

Child Growth and Development (TCH 210)
Illinois State University – School of Teaching and Learning – Fall 2026
August 17, 2026-December 4, 2026 (Exam Week 12/7-12/11)
In-Person/On Campus Synchronous

Instructor:	Tina McGuire	Office:	Fell Hall 402
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Section:	6: T/R 8AM-9:15AM – DeG 305	Zoom Office:	293 788 7358 or tmmcgui (passcode: redbirds)
		Office Hours:	M/W 1PM-3PM - Virtual T 5PM-6PM – In Person By Appointment If Requested

COURSE INFORMATION

Catalog Description

Physical, social, emotional, and mental development of the child from conception to adolescence; methods of studying children and their behavior. Includes satisfactory completion ***Clinical Experiences:*** Type 1. **Credit Hours:** 3.0 hours.

Course Overview

This course is an **opportunity** to help you build knowledge of the various aspects of child development that are essential for teachers and other professionals working in any school setting. Understanding and supporting children's development is part of a practitioner's everyday routine in schools. The developmental knowledge provided in this class is essential to all pre-service teachers, but especially for urban educators who must gain knowledge in contemporary issues that may serve as barriers to students' overall well-being in all the developmental domains. Readings and activities focus on developmental patterns and outcomes for children from racially and ethnically diverse backgrounds, as well as lower-income populations. There will also be additional content focused on the role of communities and policies that shape children's developmental growth and outcomes.

The content presented in this course is based on research findings and includes the major theories of cognitive, social, and emotional development. The course invites you to be an active participant and encourages you to provide informed views on the topics under discussion, both in agreement and disagreement, requiring only that you ground your views on well-founded evidence.

The course also includes **9 hours of observation** to help establish the **connection** between theory and classroom practices.

Relationship to Conceptual Framework - Realizing the Democratic Ideal

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a *democratic* society. To teach in a democracy is to consciously take up the challenge of **improving the ethical and intellectual** quality of our societal **dialogue** by including in it as many educated voices as possible.

This course contributes to this mission by focusing on looking closely at children in relation to their development, which adheres to the principle of showing sensitivity to the individual as well as cultural diversity. In addition, the underpinnings of this course recognize the *appropriate teaching strategies* have to be tailored to diverse learners as each child is given respected status in the classroom community and the instructional support that he/she needs and deserves.

For more information, please visit ISU's [Conceptual Framework](#).

Course Objectives

Upon completion of this course and the accompanying field experience, you will:

A. Compare and contrast the various aspects of the child development theoretical base of information.	IPTS 1B, 1I, 2A, 2C, 2F, 2G, 4A, 4C, 4D, 5A, 5F, 8B	RDI EC1, EC2, EC4, IC1, IC2, IC3, IC4, IC5	ACEI 1.0, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4
B. Explain from a perspective of diversity the patterns found in the development of children in the following domains: Physical, socio-emotional, and cognitive.	IPTS 1A, 1C, 2A, 2E, 2F, 4C, 5A, 5F	RDI EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC4	ACEI 1.0, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4
C. Apply developmental theory/knowledge/ diversity to children in classrooms and their social worlds.	IPTS 1A, 1B, 1I, 4A, 4D, 5A, 5F	RDI EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC4	ACEI 1.0, 3.1, 3.2, 3.3, 3.4

IPTS, Illinois Professional Teaching Standards

ACEI, Association for Childhood Education International

RDI, Realizing the Democratic Ideal

EC, Ethical Commitments as part of the college's Conceptual Framework

IC, Intellectual Commitments as part of the college's Conceptual Framework

Course Outline

- I. Studying Child and Adolescent Development – basic issues, introduction to theories
- II. Physical Development – brain development, physical growth, development of motor skills
- III. Cognitive Development – Behaviorism, Piaget, Vygotsky, Culturally Responsive Teaching
- IV. Emotional Development – attachment, temperament, emotion, self-control, motivation
- V. Social Development – understanding others, relationships with peers, and morality
- VI. Families: Partners in Education – family structures, influences, school-family partnerships

Disclaimer: While this course can help us better understand patterns of development, we need to bring a critical eye to our readings and discussions. Social science research has been used to support white supremacy, colonialism, and enslavement over the years. While some research makes claims about 'objectivity,' I do not believe any social science research is purely objective. It is guided by early theories, which were narrowly built upon small populations of white and affluent individuals, and further informed by the worldview of the researcher. It is important to be a critical consumer of research and ask questions! *Who was studied?, Why were they studied?, What data were obtained and how? How might the data be biased?* Be critical of research and theories that oversimplify development, such as Behaviorism or comparisons of different demographic categories. Development is complex. Our research and theories should reflect that reality (Zuberi & Bonilla-Silva, 2008).

REQUIREMENTS

Background Check

You completed ISU's National Criminal Background Check to enroll in this course. The background check is valid for 10 years and is required to observe in the ISU lab schools (Metcalf and U-high). You are also required to purchase an ISU badge (\$5) to observe in the lab schools. You will receive an email from Nicholas Miller (namille3@ilstu.edu) about this process.

Required Materials/Textbook

Bergin, C. A. C., & Bergin, D. A. (2025). *Child and adolescent development in your classroom: Topical approach*. Cengage.

Students may use an older edition of the textbook though keep in mind that the page numbers may not match with what I provide in class. Students can find the textbook (used or new) through Amazon, Booksrun, Better World Books, AbeBooks.com, GumLuz, and Stanza. Students can also rent an online/eBook version of the textbook directly through Cengage. Students can also share textbooks throughout the semester either with students in this section or other sections of TCH 210. The first chapter of the textbook is provided on Canvas.

REQUIRED ASSIGNMENTS

Clinical Observation Notes (90 pts) [Objective A, B, C]

You will complete 9 hours of clinical observations. The 9 hours will be spent at Illinois State University Lab Schools (Metcalf & UHigh). You will complete observations across grade levels and subject areas (3 hours in preK-5; 3 hours in 6th-8th grade; 3 hours in 9th-12th grade). You must take notes for each of the 9 hours focusing on students' physical, cognitive, social, and emotional development, and the classroom environment. You are also required to make connections to course content and compare developmental levels at the end of your notes.

There is an online registration system to reserve observation spots in lab school classrooms. The process will be covered in class, and tutorial videos can be found on Canvas. Clinical hours should be completed between 9/8-12/4. It is suggested that HS hours are completed before 10/9.

Based on departmental requirements, 9 observation hours must be completed. If they are not completed, you cannot pass the class.

Clinical Paper #1: Reimagining a Lesson (50 pts) [Objectives A, B, C]

You will select a lesson or activity you observed. You will explain which learning theory or theoretical concepts likely guided the learning that took place during the lesson, with evidence from your observation notes and connections to your textbook. You will then select a different learning theory and reimagine what the lesson/activity might look like from the other theoretical perspective. You can do this by 1) providing a written explanation of what the new lesson or activity would look like, 2) creating materials that would be used to facilitate the new lesson or activity, or 3) making a short video of a mock lesson or activity. You will then analyze and critique the observed lesson/activity and reimagined lesson

for how they might support or limit student learning. You should weigh the pros and cons of each approach, as well as consider how each approach supports culturally responsive teaching (or not).

Additional materials are available on Canvas.

Clinical Paper #2: Social Emotional Development Inquiry (50 pts) [Objectives A, B, C]

For this paper, you will focus on the social and emotional domain of development. Using the notes from your observations, you will attempt to answer a research question related to any of the social/emotional concepts covered in class or in your textbook (e.g., moral reasoning, motivation, peer interactions, etc.).

The research question you develop will need to be qualitative – asking *how* or *what* questions (something you can answer from your research notes). For example:

- How do female-presenting students seem to conform to or resist gender stereotypes?
- What kind of motivation strategies do teachers use at Metcalf compared to U-high?
- How do teachers support prosocial behaviors in their classrooms?

You will then use your notes to answer your research questions and offer recommendations based on your “findings.”

Additional materials are available on Canvas.

Participation, Accountability, Attendance, and Communication (70 pts) [Objectives A, B, C]

It is expected that you make meaningful contributions to class discussions and activities on a regular basis. Additionally, a variety of formative assessment tasks will be given to provide you with opportunities to informally demonstrate your understanding of course content and to practice applying that knowledge base to real and hypothetical situations. Exit responses (30 points) are included in this assessment category. Exit responses will open on Canvas 30 minutes into the class meeting and close at 1PM. Exit responses cannot be reopened and will not be accepted late or after they close.

A cornerstone of becoming a teacher is practicing communication with your peers and supervisors. Additionally, consistent attendance is required as a teacher. Assignments in this category will help you practice your professional communication skills. Attendance will be taken at each class meeting. Each class meeting is worth 3 points, if the student is present they will earn those points. If a student is late to class, they will only earn 1.5 points. If a student is 10 or more minutes late to class, that will count as an absence. If a student has 6 or more unexcused absences (3 weeks of class), they will automatically receive a zero for this grade. More information about the attendance grade can be found on Canvas and will be gone over in class.

Student Information Form (10 pts)

This is a Canvas assignment. Completing the form will tell me a little bit more about you and what you’d like to gain from the class. Completing it also confirms that you’ve read the syllabus and understand its contents. It is due the first week of class.

Syllabus Quiz (15 pts)

This quiz will evaluate your ability to read the course syllabus. It will also demonstrate that you understand the basic requirements for the course. It is due the second week of class.

Social Issues Outreach Newsletter (60 pts) [Objectives B, C]

With a small group of peers, you will conduct research on a social issue [e.g., bullying, child abuse, stress/depression, racial microaggressions, death and grief, children of divorce, homelessness]. You will then create an electronic newsletter with an overview of current research, links to developmental outcomes, and tips for educators and parents. You can use any books or online materials, but your references must include at least one peer-reviewed research article. An example and directions are provided for this assignment on Canvas.

Quizzes (100 pts total – 10 quizzes, 10 pts each) [Objectives A, B, C]

There will be a quiz at the end of each chapter. Quizzes will be taken outside of class on course site. The quizzes will consist of multiple-choice and open-ended responses. You may use your textbook and notes for the quizzes. Quizzes are not timed and can only be submitted once.

Final Exam (45 pts) [Objectives A, B, C]

The final exam will be administered at the end of the semester and will be on Canvas. The exam will be open during exam week, and students can take it on their own. It will cover material from the full semester. The exam will consist of multiple-choice, open-ended questions, and essay responses. The exam will open at 8AM on 12/7 and it will close at 11:59.00PM on 12/10. The final exam will not be reopened for any reason.

STUDENT PERFORMANCE EVALUATION & GRADING POLICIES**Grading Policies**

When determining a student's final grade, I will reflect on their complete body of work. That includes attendance, participation, and quality of work. Also remember that as the professor of this course, I do not have to round any grades up. In all final grade considerations, I reflect on the student's participation in class, communication with me, timeliness of handing in assignments, and overall attendance.

Additionally, a student's final grade must also show that the student has met course objectives (C), gone above course objectives (B), or gone above and beyond course objectives (A). Also, I grade on a point system, and not a percentage system. The grading scale, based on points, can be found in the assessment section/list towards the end of the syllabus. Also note, the percentage Canvas shows may not be accurate based on my point system. It's also suggested that students do not use the "what if" grade feature on Canvas, that feature does not work well with this class because of the point system. Additionally, using that feature, in any class, can cause increased grade anxiety within students.

Students must keep in mind that as a professor, I must stay consistent with grading throughout the entire semester and with all students. Grades cannot and should not be discussed via e-mail, and students who request grade bumps or grade information via e-mail will be asked to meet with me in person. If a student needs to discuss their grade, they must come to my office hours or make an appointment to discuss grades. And note that just because a student comes to my office hours, that doesn't mean a grade will be changed or raised.

Course Assignments & Assessments

* Point totals are subject to change*

Assignment	Points Valued	Due
Clinical Assignments (200 points)		
Clinical Observations Notes	90	12/7
Clinical Paper #1	50	10/13
Clinical Paper #2	50	12/3
Hours Uploaded & Complete	10	12/3
Chapter Quizzes & Final Exam (145 points)		
Chapter 1 Quiz	10	8/27
Chapter 2 Quiz	10	9/10
Chapter 3 Quiz	10	9/24
Chapter 6 Quiz	10	10/1
Chapter 7 Quiz	10	10/15
Chapter 8 Quiz	10	10/22
Chapter 9 Quiz	10	10/29
Chapter 13 Quiz	10	11/12
Chapter 11 Quiz	10	11/19
Chapter 14 Quiz	10	12/3
Final Exam	45	12/10
Other Assignments & Responsibilities (155 points)		
Student Information Form	10	8/20
Syllabus Quiz	15	8/25
Social Issues Outreach Newsletter (Group Assignment)	60	11/5
Participation, Accountability, Attendance and, Communication	40	12/3
Exit Responses	30	Dates Vary
Extra Credit	Up to 20	12/3
Class Totals		
Assignment Totals	500	

Grading Scale (Percent): 100%-92% (A), 91.9%-84% (B), 83.9%-74% (C), 73.9%-68% (D), 67.9%-0% (F)

Grading Scale (Points): 500-459.5 (A), 459.4-418.5 (B), 418.4-377.5 (C), 377.4-336.5 (D), 336.4-0 (F)

* When reviewing your grade, please follow the point system, as it's more accurate to include possible rounding. Additionally, it is advised not to use the 'expected' grade feature on Canvas as that will cause increased grade anxiety among students.

Late Work and Assignment Extension Requests

Most assignments are open one week beyond the due date. After an assignment is due, if a student has not handed it in, they will get a reminder Canvas message reminding them to submit the assignment within the week. If the student gets the assignment submitted within that week, no penalties will be assessed. If they do not get the assignment submitted within that week, the score for that assignment will become a grade of zero. If after an assignment has become a grade of zero, and the student would like to hand in the assignment, they need to meet with me in person to discuss options of getting it in. If a month has passed after the close day, the assignment cannot be handed in.

The late policy covers most assignment extension requests. If a student sees they need an extension beyond the already built-in late work policy, they need to meet with me in person at least 24 hours before the **due date** to discuss options for an extension.

Extra Credit

There are a handful of extra credit opportunities found on Canvas. Students need to follow directions on these assignments. All extra credit will be added in at the end of the semester. Extra credit will not be graded early. Students can only earn up to 20 points of extra credit for the semester. The due date for all extra credit will not be extended beyond the due date listed. This assignment will not reopen. In order to earn any extra credit points, all 'regular' credit/assignments must be completed, with the exception of exit responses.

Final Grade Policy

No assignments will be accepted after 11:59.00PM on 12/10. Grades will be tabulated and submitted to the university on 12/11.

The last day for student meetings to discuss work and/or grades is 12/4. All inquiries about grades need to happen in person. After this date, students cannot request extensions on assignments, request an assignment redo, or meet about grades.

CLASS POLICIES

Course Format

This course is an in-person synchronous course that meets every Tuesday and Thursday from 8AM-9:15AM. There isn't an online version or option for this course. The clinical portion of the course (9 hours) needs to be completed by the student outside of the regular class meeting time.

Instructional Days (Green on Calendar) – Attendance required.

Workshop Days (Light Purple/Pink on Calendar) – Attendance optional, though students will have time in class to work on assignments, and Tina will be available for help in the classroom.

Group Workdays (Blue on Calendar) – Students must use these days to work with their group on their group project. Groups do not need to meet in the classroom, so attendance will not be taken. Tina will be available either in the classroom or her office on those days.

Observation Days (Yellow on Calendar) – Class will not meet on these days, and attendance will not be taken. Students should take this opportunity to complete at least one observation hour on these scheduled days. Tina will be in her office on those days, if students need to meet.

University Holiday (Orange on Calendar) – Classes across campus do not meet; Tina not available.

Attendance Policies

Excused Absences: There are three types of absences that will be considered excused. With all three excused absences, students are required to provide documentation prior to their absence. Please review these absence types and plan ahead if needed.

1. An official ISU absence, this could include NCAA athletic events, band concerts, academic tournaments, and some field trips. In these cases, you will need to provide a signed letter from your advisor, instructor, or coach explaining the reason for your absences and the dates you will be absent. This can be an e-mail, though it is preferred if an actual letter was provided via an e-

mail attachment. Additionally, *students must provide these letters prior to the scheduled absence*. Please plan ahead and let me know as soon as you are aware of these absences. If a student does not provide the letter prior to the absence, the absence will be unexcused. link to ISU's Official Excused Absence Policies: policy.illinoisstate.edu/students/2-1-20.shtml

2. *Personal illness*, this would be where you are so sick, you cannot attend class. In these cases, you will have to provide a valid doctor's note, or a walk-out statement from University Health Services. If documentation cannot be provided for the day of your absence, your absence will be unexcused. Additionally, dates on doctor's notes and walk-out statements need to show consistency with dates you are absent. The dates can be two days on either side of your absence. For example, if you're absent on a Tuesday, your note can be dated Sunday or Thursday and be excused.

* In the case of a personal illness and a student cannot get documentation prior to the absence, the student needs to e-mail me ahead of time and request a personal day (students get three during the semester). Then when the student has the proper documentation, and they provide that documentation, the absence will change to excused.

3. *Registered extended absence & bereavement*, if a student needs to be absent for an extended period of time (missing 2 or more class meetings), they need to register their extended absence with the Dean of Students (Link for the Dean of Students: <https://deanofstudents.illinoisstate.edu/contact/absence/>). After the absence has been registered with the Dean of Students, all instructors will receive a notification of the absence and if the University has excused the absence or not. Students can review the full policy through this link: <http://policy.illinoisstate.edu/students/2-1-27.shtml>

In all three situations, if you follow the proper guidelines and get documentation, late work will be accepted and/or excused (in class points cannot be made up). There may be a time limit in place for some assignments, so please make sure that you are organized and are in communication with me.

Personal/Mental Health Days: During the semester, students get two personal/mental health days. These days can be used on any class meeting day. To use a personal/mental health day, the student needs to e-mail Tina at least **30 minutes** prior to the class meeting time. They need to state they are using a personal/mental health day, and the absence will be excused. If the student e-mails me too late, the absence will not be excused. Personal/mental health days may be scheduled out ahead of time if a student is aware of an absence ahead of time. If a student is sick and cannot attend class, they may use a personal/mental health day. Then if they go to the doctor and get a note to excuse them from the missed class meeting, that personal/mental health day can change to an excused absence.

Excused vs. Unexcused Tardy: For the most part, coming late to class is unexcused. Though, please review the above policies about excused absences. If a student comes to any class meeting ten or more minutes late, it will be considered an unexcused absence.

If the weather is bad, allowances may be made for some students who are late and must commute (drive) to campus. Though missing the bus or sleeping through an alarm will never count as an excused tardy. If you are concerned about getting to class on time, please speak with me.

Religious Holidays & Other Considerations: Please review the schedule at the end of the syllabus, and if you have a conflict with a due date or class meeting due to a religious holiday or practice, please get in

touch with me. I will do my best to work with you. These arrangements need to be made prior to the holiday. If you see there are presentation days on a holiday, please do your best not to sign up for the presentation date that lands on the holiday.

General Notes About Attendance: Students should do their best not to schedule appointments, work, meetings, job interviews, or anything else during class time, because these instances may not be excused (see the above list of excused absences). When a student schedules something during class time, that tells me that they may not take the class seriously and that they do not respect the time of the instructor and the other students in class. Remember, you have two personal/mental health days. If you communicate this with me at least 30 minutes prior to class, your absence will be excused (except for your scheduled presentation date). If you're absent more days than you're present for class... you'll most likely fail the class.

As a college student and an adult, it is up to you to attend class. Only you can control your own actions and attendance. **By not attending class (for any reason, excused or unexcused), please understand that class goes on without you, and you are still responsible for all material covered and assignments completed. Remember by not attending class (for any reason, excused or unexcused) points on in-class work and points in attendance may be lost or not earned.** Students need to make decisions that are in their own best interests and what they deem important and what is a priority. This is with the understanding that a student's overall grade will be negatively affected if they are not regularly attending class. Excessive absences could also result in the student being reported to the Redbird Care Team or even being dropped from the course.

Contacting Tina – Sending Tina E-mails/Canvas Messages and Making Appointments

If at any point in the semester, you have a question or an issue, please let me know as soon as possible. The best way to get ahold of me is through e-mail (tmmcgui@ilstu.edu). Canvas messages work well, too. Students must use their ISU issued e-mail address or Canvas messages to communicate with me. The subject line of your message must provide the following: class, section number, short description (TCH 210 Section 6 – Clinical Question). Having this information in the subject line of your message will ensure you get the most accurate feedback possible.

If you need to make an appointment because my office hours do not fit into your schedule, please send me an e-mail or Canvas message with at least three possible dates and times that work for you. Also indicate if you'd like an in-person meeting or a Zoom meeting. Then we'll set something up.

E-Mail and Canvas Message Attachments

Unless I direct you to do so, never e-mail me attachments or share assignments with me through e-mail. E-mail attachments and links sometimes carry computer viruses. I will not risk the health of my personal computer due to a corrupted attachment. All assignments are uploaded to Canvas, and that is the only way assignments will be accepted. Students may attach doctor's notes or proof of excused absences to e-mails or Canvas messages.

Assignment Comments on Canvas

There is an option on Canvas to send a comment to an instructor through an assignment submission.

Please note that I do not see these comments until after I've graded the assignment. Therefore, if you need to get me a message about your assignment, please e-mail me or send me a regular Canvas message. Do not use the comment feature on Canvas. Also, do not use this feature to add attachments to your assignments, as I will not see those attachments until after I've graded the assignment. All assignments need to be properly submitted to Canvas to be graded. Just to be safe, don't use the comment feature on Canvas.

When Tina is Available

I will always be available during my office hours. Though if there is a change to my office hours, that will be announced in class and noted in the syllabus section of Canvas.

I will do my best to respond to e-mails and Canvas messages in a timely manner. Though, I ask students to be patient with me, especially after hours and over the weekend. I will not respond to e-mails or Canvas messages received after 6PM on weekdays (Mondays-Thursdays). Those e-mails or Canvas messages will be responded to the next weekday morning. Additionally, I will not respond to e-mails or Canvas messages sent over a weekend (Fridays-Sundays), holiday, or break until the next weekday morning.

Weekly Canvas Announcements & Instructor Communication

Each week (usually Friday mornings) I send out a Canvas announcement to prepare students for the upcoming week. Students are expected to read this announcement each week.

I use a combination of e-mail and Canvas messages; therefore, students are required to check both their ISU issued email and Canvas on a regular basis. Students are encouraged to set their Canvas notifications, so they're sent to their ISU issued e-mail.

Class Cancellations

If I need to cancel class, I will notify the class via a Canvas announcement. I will do my best to communicate this to students as soon as I can. If the university cancels class, you will be notified by the university, and then I will send a Canvas announcement with instructions.

General Time Management

Students enrolled in TCH 210 typically have at least one year of college complete. Therefore, I expect students to have a time management plan to complete assignments on time and come to class. If time is provided in class to complete work, students are expected to use that time to their fullest. If they do not use that time, it's up to them to work on assignments outside of class.

Cell Phones/Electronic Devices/Headphones

During class, students are asked to put their phones away. Students may take notes on their laptops if they wish. Please keep your phones away.

Please do not take pictures of the power points or the screen during class. All power points are available on Canvas. Snapping a picture during class is distracting and can also be considered as a form of plagiarism, as I have not given you permission to take a photo of me or of the content I have created.

Please do not wear headphones or air pods during instructional time. Even if there isn't music playing, it sends the message to the instructor or the speaker that you are not paying attention and may not care about their message. If you are wearing headphones or air pods during class, I may ask you to take them off. Please be a respectful student.

Technology Expectations

Students are expected to know how to use their own technology. If students are unsure on how to use any technology used on campus or in my class, they will need to use critical thinking skills and learn on their own. Some resources are provided, though ultimately, it's up to the student.

Using Microsoft Word

Students are expected to use Microsoft Word and upload Microsoft Word documents of their work. PDFs *may* not be accepted. If a student doesn't know how to use Microsoft Word, they will need to use critical thinking skills and learn how to use it. Some resources are provided, though ultimately, it's up to the student.

MacBooks and Mac Users

If you have a MacBook, please understand that it may not be completely compatible with some of the technologies used on campus. Students should understand that if they have a MacBook, they may have to do some additional critical thinking and maybe some research on how to use a MacBook. This might include learning how to save files, connecting to classroom technology, using Canvas, and using Microsoft Word. Some resources are provided, though students may have to do a Google search or do research on their own.

iPad & Tablet Users; Using the Canvas App; Recommended Web Browser

Some students prefer to use a tablet. Please note that with a tablet, not all features of Microsoft Word or Canvas are available. Additionally, when a student uses the app for Canvas, there are some differences from the web-based version. Students need to understand these differences, as they are responsible for knowing how to use their own technology. Using a computer is recommended.

It is strongly recommended that when using Canvas, students use Chrome or Firefox. Canvas does not work well with Safari, and students should also understand there are limitations with the Canvas app. For the best results, students should complete all work on a laptop and use the web-based version of Canvas. Most of the time when students struggle to submit work to Canvas it's because there is an issue with their web browser.

Uploading Assignments to Canvas

All assignments and quizzes are set for students to upload one attempt. Therefore, it is imperative that you review what you upload to Canvas before you click submit because **you are only allowed one attempt.** If you realize after you've uploaded your assignment that it's the wrong file, please send me an e-mail or Canvas message. As soon as I'm able, I will send instructions on what to do. Though keep in mind my availability, see policy above about communication after 6PM and on weekends and university breaks.

Academic Integrity (Cheating & Plagiarism)

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an **Artificial Intelligence** third-party service or site (**AI-generated content**) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to [Student Conduct and Community Responsibilities](#), a unit of the Dean of Students Office, for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied

All assignments are subject to a verbal review. This means that if I suspect the assignment was plagiarized or created using ChatGPT or AI, I will require a meeting with the student. At the meeting, I will review with the student how they researched their presentation, and I will ask for information about their planning process. If after that meeting it is clear the student was dishonest with their work, they will be reported to the Student Conduct and Conflict Resolution Office. Additionally, the student will receive a failing grade on the assignment and that could also mean failing the course.

Student Accommodations

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 308 Fell Hall, (309) 438-5853 or visit the website at StudentAccess.IllinoisState.edu.

Mental Health Resources

Life at college can be very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

Larry and Barbara Efaw Center for Educator Excellence

<https://education.illinoisstate.edu/centers/efaw/index.php>

Location: DeGarmo 18 & 19 (and online)

We are a student success center that is here for *all teacher education* students across campus!

Services 1:1 meetings and group events; organization; time management; advocacy; culturally responsive pedagogy; responding to and reporting microaggression and bias incidents; content test

preparation; learning communities; case management; connection to campus resources; scholarship preparation.

Tutoring: ILTS/ content test; tutoring available for select TCH and SED coursework-inquire for specifics.

Workshops/ Events: Stress Management; ILTS/ content test prep.; Community conversations, and more!

Course Syllabus and Schedule

While I am an extremely organized person and have a very intense syllabus (thank you for reading through this very extensive syllabus), sometimes changes need to be made. Therefore, the content of this syllabus and the course schedule could change during the semester. Students will be notified of any changes, and all changes will also be reflected on the class's Canvas site.

Students need to remember that the syllabus is in effect for the entire semester. All policies and information apply within the entire semester. A policy will not change mid-semester, unless a dire need is evident, and in that case the class will be informed.

Sometimes what happens is that a student gets a bit too comfortable in class (especially at the end of the semester) and will assume that I will take an assignment after a due date, or I will allow for a resubmission. This may not be the case. All policies apply to all students for the entire semester. I will stay strict on this, as this will show that I am consistent with all students. As a student, you may feel that that's not fair, I respect those feelings, though I hope you understand that I manage over 150 students during a semester, and I need a system (like course policies) to stay organized.

TCH 210 Section 6 – Tentative Schedule for Fall 2026 – *Subject to Change*

Week	Date	Day	Material Covered (Canvas has more information & additional readings)	Assignments Due (to Canvas)
1	8/18	T	Course Information/Syllabus	
	8/20	R	Chapter 1 (pp. 1-15)	Student Information Form
2	8/25	T	Chapter 1 (pp. 16-35)	Syllabus Quiz
	8/27	R	Trauma-Informed Teaching Assign Clinical Paper #1	Chapter 1 Quiz
3	9/1	T	Chapter 2 (pp. 40-50)	
	9/3	R	Chapter 2 (pp. 51-68)	
4	9/8	T	Chapter 2 (pp. 69-84)	
	9/10	R	Chapter 3 (pp. 91-102)	Chapter 2 Quiz
5	9/15	T	Chapter 3 (pp. 103-118)	
	9/17	R	Observation Day (Tina Available 8AM-5PM)	2 Clinical Hours Complete
6	9/22	T	Chapter 3 (pp. 118-131) Assign Social Issues Outreach Newsletter	
	9/24	R	Chapter 6 (pp. 223-243)	Chapter 3 Quiz 3 Clinical Hours Complete
7	9/29	T	Chapter 6 (pp. 244-259)	
	10/1	R	Group Workday (Tina in Classroom)	Chapter 6 Quiz 4 Clinical Hours Complete
8	10/6	T	Clinical Paper #1 Workshop Day	
	10/8	R	Observation Day (Tina Available 8AM-5PM)	
9	10/13	T	Chapter 7	Clinical Paper #1
	10/15	R	Group Workday (Tina Available 8AM-5PM)	Chapter 7 Quiz 5 Clinical Hours Complete
10	10/20	T	Chapter 8	
	10/22	R	Chapter 9 (pp. 357-367) Assign Clinical Paper #2	Chapter 8 Quiz
11	10/27	T	Chapter 9 (pp. 368-390)	
	10/29	R	Group Workday (Tina in Classroom)	Chapter 9 Quiz 6 Clinical Hours Complete
12	11/3	T	Chapter 13 (pp. 541-562)	
	11/5	R	Observation Day (Tina Available 8AM-Noon)	Social Issues Newsletter
13	11/10	T	Chapter 13 (pp. 563-578)	7 Clinical Hours Complete
	11/12	R	Chapter 11 (pp. 445-468)	Chapter 13 Quiz
14	11/17	T	Chapter 11 (pp. 469-487)	
	11/19	R	Clinical Paper #2 Workshop Day	Chapter 11 Quiz
15 - Thanksgiving	11/24	T	Class Does Not Meet	
	11/26	R	Class Does Not Meet	
16	12/1	T	Chapter 14 (pp. 585-611)	Clinical Hours Complete
	12/3	R	Chapter 14 (pp. 612-625) Uploading Clinical Hours	Clinical Paper #2 Chapter 14 Quiz
17 – Exam Week	*Clinical Observation Notes – due 12/7 by 11:59.00PM *Class will not meet during Finals Week *Exam completed on Canvas – opens 12/7 at 8AM, closes 12/10 at 11:59.00PM			

* Exit responses are not listed on schedule above; those will be announced in class and will close at 1PM on the days assigned.

* Tina will be available on 12/4 from 9:35AM-5PM in her office (Fell 402), 12/4 is the last day for student meetings.

