Instructor: Jenni Menon Mariano, Ph.D.  
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Email: jmmariano@sar.usf.edu  

Office: SMC B309 (Sarasota campus)  
Office Hours: by appointment  
Skype: Jenni.Mariano

Course Description: PR: Admission to the COE.  
This course examines child and adolescent growth and development, learning theory,  
and behavioral analysis applied to instruction and to the organization and management  
of classrooms. The course emphasizes research methods, practice, and findings as they  
relate to various aspects of child development and classroom instruction. The aim is to  
help students who are training to become teachers to develop a research-oriented eye  
when it comes to their practice. During this course, you will learn how to become  
teacher-researchers to the degree that you will understand, critique, and even apply  
(i.e., through the major assignments) research methods and studies. The goal is to help  
you, the teacher, to be knowledgeable consumers of the research that you apply in the  
classroom and to develop a comfort with reading research studies.

The research studies we will review will focus on the principles of child and adolescent  
development and learning in family, school, and community contexts. We will examine  
children’s biological, psychological, cognitive, and social development. We will address  
the major theories of child development from birth to emerging adulthood and  
investigate the challenges and life tasks that today’s young people encounter as they  
develop. We will explore how social experiences in the family, peer group, school,  
community, and broader culture influence young peoples’ development, how children  
learn, and what motivates them to learn, and how schools and teachers can make an  
important contribution to children’s growth by teaching in ways that “fit” the  
developmental and cultural needs of youth. We will examine roles that teachers,  
parents, and communities play in assisting children to develop into healthy, happy, and  
contributing people.

Goals and Objectives: The overall goal of this course will be to reconcile the apparent  
dichotomy between theory/research and practice as related to the education of  
students.
Goal 1: To learn about child growth and development and the influences on school performance.

a. Acquire knowledge and understanding of principles, patterns, and influences on development (i.e. heredity and environment) including the effects of time.
b. Acquire knowledge and understanding of patterns of physical growth and development.
c. Acquire knowledge and understanding of the patterns of cognitive and linguistic development.
d. Acquire knowledge and understanding of value (moral) development.
e. Acquire knowledge and understanding of social and emotional development.
f. Develop the ability to apply and relate developmental principles and information to school-related examples and situations.

Goal 2: To become familiar with learning theory and methods for measuring learning and intelligence.

a. Acquire knowledge and understanding of basic principles of learning as they relate to performance and behavior change in educational situations.
b. Acquire knowledge and understanding of basic principles of a cognitive approach to learning.

Goal 3: To identify methods for enhancing teaching effectiveness and working with students in the classroom setting.

Required Readings:
The course text is available for purchase in the bookstore. All other materials are available online via full text through the USF libraries websites. Links to these articles will be posted on the course site on Canvas. Readings may be modified.


Articles:


**Course Requirements:**
Grades are based on your engagement with and mastery of concepts underlying child development and learning. Several tasks will comprise assessment of how well you engaged with and mastered the class material. **All written assignments must be handed in on Canvas by 11:59 pm on the date it is due to be considered on time, and the Applied Research Paper must be uploaded to Task Stream to pass the course.**

1. **Class participation:** (16.25% OF GRADE/ 65 POINTS)
   Thorough reading of material, participation, attendance, and participation in peer review sessions.

2. **Journal Article Summary** (6.25% OF GRADE/25 POINTS)

3. **Reaction papers (x 11)** (25% OF GRADE /100 POINTS)
   worth 10 pts ea. – one is extra credit)

4. **Cognitive Development Case Study** (25% OF GRADE/ 100 POINTS)
   a.) Case Outline (/10 points)
   b.) Group Peer Review (/15 points)
   c.) Peer Review Process Report (/5 points)
   d.) Final Case (/75 points)

5. **Applied Research Paper (Critical Task)** (27.5% of GRADE / 110 POINTS)
   a.) Rough Draft (/10 points)
   b.) Final paper (including posting it on Canvas and Task Stream (TS). Must post to TS to pass the course). (/100 points)

TOTAL= 400 points
A point system will be used to establish a letter grade as follows:

A+ = 397-400 pts  C = 307-318 pts
A  = 379-396 pts  C- = 295-306 pts
A- = 367-378 pts  D+ = 283-294 pts
B+ = 355-366 pts  D  = 271-282 pts
B  = 343-354 pts  D- = 259-270 pts
B- = 331-342 pts  F  = 0-258 pts
C+ = 319-330 pts

**Instructional Procedure:**
The class will consist of interactive lectures, discussions, small group activities, and videos. Given the interactive nature of this class and the emphasis placed on student participation, it is critical that the reading for each weekly session be completed ahead of time so that class time can be devoted to discussion, answering of questions, probing of issues and – above all – to discussing how the material illuminates your interactions with children in the school setting. To facilitate close reading of the class material, readings are carefully selected. Students will be encouraged to demonstrate their ability to reflect on course readings and related content, participate in class discussions, become actively involved in the course, and contribute within cooperative groups. Emphasis will be placed on relating course content to teaching practices and current educational issues.

**Student Learning Activities:**
Students will be expected to show professional demeanor and attitudes in class, to attend all classes and participate in all activities. All assignments are clearly described below, and the due dates noted. **In order to receive full credit, students must turn in assignments on the due date.** My rule for late papers is -5 points off the final grade for each day the assignment is handed in after the due date. However, late grades will be applied at the discretion of the instructor on a case-by-case basis: **If you need an extension on an assignment for some reason, please meet with me well before the due date and we will discuss arrangements.**

**1. Class Participation.** A careful reading of the material for class is essential. You should be prepared to participate in class discussion every week. Only in this way can you fully master the tasks and concepts to be covered in class. At the end of the quarter, I will give class participation grades based on class attendance and punctuality, participation in class, and participation in the 2 peer review sessions. I look forward to constructing a classroom environment with and for you. Most importantly, however, class attendance is essential because of the nature of this course. This course is about picking up new research skills, and extensive in-class time will be utilized to teach you some of these skills, which you will then be expected to use in your assignments. It is therefore your responsibility to follow up on any materials or activities from missed classes.
• If you do not believe you can attend most classes it is advisable that you reschedule this class for a different semester. Any unexcused absence will result in a letter grade drop. **Please note:** If there is an emergency please do your best to email me before class. Also, if you anticipate difficulties with attendance, late arrival, or early departure on a regular basis, please talk with me about it.

• Professional active participation is very important. I will be looking for a willingness to explore new ideas, an openness in communicating these ideas, and an ability to interact with myself, fellow students, and other professionals in the field.

• Please do not assume that if you simply “show-up” that you will be granted full points. This course requires “active-participation” on your part as we explore the development of children and the best way to instruct them.

### Class Participation - Rubric

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<thead>
<tr>
<th>55 - 65 pts</th>
<th>45 - 54 pts</th>
<th>44 pts or less</th>
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<tr>
<td>Attends all classes – is punctual and eager to participate.</td>
<td>Attends all classes – is punctual and participates in classroom discussions.</td>
<td>Although attends classes, does not participate in weekly discussions. May be late for class or miss a class/classes.</td>
</tr>
<tr>
<td>Contributes to class discussion each week in a meaningful and thoughtful manner.</td>
<td>Contributes to class discussion and is noticed.</td>
<td>Contributes to classroom discussions sporadically.</td>
</tr>
<tr>
<td>Completion of readings is evident.</td>
<td>Completion of readings is evident.</td>
<td>Completion of readings is not evident.</td>
</tr>
<tr>
<td>Attends and participates in in-class peer review session(s)</td>
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2. **Journal Article Summary:** This assignment is a two page research summary based on an article I assign to you. The purpose of this assignment is for you to learn how to read and digest original empirical research pertaining to child development. I will provide more detailed directions about how to go about this the week prior to it being due. Your paper will be assessed on its quality and the depth with which you address the points I give you in these directions. [Due: See online schedule].

3. **Reaction Papers:** Throughout the course you will be required to submit 10 short reflective papers based on the readings each week. There are actually 11 papers in total, so you can choose to complete all 11 (for an extra 10 points credit), or you can choose to just complete 10 of your choosing. The papers are exercises that help you reflect on, question,
and analyze the readings in view of your own practice as an aspiring teacher or child development professional. Reaction papers should be at least 2 pages in length and discuss at least one topic from the readings that week, or many aspects of the readings. Guiding questions may include: What do you find interesting, disturbing, or inspiring about one or more of the readings or topics and why? How did what you read make you think about your own practice? What questions did the readings bring up for you, and how would you go about addressing them? These should help you to take some time each week to reflect on connections of the articles to your experiences as a student, teacher, researcher, and parent. Developing a habit of informed reflection is essential in the early (and later) years of becoming a teacher. Papers will also be assessed on their quality. A second purpose of these papers is to help you develop your writing skills. Reactions may be used for discussion in class exercises so please bring your portfolio of reflections with you each class.

### Reaction Papers - Rubric

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<tr>
<th>8-10 pts</th>
<th>5-7 pts</th>
<th>&lt; 5 pts</th>
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<td><strong>The paper...</strong></td>
<td><strong>The paper...</strong></td>
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<tr>
<td>is of appropriate length (2 or more pages)</td>
<td>is of less than appropriate length (2 or more pages)</td>
<td>is of less than appropriate length (2 or more pages)</td>
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<tr>
<td>deals with subject matter from each day’s readings, in one’s own words.</td>
<td>may deal with subject matter from each day but is not expressed in one’s own words</td>
<td>may deal with subject matter from each day but is not expressed in one’s own words</td>
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<tr>
<td>connects the reading to some aspect of the student’s experience in a profound way.</td>
<td>may connect the reading to experience but in a surface way.</td>
<td>may connect the reading to experience but in a surface way.</td>
</tr>
<tr>
<td>poses questions that arise from the reading.</td>
<td>may not pose questions that arise from the reading.</td>
<td>may not pose questions that arise from the reading.</td>
</tr>
<tr>
<td>is written well in terms of grammar and expression and is organized well.</td>
<td>is written well in terms of grammar and expression and is organized well.</td>
<td>is not written well in terms of grammar and expression and/or is not organized well.</td>
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### 4. Cognitive Development Case Study: For this assignment, review textbook material related to Piaget’s theory and work on cognitive development (See Berk, Chap. 6). Choose a concept, process, operation, trait, characteristic, etc., and “test” the notion with at least 2 children or adolescents as is appropriate to the task. For example, you may test mental representation, egocentrism, hierarchical classification abilities, conservation, hypo-deductive reasoning or other ideas gleaned from the work of Piaget. You may use one of Piaget’s cognitive tasks as profiled by Berk (2013), or your own modification of one of these tasks, self-reports, clinical style-interviews or questionnaires. This assignment has the following three parts:
4a) Case Outline [10 points]: (First, you must develop and hand in an outline, and bring it to class with you on the appropriate day (See schedule). The outline should be at least 1 page in length identifying the following:

1. Your chosen operation
2. Your chosen age period
3. Your plan of assessment (i.e. Who will your participants be and why have you chosen them? What apparatus will you use, and how will you construct it or find the materials? What will you do to prepare? How will you record the results? What will be the setting?)
4. Any hypotheses you have developed and any remaining questions or points of difficulty you may have.

Outlines will be graded on the basis of completeness and detail. They should communicate a well-thought out plan of action for your case and answer all the questions noted above. [DUE: See Schedule]

4b) Group Peer Review [15 points]: For this assignment you will be assigned to groups of two or three and will conduct a peer review of another student’s completed assignment outside of class time. You will provide feedback on your peer’s paper by giving detailed comments on a rubric provided to you, as well as detailed comments on their paper. You will provide feedback to your peer in person, as well as post the comments and rubric in a space on Canvas that is accessible to both your peer and to the professor. You will be graded on extent of the feedback you give to your peer in the rubric and in your comments on their paper based on how detailed and specific that feedback is. Feedback should give specific suggestions about how the paper can be improved. [DUE: See Schedule]

4c) Peer Review Process Report [5 points]: After conducting the review, you will write a 1 page description and evaluation of the peer review process, which will be confidential. Answer these questions: When and where did your group meet? How did the process go? What did you learn? How was the quality of the feedback you received from your peer? [DUE: See Schedule]

4d) The Case Study [75 points]: The goal of this exercise is to discover first-hand how Piaget’s theory works in real-life situations. There is no limit or minimum for the length of this paper. In the past, excellent papers have ranged between 8 and 10 pages of writing, plus materials. Excellent paper examples will be posted on Canvas for you. I encourage you to use them as models of composition and analysis quality (while creating your own original work, of course). I also encourage you to refer to published journal articles as models. The object is to include as much detail as possible in your paper, while being as concise as possible. The following must be included as a
minimum: Make sure to include the following three sections in your paper, and review the rubric posted on Canvas:

1. **Description of Methods and Analysis of Results**: Write up the processes you engaged in and describe any findings or “ah-hahs” you made. Describe your participants and their backgrounds, and how and why you chose them. Show your results. Describe any lessons or meaning you made from the work. Describe in detail the materials and methods you used, and hand these in if possible. (25 points)

2. **Theoretical Analysis**: Connect your findings to theories regarding Cognitive developmental stage (i.e., Preoperational, Concrete operational, and Formal Operational). Discuss how these theories shed light on your study. If applicable, discuss alternate theories and studies that reevaluate Piaget’s ideas of the concept you are studying. (For this section, you may refer to any or all of the theories of cognitive development discussed in Berk (2013), and or you may consult readings not covered in class). (25 points)

3. **Methodological Analysis**: After performing the task, discuss what went as you expected, what didn’t, and why you think that was. (i.e., were your results due to developmental stage of your subject, something about the nature of the tasks you designed, or something about the way that you administered the task?) Discuss any limitations of your study, what you would do in the future to improve or expand upon the study and why, and other methods you could use to study your chosen construct. (25 points)

In addition, give attention to the following:

4. Organization, composition, and use of APA style formatting (6th edition). For example, APA-style parenthetical referencing and reference list style, appropriate title page, pagination, and sub-titles where appropriate are expected. Academic writing style should be used. (*Note: No grade will be given for this section, however, points may be deducted where proper form and organization are lacking.)

**Due: See Online Schedule**

Select a topic of interest to you about which you want to know more, then develop a specific question around this topic that you will investigate. Your question must pertain to teaching practices in school settings, some aspect of child development, or parenting practices. Your questions must be able to be investigated using the research mediums required for this study (i.e., observation, interview, and study of empirical peer reviewed journal article studies). Suggestions include: discipline in the school/classroom; developmentally appropriate practice; constructive learning/teaching; reciprocal teaching; cooperative learning; educational or parental practices aimed at instruction in some aspect or aspects of moral development;
prejudice reduction; conflict resolution training; intelligence testing; parenting styles; or other practices you can think of not discussed in class.

There is no minimum or limit in length for this paper. However, in the past, excellent papers have ranged from 10-20 pages of writing, not including attached materials. As with other assignments, the idea is to provide as much detail as possible, while also being concise. I will post some past examples on Canvas for you, and I encourage you to use them as models, and to consult published journal articles as well (again utilizing your own original work).

[Please post to Canvas, and bring two copies to class –for the in-class peer review session. Rough drafts will be assessed on completeness].

For the final paper, please see the rubric posted on Canvas, and do the following:

1.) Complete one school/classroom observation or home visit of at least 45 minutes, in which you observe practice related to your selected topic. Write out your observations and reflections on what you observed, noting important conclusions, and provide your field notes.

2.) Interview a relevant participant on the same topic i.e.) a child, a practicing teacher, or parent, etc. For example, the teacher may be the teacher of the class you observed – or he/she may be a teacher in another setting. Write up your interview.

3.) Read 2 peer reviewed journal articles, which describe and/or evaluate the teaching or parenting practice you are focusing on. These articles must be empirical studies. At least one article must pertain to culturally and linguistically diverse (CLD) students, families, or other individuals. Write a detailed summary of each article of at least one page each, providing appropriate bibliographic information (APA citation style).

4.) Write at least a two-page summary of what you learned from this project and provide personal reflections of this learning for your own practice. Connect what you learned to the articles you reviewed as applicable and to your observation and interview findings. Also discuss questions that emerged from your study.

5.) Write at least one paragraph reflecting on how what you learned from your study pertains to culturally and linguistically diverse students, families, or individuals, and how these insights influence your practice as an educator.

6.) The format of your paper should be written in APA format and citation style (6th edition) and follow the same rules as were set out for you in your Cognitive Case Study assignment. Refer to the Publication Manual of the American Psychological Association, 6th edition, for information about this formatting. As in the Case Study, correct use of APA format, organization, and writing style and composition will be factored in to the assessment of this assignment, as will organization and general presentation.

NOTE: I understand that conducting research may be new to you. We will spend time in class learning how to conduct an observation and interview and how to identify empirical articles in peer-reviewed journals. The point of this assignment is for you to get your feet wet doing some research with children – and hopefully have some fun doing it! [DUE: See Online Schedule]
*Note about how I assess your work:* I place a large emphasis on the care that you put into the writing of each assignment. Expect to be equally assessed on the quality of your composition, grammar, and spelling as on content. In the event that work does not meet the standards of good composition you may be asked to re-submit the assignment and appropriate late grades will be applied. For these reasons, I recommend spell checking your work, and submitting work to others for editing purposes if necessary. Also, I highly recommend the USF writing lab – you can find information on this online.

**USFSM Policies**

A. **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

B. **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

C. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

E. **Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being
absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

**Technology Requirements**

**Canvas**
Course materials, assignments, and announcements will be posted on Canvas. Students are responsible for downloading materials. Canvas email (i.e., your USF email account) will be used to communicate among class members. You are responsible for information that is emailed to your Canvas account or is posted on Canvas. Please check them regularly. If you need assistance using Canvas, I am happy to answer any questions that I can, but for technical inquiries I encourage you to contact IT.

**TaskStream:** TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks, to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks must be uploaded to your electronic portfolio on TaskStream and be rated with a mean score of 3 or higher in order for you to pass the course. Remember, failure to upload the Critical Task may result in a failing grade. In this course the critical task is: The Applied Research Paper.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Today</th>
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<tbody>
<tr>
<td>August 25</td>
<td>INTRODUCTION: UNDERSTANDING CHILD DEVELOPMENT</td>
<td>Syllabus, Berk, Ch. 1, pp. 3-9</td>
<td></td>
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<tr>
<td>September 1</td>
<td>NO CLASS – LABOR DAY</td>
<td>Berk, Ch. 1, pp. 10-37.</td>
<td>Reaction Paper #1 - on Weeks 1 and 2 readings</td>
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<tr>
<td>September 8</td>
<td>MAJOR THEORIES OF CHILD DEVELOPMENT</td>
<td>One of the following readings, which will be assigned to you:</td>
<td>Reaction Paper #2 – on Week 3 readings</td>
</tr>
<tr>
<td>September 15</td>
<td>STUDYING THE DEVELOPING CHILD: RESEARCH STRATEGIES</td>
<td>Berk, Ch. 2</td>
<td>Journal Article Summary – on the article you were assigned in week 3</td>
</tr>
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September 22  
**COGNITIVE DEVELOPMENT: PIAGET & VYGOTSKY**  
(week 5)  
*Readings:* Berk, Ch. 6, pp. 223-258, pp. 264-271  
*Due Today:* Reaction Paper #3 – on week 5 readings

September 29  
**BIOLOGICAL FOUNDATIONS AND PHYSICAL GROWTH**  
(week 6)  
*Readings:* Berk, Ch. 3, pp. 71-82, 118-123; Berk, Ch. 5  
*Due Today:* Reaction Paper #4 – on week 6 readings  
Cognitive Case Study Outline

October 6  
**THEORIES OF LEARNING, LANGUAGE, AND INTELLIGENCE**  
(week 7)  
*Readings:* Berk, Ch. 4 pp. 127, 137-144; Ch. 9 pp. 357-367, 371, 392-395; Ch. 8 pp. 321, 325-326.  
*Due Today:* Reaction Paper #5 – on week 7 readings

October 13  
**NO CLASS: PROFESSOR AT CONFERENCE—GROUP PEER REVIEW OF CASE STUDIES**  
(week 8)  
*Readings:* N/A  
*Due Today:* N/A

October 20  
**NO CLASS – GROUP PEER REVIEW OF CASE STUDIES**  
(week 9)  
*Readings:* N/A  
*Due Today:* Group Peer Review: Rubric and Comments on Paper  
Peer Review Process Report
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<th>Readings</th>
<th>Due Today</th>
<th>Notes</th>
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<tr>
<td>October 27</td>
<td>EMOTIONAL DEVELOPMENT</td>
<td>Berk, Ch. 10 pp. 399-437, and re-read Berk, Ch. 5 pp. 199-200.</td>
<td>Reaction Paper # 6 – on week 10 readings</td>
<td>In-class observation.</td>
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<tr>
<td>November 3</td>
<td>THE EMERGENCE OF SELF &amp; IDENTITY, AND THE MOTIVATION TO LEARN</td>
<td>Berk, Ch. 11 pp. 443-463</td>
<td>Reaction Paper # 7 – on week 11 readings</td>
<td>Cognitive Case Study</td>
</tr>
<tr>
<td>November 10</td>
<td>COMPETENCE, RESILIENCE, AND SOCIALIZATION IN CHILD DEVELOPMENT</td>
<td>Berk, Ch. 11 pp. 463-469, and re-read Berk, pp. 10-11, 116-118.</td>
<td>Reaction Paper # 8 – on week 12 readings</td>
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<td>November 17</td>
<td>THE DEVELOPMENT OF SEX DIFFERENCES AND GENDER ROLES</td>
<td>Berk, Ch. 13; Ch. 15 pp. 604, 615-619</td>
<td>Reaction Paper # 9 – on week 13 readings</td>
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<td>November 24</td>
<td>MORAL DEVELOPMENT</td>
<td>Berk, Ch. 12, pp. 481-522</td>
<td>Applied Research Paper Rough Draft (Post on Canvas)</td>
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Reaction Paper #10 – on week 14 readings

[Students should bring **2 copies** of their draft to class for peer review]

December 1  
(week 15)  
**CONCLUSIONS**  
Applied Research Paper Due Today (Post on Canvas)

**Readings:**  

**Due Today:**  
Reaction Paper #11 – on week 15 readings  
Applied Research Paper

**HAVE A WONDERFUL BREAK!**
Task Stream Rubric

(Please note that your instructor may provide a different rubric for your final grade. The rubric below is for College of Education Assessment requirements only. However, you must receive a mean score of 3.00 to pass the course).

EDF 3122: Applied Research Paper

University of South Florida Sarasota-Manatee

(Please note that your instructor may provide a different rubric for your final grade. The rubric below is for College of Education Assessment requirements only. However, you must receive a mean score of 3.00 to pass the course).

Standards Assessed:

COE Unit Standards:
1. Demonstrates an understanding that education takes place within interdependent contexts
2. Understands the learner holistically
3. Uses data and scholarship to inform educational practice
4. Demonstrates the knowledge, skills, and dispositions necessary to be an effective educator

Indicators: Diversity; Dispositions

BOG: Communication

- Students select a topic of interest about which they want to know more, and develop a specific question around this topic that they will investigate. The question must pertain to teaching practices in school settings, some aspect of child development, or parenting practices. Questions must be able to be investigated using the research mediums required for this study (i.e. observation, interview, and study of empirical peer reviewed journal article studies with at least one article pertaining to culturally and linguistically diverse (CLD) students, families, or other individuals). Suggestions include: discipline in the school/classroom; developmentally appropriate practice; constructive learning/teaching; reciprocal teaching; cooperative learning; educational or parental practices aimed at instruction in some aspect or aspects of moral development; prejudice reduction; conflict resolution training; intelligence testing; parenting styles; or other practices. Candidates provide personal reflections of this learning for their own practice. Candidates connect what they learned the pieces of data they collect and discuss questions that emerged from the study. Candidates reflect on how what they learned from the
The study pertains to culturally and linguistically diverse students, families, or individuals, and how these insights influence their practice as an educator.

**Notation:** The description might not contain the full details of the assignment. It contains the elements that are measured in order to assess candidate progress and proficiency toward standards set by the Florida Department of Education, the Council for the Accreditation of Educator Preparation (formally NCATE), professional organizations, the Board of Governors, and the University of South Florida Sarasota-Manatee College of Education. Refer to the syllabus and the instructor for complete details.

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<th>Semester:</th>
<th>Student U-Number:</th>
<th>Assessor:</th>
</tr>
</thead>
</table>

### College of Education Unit Standards

<table>
<thead>
<tr>
<th>Ability to apply concepts from human development and learning theories. COE 4</th>
<th>Level 1 Unacceptable</th>
<th>Level 2 Marginal</th>
<th>Level 3 Meets Standard</th>
<th>Level 4 Advanced</th>
<th>Level 5 Exceptional</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections on the student’s learning connect clearly to the three pieces of data discussed (observation, interview, and articles) and each piece is discussed. COE 3</td>
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<td>Questions that emerged from the study are posed clearly and discussed. COE 4</td>
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<tr>
<td>The candidate critically reflects on how his or her research pertains to the development or instruction of culturally and linguistically diverse (CLD) students, families, or individual and to educational practice with these groups. COE 4; Diversity</td>
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### Communication

<table>
<thead>
<tr>
<th>Effective communication including organization, clarity, proper composition and grammar, and academic style. BOG communication</th>
<th>Level 1 Unacceptable</th>
<th>Level 2 Marginal</th>
<th>Level 3 Meets Standard</th>
<th>Level 4 Advanced</th>
<th>Level 5 Exceptional</th>
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