:30-1:00 Tuesdays, 12:30-2:00 & by appointment	e-mail:	LBEATY@lagcc.cuny.edu
		Webpage:	http://lbeaty.freeshell.org

Required Text Book: Crain, W. (2011). *Theories of development: Concepts and applications* (Sixth Edition). Upper Saddle River, NJ: Pearson.

Course Description

This course examines learning principles in development from birth through adolescence, and explores how children's growth and development impact learning. Students will examine how cognitive, emotional, and social learning processes underlie education. The role of culture, family, race, class and environment will serve as the framework for understanding the nature of intelligence and its implications for how children learn in school. This is a writing intensive course.

Course Objectives

- ◆ To develop critical thinking about children's learning and development
- ◆ To explore different theoretical perspectives
- ◆ To analyze psychological research and its meanings
- ◆ To become aware of and develop personal theories about children's learning and development

All students are expected to:

- ◆ Complete all the reading during the week in which it is discussed. The purpose of class is NOT to repeat what was in the book but to draw connections and explore issues in more depth. Not reading severely limits a student's ability to participate in class.
- ◆ PARTICIPATE in class activities.
- ◆ TAKE NOTES during discussions as well as during lectures.
- ◆ TAKE INITIATIVE in understanding and completing assignments.
- ◆ RESPECT ALL members of the class at all times.
- ◆ Turn off or silence cell phones. A cell phone ringing during an exam will result in five points deducted from the exam grade, and phones cannot be used for any purpose during an exam.
- ◆ **Spend an average of 3 hours work for every hour spent in class.** This can be distributed throughout the week, but if you really don't have three hours per hour of class available, it is extremely hard to master course material.
- ◆ **Use Blackboard.** All students must have a working blackboard account with an email account associated with it that you use. Personnel in computer labs and the course instructor are available for assistance. Use of Blackboard is **necessary**.

Course Guidelines:

- ◆ Late assignments will lose half a grade (5 points) for every DAY late unless arrangements are made with the professor prior to the due date.
- ◆ Students are encouraged to review grades on Blackboard and bring concerns to the instructor.

- ◆ Departures from the classroom must be kept to a **minimum** because they can distract other students, but students should leave quietly when necessary.
- ◆ PowerPoint presentations will be posted on Blackboard. When possible, they will be posted before class. Note, that if you intend to print them, some small formatting adjustments will make them more readable (and use less ink) because they are designed for presentations rather than printing.
- ◆ Use of office hours is encouraged to address any course-related concerns or to seek advisement.
- ◆ Late students should sign the late sheet left to avoid being marked absent.

ASSIGNMENTS AND GRADES

Course Requirements and Grading Policy

All assignments are required unless students discuss modifications with the professor. Failure to complete assignments results in zeros, which severely impact course averages. Assignments will affect your overall grade as indicated below. This formula can be used to calculate your grade.

Examaminations	25%	_____ x .25 = _____
Staged Writing Assignments	20%	_____ x .20 = _____
Final Research Paper	25%	_____ x .25 = _____
Group Presentations	20%	_____ x .20 = _____
Reflections and Discussion Board	10%	_____ x .10 = _____
		Total = _____

Grades will be posted on Blackboard.

Grade Guidelines:

All assignments will be graded by percent credit earned. The following table indicates how grades are assigned:

A- = 90.0 to 92.5	A = 93.0 to 100	
B- = 80.0 to 82.5	B = 83.0 to 96.5	B+ = 87.0 to 89.5
C- = 70.0 to 72.5	C = 73.0 to 76.5	C+ = 77.0 to 79.5
D- = 60.0 to 62.5	B = 63.0 to 66.5	B+ = 67.0 to 69.5
F = Below 59.5		

Examaminations

At the end of each unit, a 15 minutes, single question essay-test will be given in class. The lowest grade will be dropped, and no make-up tests will be given.

Staged Writing Assignment

In preparation for the final research paper, a series of assignments will be expected that become gradually more difficult. Each of these is intended to be used in the final paper. Students should bring a copy of the assignment into class to be shared with classmates before submitting to the professor. Beginning with *Writing 9*, assignments should also be submitted via Blackboard by the end of the day. Late papers will be accepted by email, but 5 points will be deducted for each class late it is. *Only course readings should be used for these assignments.* APA-style referencing is required for each, which is explained in a handout on Blackboard, and all references are located on

Blackboard under “Information.” Additional details are under “Assignments.” Students are responsible for keeping a copy of their assignment in the event it is misplaced. The assignments are:

1. notes on the nature-nurture debate (1-2 pages)
2. description of research that emphasizes the role of nature (1-2 pages)
3. description of research that emphasizes the role of nurture (1-2 pages)
4. reflections on the nature-nurture debate and its relevance for teachers (1-2 pages)
5. description of behaviorism and research that supports it (2-3 pages)
6. description of information processing and research that supports it (2-3 pages)
7. reflections on the nature of learning and its relevance for teachers (2-3 pages)
8. description of intelligence and relevant research (3-5 pages)
9. description of cognitive development and relevant research (4-6 pages)
10. reflections on your data collection (2-3 pages)
11. philosophy of teaching/learning (2-3 pages)
12. description of socio-emotional development and relevant research (4-6 pages)

Final Research Paper

A final research paper will be due at the end of the semester and will answer the question,
“How is knowledge of psychology helpful for teachers?”

The final paper will be 12-15 pages long. Theories and research must be discussed, and APA referencing must be used or papers will receive a failing grade. Grading criteria and a handout on APA formatting are available on blackboard. Students are encouraged to use various writing from throughout the semester in this paper.

Group Presentations

Students will be assigned to groups in the first week of class to work on two projects. The first project is simply to create and present a study guide for one unit. A form will be provided, and the presentation should be ten minutes long at the most. This will be worth 5% of the class grade.

The main project requires the use of original data and information from class readings to explore a topic of choice. It must use video, PowerPoint, or other media to show your data and analysis. Topics must relate to student experiences of school. Possible topics include school culture or environment, gender, race, ethnicity, socioeconomic status, immigration, English as a second language, personality, experiences of different teaching/discipline styles, bullying, recess/play, and disabilities to name a few. Data could include notes or video of observations, surveys, or interviews. This will be presented during finals week in front of the class, lasting 15 minutes.

Reflections and Discussion Board

Short essays will be required in class and on blackboard to reflect upon course material. Students are encouraged to use these in writing the final paper. Other aspects of participation, such as attendance and class discussions will influence this grade.

Extra Credit

Opportunities will appear throughout the semester to earn extra credit. Attending and writing a short reflection about Psychology Club events or presenting at the social science conference (details attached) are options. For details, contact the professor.

COLLEGE POLICIES AND INFORMATION

Incomplete Grades

Please note that incomplete grades are only possible when students meet with the professor and they agree that—due to a specific situation—more time is needed to meet course requirements. Incomplete grades are only permissible where students are already passing the course, have legitimate reasons for not completing all the work of the class, have furnished appropriate documentation, and have agreed to a deadline by which all unfinished work must be completed. Failure to submit all assigned course work or to appear for a final exam are NOT legitimate reasons for granting an incomplete grade.

Attendance

The College's attendance policy reads as follows: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours [5.4 hours in a 3-credit course]. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (2005-06 catalog, p. 114). Keep in mind that students are held responsible for material discussed in class that is not in the reading, thus regular attendance is essential. Attendance will not have a direct impact on grades, but poor attendance prevents participation. Frequent tardiness or early departures similarly reduces participation and can interfere with fellow students' learning. It is recommended that if students miss more than 3 classes, they should speak with the professor and that if students miss more than 7 classes, they should consider withdrawing from the course.

Academic Integrity

Please refer to the College Catalog (pg. 114).

Cheating and Plagiarism: This class will be conducted in compliance with LaGuardia Community College's academic integrity policy. All cases of cheating or plagiarism will be penalized by a failure on the examination or paper at a minimum and may result in failure in the course. All violations will be reported to the College. Please refer to the handout on APA formatting for additional information about plagiarism.

Student Support Information:

The Student Information Call Center: Welcome Center, M-Building Lobby

(718) 482-5935, e-mail: callcenter@lagcc.cuny.edu

Library Media Resources Center (Rm. E-101)

(718) 482-5426, Website: <http://www.lagcc.cuny.edu/library/>

Writing Center (Rm. B-200)

Website: <http://www.lagcc.cuny.edu/english/writingcenter/>

Counseling Department, Division of Academic Affairs (B-100)

(718) 482-5250, Website: <http://www.lagcc.cuny.edu/counseling/services.htm>

Office for Students with Disabilities (M102)

(718) 482-5279, osd@lagcc.cuny.edu

Women's Center

(718) 482-5102

Early Childhood Learning Center (MB09)

(718) 482-5295

Tentative Schedule

All changes to the schedule will be indicated on the course schedule on Blackboard.
Students are encouraged to complete readings before the class for which they are assigned.

Date	Topic	Reading	Other
Unit 1: Introduction			
9/9	Introduction		
9/11	Learning, Cognition, Development, and Education	Hunt: 1-8 Crain: Ch. 1	
9/16	Research	Miller: 1-22	
Unit 2: Biological Development			
9/18	Neurons & The Brain	Smilkstein2001.pdf Hock: Rozenzweig.pdf Recommended: Miller: 248-256	Exam 1
9/23	Genes & Gesell	Crain: Ch. 2 GeneticDiseases (chart) Hock: Zajonc&Markus.pdf & Bouchard.pdf	<i>Writing 1</i>
9/25	Sensation Perception	Miller: 339-365 & 432-436 Hock: Gibson&walk.pdf & Turnbull.pdf	Group 1 Presentation <i>Writing 2</i>
Unit 3: Learning and Cognition			
9/30	Learning & Behaviorism	Crain: Ch. 8	Exam 2 <i>Writing 3</i>
10/2	Cognitive Revolution	Miller: 213-248	<i>Writing 4</i>
10/7	Information Processing	Miller: 259-276 bjork&bjork.pdf	<i>Writing 5</i>
10/10	Intelligence Testing	Hunt: 224-241 Miller: 256-259	<i>Writing 6</i>
10/14	<i>Columbus Day, No Class</i>		
10/16	Intelligence	gardner.pdf & sternberg.pdf	Group 2 Presentation
Unit 4: Cognitive Development			
10/21	Learning & Development	Crain: Ch. 5	Exam 3 <i>Writing 7</i>
10/23	Piaget	Crain: Ch. 6 Piaget: 333-336	<i>Writing 8</i>
10/28	Critiques of Piaget		
10/30	Cultural-Historical Activity Theory (CHAT)	Crain: Ch. 10	Group 3 Presentation

Unit 5: Cognitive Issues			
11/4	Culture	rogoff.pdf Hock: Triandis.pdf	Exam 4 <i>Writing 9</i>
11/6	Language Development	Siegler.pdf Crain: Ch. 17	
11/11	School	Geeintro.pdf Hock: Rosenthal&Jacobson.pdf	Group Proposal
11/13	Race, Ethnicity, & Class	Selections from Archives.pdf Tough.pdf & Bracey.pdf	Group 4 Presentation
Unit 6: Socio-Emotional Development			
11/18	Temperament	Short (video) at http://www.temperament.com/home_video.html	Exam 5
11/20	Personality	Crain: Ch. 11 & 12	
11/25	Attachment	Crain: Ch. 3	<i>Writing 10</i>
12/3	Parenting and Social Psychology	Crain: Ch. 9 Wentzel&Russell at http://www.education.com/reference/article/parenting-styles1	Group 5 Presentation <i>Writing 11</i>
12/5	Childhood Adjustment	Hock: Rotter.pdf Morgan: 1-16; 55-75; 118-120	Exam 6 <i>Writing 12</i>
12/11	Final Group Presentations		
12/16	<i>Final research paper due in professor's mailbox before 6pm or before midnight on blackboard</i>		