

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

The mission of the Education Community is to prepare future educators who will promote lifelong learning and empower diverse communities.

COURSE SYLLABUS

EDF 3152 Nature of the Learner

The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EDF 3152
Section #:	1076
Credit Hours:	3
Co-requisites:	None
Pre-requisites:	None

Day, Time and Campus:	Online	Online	Online
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
Professor:	Cher N. Gauweiler, Ph.D.		
Office Hours:	As posted on instructor website at: https://web.spcollege.edu/instructors/id/gauweiler.cher	Click here to enter text.	
Office Location:	Tarpon Springs	BB 106	
Office Phone:	(727) 712-5420		
Email Address:	gauweiler.cher@spcollege.edu or through MyCourses (preferred)		

ACADEMIC DEPARTMENT: College of Education

Dean:	Heather Duncan, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 101

I. COURSE DESCRIPTION

This course examines the physical, cognitive, social, and emotional characteristics and development of K-12 learners. Course content focuses on factors affecting the individual learner including culture, gender, and socioeconomic status. The course includes a discussion of learning and its implications for instruction in a variety of settings.

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1) The student will analyze principles of human growth and development by:

- a. Identifying conditions that influence human growth and development.
- b. Describing strategies that promote human growth and development.
- c. Applying information regarding the theories of the teaching and learning process (i.e., how people learn, what motivates them, and how they retain knowledge).
- d. Examining age appropriate behaviors as they relate to development and learning.
- e. Assessing various student learning needs and developmental stages.

2) The student will explain the cognitive, social, emotional, and physical characteristics of learners by:

- a. Identifying characteristics of student learning and development (cognitive, social, emotional, and physical development).
- b. Examining the interrelationships among the cognitive, social, emotional, and physical developmental influences that affect students.
- c. Applying knowledge of information processing theory, cognitive learning theory, humanistic approaches, and principles of motivation to instruction.
- d. Examining the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all learners.
- e. Explaining how one's identity, culture, and heritage affect interactions with others.

3) The student will analyze areas of development as they relate to their own personal and professional aspirations by:

- a. Identifying personal needs and characteristics and their effects on interpersonal relationships in a variety of settings.
- b. Examining academic skills, resources, and services that will enhance their academic development.
- c. Describing key issues associated with solving complex real world problems.
- d. Identifying authentic learning experiences that align with personal and professional aspirations.
- e. Analyzing one's own identity, culture, and heritage and how they affect interactions with others.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	<u>Required:</u> Bergin, C.C. & Bergin, D.A. (2018). <i>Child and Adolescent Development in Your Classroom, Chronological Approach</i> , 1st Edition Cengage
Anthology Portfolio	Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.

B. Supplemental Material

Resources: Available in MyCourses
Library: http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.
All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable.

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

B. ALL Course Assignments

Assignment	Points
Intro Post	5
Discussions (8)	80
Activities (7)	140
PIP Section 1	10
PIP Section 2	10
*PIP project in Anthology Portfolio	50
Total:	295

* Assignments labeled with an (*) denote required assignments that must be passed at 75%.

UCC Assignments: Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

C. Assignment Late Policy

Because assignments are posted at least two weeks in advance, there are no late assignments submissions. If there are extenuating circumstances such as a medical emergency, students must contact the instructor prior to the due date for an extension.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktD-BtneMQuttI5khNzQ/edit?usp=sharing>

B. SPC SYLLABUS STATEMENTS

<http://www.spcollege.edu/addendum/>

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses. Please see late policy in section IVc for more information.

Module #	Assignment	MLO
Module 1 5/22-5/26	Read Chapters 1 & 2 Review PPT for Chapters 1 & 2 Module 1 Activity Discussion Post 1	Activity: 1a, 1b, 3c Discussion: 3e DUE: THURS.,

		5/23, by 11:30 p.m. DUE: TUES., 5/28, by 11:30 p.m.
Module 2 5/29-6/2 <i>College Closed 5/29 for Memorial Day</i>	Read Chapters 3 & 4 Review PPT for Chapters 3 & 4 Discussion Post 2 Review the PIP Assignment in MyCourses	Activity: 1c, 3d Discussion: 1b, 1c, 1d, 2a, 2b, 2c, 3a DUE: TUES., 6/4, by 11:30 p.m.
Module 3 6/5-6/9	Read Chapters 5 & 6 Review PPT for Chapters 5 & 6 Module 3 Activity Discussion 3 Complete Section 1 in PIP and submit into Dropbox	Activity: 2c, 2d Discussion: 1c, 1e, 2b, 2c, 3e DUE: TUES., 6/11, by 11:30 p.m.
Module 4 6/12-6/16	Read Chapters 7 & 8 Review PPT for Chapters 7 & 8 Module 4 Activity Discussion 4 Begin working on PIP Section 2	Activity: 2b, 2c, 2d Discussion: 1e, 2d, 3b TUES., 6/18, by 11:30 p.m.
Module 5 6/19-6/23 6/26-6/30	Read Chapters 9 & 10 Review PPT for Chapters 9 & 10 Module 5 Activity Discussion 5 Continue PIP Section 2	Activity: 2a, 2b, 2c Discussion: 1b, 1c, 1d TUES., 6/25, by 11:30 p.m.
Module 6 6/26-6/30	Read Chapters 11 & 12 Review PPT for Chapters 11 & 12 Module 6 Activity Discussion 6 Continue PIP Section 2	Activity: 3b, 3c, 3d Discussion: 1e, 2d WED., 7/2, by 11:30 p.m.
Module 7 7/3-7/7	Read Chapters 13 & 14 Review PPT for Chapters 13 & 14 Module 7 Activity Discussion Post 7	Activity: 2b, 2c, 3c, 3d Discussion: 1b, 2b, 2c

<i>College Closed 7/4 for Fourth of July</i>	Complete Section 2 PIP and submit in Dropbox Work on Section 3 of the PIP	TUES., 7/9, by 11:30 p.m.
Module 8 7/10-7/14	Read Chapters 15 & 16 Review PPT for Chapters 15 & 6 Module 8 Activity Complete PIP-Submit to Anthology Portfolio (MUST EARN 75% TO PASS)	Activity: 1e, 2d, 2e, 3e Discussion: 1c, 2c PIP: 3a-e TUES., 7/16 by 11:30 p.m.
Module 9 7/17-7/21 <i>College Closed 7/19 for Juneteenth</i>	Read Chapter 17 Review PPT for Chapter 17 Module 9 Discussion	Discussion:2a, 2b, 2e, 3c SUN., 7/21, by 11:30 p.m.

I. Uniform Core Curriculum / Program Learning Objectives Assignments

[UCC Tables for Active Courses.xlsx](#)