Oregon State University  
College of Education  
Fall Term 2012  
SYLLABUS

TCE 253 Learning Across the Lifespan  
Tuesday, 4:00pm – 6:50pm, Furman 105

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Office: Furman Hall – 301M  
Office Hours: By appointment

Note: This is a tentative model syllabus. It is intended to provide the student with the specific topics covered and the kinds of activities, assignments and assessments generally required for this course. The instructor has the discretion to adjust this syllabus to fit instructional needs and concerns.

COURSE DESCRIPTION
An exploration of how learning occurs at all ages from early childhood through adulthood. Covers major and emerging theories and styles, self-reflection on implications of how learning occurs for self and others, and the impact of these issues on the development and delivery of instruction.

METHODS OF INSTRUCTION
Lecture, discussion, cooperative learning groups, video, peer presentation, active learning, Blackboard assisted learning.

AUTHORIZATION LEVELS
This is a core class taken prior to methods classes at a given level. It is applicable to all authorization levels: early childhood, elementary, middle level, and high school, as well as higher education.

READINGS
Additional readings as assigned

COURSE OUTCOMES
This course will address the cognitive, physical, emotional and social needs of students across the lifespan and the ways these developmental issues connect the teacher and student in the optimization of the teaching/learning relationship.
1. Demonstrate knowledge of major theories of learning.  
2. Relate theories of learning to individual learning strategies.  
3. Relate learning theories to life and interests (providing for differences in gender, age, ability, socioeconomic background, culture, and ethnicity) as well as the needs, values, issues and interests of the school, organization and community in which they live and work.
4. Understand the impact of learning theories on creating effective learning opportunities, instructional methodologies, and assessment strategies.

5. Understand how the application of learning theories can help learners derive meaning from instruction and create a disposition for further inquiry and learning.

LINK TO CONCEPTUAL FRAMEWORK, KNOWLEDGE BASE, AND NATIONAL AND STATE

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: http://oregonstate.edu/education/accreditation/

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

This course provides students with a background in how learners’ cognitive, physical, emotional and social development relates to the teaching/learning relationship. The activities, lectures, discussion and written work in this course will be related to the constructivist and critical/social conceptual framework of the Oregon State University College of Education. Using theories and perspectives of social and behavioral sciences, students will examine the role of the teacher in student motivation and achievement. The course leads students to discussion and conceptualization of what a developmentally appropriate classroom environment would look like if it were to be conducive to learning, and would engage students in collaborative and individual planned activities. Tasks focus on critical thinking by students to envision themselves in the role of teacher and applying the theories learned, to classroom planning, management and student success. Theory, tasks, and written assignments are all related to the Teacher Standards and Practices Commission, Division 20, Standards for Competent and Ethical Performance of Oregon Educators.

COURSE TOPICS

All topics covered will be in relation to students’ stages of development across the lifespan and the impact these varying stages have on lesson planning and classroom management.

- Learning theories
- Intelligence
- Learning styles, multiple intelligences
- Inquiry – key to learning
- Learning communities, learning with others
- Motivation for learning
- Meta-cognition, self-exploration, and reflection
- The role and responsibilities of the teacher in the teaching/learning relationship
- The importance of the teacher-student relationship in learning, motivation, etc.
ASSIGNMENTS

Meta-Analytic Learning Journal
- Weekly responses to prompts regarding a class OTHER THAN TCE 253. (See Blackboard in the Assignments section)
- Due in class weekly.

Teacher Miracles & The End of Molasses Classes
- Read the books as assigned and respond in the Blackboard Discussion Board set up for your reflections.
- Please read the questions before posting your answers
- Read classmates responses in Blackboard.
- Be prepared to discuss in class.
- These Blackboard assignments are due on the date noted for that Discussion Board. Any work turned in past that day will be considered late and a minimum of 4 points will be deducted from your score.

Book Reviews
- You will write a 1-2 page book review of Teach Like Your Hair’s on Fire AND Teach with Your Heart.
- You will respond to the following questions:
  1. What surprised you most about the book?
  2. What challenged your assumptions?
  3. How this book made an impact on you?
  4. How will you (or won’t you) apply what you read?

Course Take-Home Final
- The final is posted on Blackboard in the Course Documents section.
- This will be due in class on our last meeting day.
- You will be responsible for completing the final on your own and returning it to the instructor during the last class.

Additional Reading and Activities
- There may be additional articles assigned and activities based on lectures, etc. Some in class and some out of class.

EVALUATION/ASSESSMENT
1. Participation will be counted toward your grade (see grading policy below).
2. Participation in group activities will count toward your grade (see grading policy below).
3. Opinion/reaction/reflection papers may be assigned in class.
4. Teacher Miracles – Blackboard posts
5. No More Molasses Classes – Blackboard posts
6. Weekly Reflection Journal
7. Two Book Reviews
8. Final
**GRADING POLICY**

Students are guided through academic and practicum experiences in the development of plans for instruction that support student progress in learning. All of the assignments are graded with expectations of gains in knowledge about interpreting and applying new knowledge to the classroom at the appropriate authorization level.

**Grades are based on the following:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance (5 points/week)</td>
<td>50 points</td>
</tr>
<tr>
<td>Journal</td>
<td>120 points</td>
</tr>
<tr>
<td>Teacher Miracles Bb (5 pts./ Question)</td>
<td>20 points</td>
</tr>
<tr>
<td>No More Molasses Classes (5 pts./Question)</td>
<td>20 points</td>
</tr>
<tr>
<td>Book Reviews (15 points each)</td>
<td>30 points</td>
</tr>
<tr>
<td>Additional Class Activities</td>
<td>30 points</td>
</tr>
<tr>
<td>Final (10 points/prompt)</td>
<td>50 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>320 total points</td>
</tr>
</tbody>
</table>

All written work will be graded on content and the appropriate use of the English language (grammar, spelling, sentence construction, etc.).

Final grading scale:

- 90-100%       A
- 80-89.9%      B
- 70-79.9%      C
- 60-69.9%      D
- 60%           F

The instructor reserves the right to use the +/- system for final grades.

**LATE WORK**

It is my belief that refusing to accept late work merely denies the student the opportunity to learn the material. Consequently, I will accept late work on an as-needed basis. I will assume positive intent by the student who needs the extra time to complete an assignment for extenuating circumstances. If this becomes a pattern for the term, then we will need to figure out what is not working for the student and come up with a workable solution. In fairness to those students who meet the assigned deadline, points will be deducted for late work. Please contact instructor regarding any late assignment or absence.

**REQUIREMENTS**

Attendance and active participation are very important components of this class. You are expected to attend all classes and participate actively, share readings, and take leadership for specific discussions.

- Come prepared to engage in class discussion
- Instructor must have notification prior to the start of class for an absence to be excused and to receive ½ credit for that day
- Unexcused absences will reflect negatively on your final grade
- Complete all assignments on time and as assigned

**RELEVANT WEBSITES**

Education terms:  

No Child Left Behind (The full law):  http://www.ed.gov/policy/elsec/leg/esea02/index.html
No Child Left Behind (Summary):  http://rdr.sbml.cc/Click?q=de-7tzkQMW9gphNtoXtAKO1XN-X
Special Education IDEA:  http://ideapractices.org/law/regulations/index.php

Teacher Standards and Practices Commission (TSPC):  www.tspc.state.or.us
TSPC – Oregon Administrative Rules (OAR) – Division 20 – STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS:  
http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_tofc.html
National Council for Accreditation of Teacher Education (NCATE):  http://www.ncate.org
National Education Association (NEA):  http://www.nea.org/
Oregon Education Association (OEA):  
http://www.oregoned.org/site/pp.asp?c=9dKKYMDH&b=123024

DISABILITIES STATEMENT
This course adheres to all OSU academic regulations as found in the Schedule of Classes. Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.  
http://ds.oregonstate.edu/home/

LINK TO STATEMENT OF EXPECTATIONS FOR STUDENT CONDUCT

Academic Integrity — Students are expected to comply with all regulations pertaining to academic honesty. Student academic dishonesty is defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit or contact the office of Student Conduct and Mediation at 541-737-3656.  
http://oregonstate.edu/admin/stucon/achon.htm
COURSE SCHEDULE OF TOPICS, ACTIVITIES, ETC.:

Note: This is a tentative schedule. It is intended to provide the student with the specific topics covered. The instructor has the discretion to adjust this calendar to fit instructional needs and concerns.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Activities</th>
<th>Reading Assignment</th>
<th>Due</th>
<th>Link to Course Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching and learning environment</td>
<td>Introduction Survey BEGIN JOURNAL ASSIGNMENT</td>
<td>Begin reading “Teacher Miracles” Read the Brooks and Brooks Article and complete the K-W-L form (find both in the Course Documents section of Blackboard)</td>
<td>Introductions</td>
<td>3, 4</td>
</tr>
<tr>
<td>2</td>
<td>Constructivism</td>
<td>Lecture - Discussion Discussion – K-W-L (Brooks &amp; Brooks Article)</td>
<td>Continue Reading “Teacher Miracles”</td>
<td>Brooks and Brooks &amp; K-W-L Reading Assignment due in class this week. TURN IN JOURNAL FOR WEEK 1</td>
<td>2, 4, 5</td>
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<tr>
<td>3</td>
<td>Bloom Maslow</td>
<td>Lecture – Discussion JOURNAL</td>
<td>Begin Reading “Teach Like Your Hair’s on Fire”</td>
<td>Teacher Miracles posts. Due on Blackboard by Midnight Sunday JOURNAL FOR WEEK 2</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>4</td>
<td>Learning Theories</td>
<td>Learning Styles “Test” Learning Channel Preference “Test” Lecture –Discussion JOURNAL</td>
<td>Continue Reading “Teach Like Your Hair’s on Fire” TBA</td>
<td>JOURNAL FOR WEEK 3</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>5</td>
<td>Theories of Intelligence</td>
<td>What is Intelligence? Multiple Intelligence “Test” Lecture/ Discussion JOURNAL</td>
<td>Begin Reading “The End of Molasses Classes” TBA “Teach Like Your Hair’s On Fire” Book Review Due in Class</td>
<td>JOURNAL FOR WEEK 4</td>
<td>2, 5</td>
</tr>
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<td>6</td>
<td>Motivation</td>
<td>Lecture/ Discussion/ Activity</td>
<td>Continue Reading “The End of Molasses Classes” TBA</td>
<td>JOURNAL FOR WEEK 5</td>
<td>3, 4</td>
</tr>
<tr>
<td>Day</td>
<td>Topic</td>
<td>Activity/Assignment</td>
<td>Notes</td>
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<td>7</td>
<td>Movie Classroom management and relationships</td>
<td>Reflection Discussion</td>
<td>Begin Reading “Teach with Your Heart”</td>
<td>“The End of Molasses Classes” Posts Due on Blackboard by Midnight Sunday 5/13/12 JOURNAL FOR WEEK 6 4, 5</td>
<td></td>
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<tr>
<td>8</td>
<td>Being a Teacher</td>
<td>Teacher Panel (Tentative)</td>
<td>Continue Reading “Teach with Your Heart”</td>
<td>JOURNAL FOR WEEK 7 4, 3, 5</td>
<td></td>
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<tr>
<td>9</td>
<td>MEMORIAL DAY OBSERVED</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>10</td>
<td>Assessment</td>
<td>Lecture/-Discussion/Activity</td>
<td>TURN IN JOURNAL FOR WEEK 8 “Teach with Your Heart” Book Review Due in class</td>
<td>Take Home Final Due in Class</td>
<td></td>
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