

ASU College of Education - Teacher Education Department
EPSY 3303 Child and Adolescent Development
Course Syllabus –Fall 2009

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Office Hours: M,W 11:00 -12:00 & 1:15-2:15 T, Th, F 10:30-12:30

EPSY 3303 Child and Adolescent Development Section 020 MW 12:00 – 1:15 a.m.

Course Description: A study of the human development processes in children to adolescence including the developmental characteristics of learners in the cognitive, social, emotional and physical domain. Special issues relevant to a diverse multicultural society and their socio-cultural influences which affect children's classroom behavior will be examined. A Case Study Report is required.

"It must be remembered that the purpose of education is not to fill the minds of students with facts; it is not to reform them, or amuse them, or make them expert technicians in any field. It is to teach them to think, if that is possible, and always to think for themselves."

By Robert Hutchins

Required Text and Reading Assignments:

Woolfolk, A. (2010). *Educational psychology (11th)*. Boston: Pearson – Allyn & Bacon.

Readings posted on Blackboard and any assigned for discussion in classes.

Course Objectives:

- Gain factual knowledge related to teaching and learning, learn terminology, classifications, methods, and theories of child development and learning.
- Learn fundamental principles, generalizations, and theories.
Develop specific skills, competencies, and points of view needed by professionals in the field of education.
- Learn how to find and use resources for answering questions or solving problems, for teaching and learning.
- Describe the major theories of cognitive, emotional, physical, and social development in children.
- Identify developmentally appropriate learning environments for diverse learners, concepts of motivation, and discipline management techniques.
- Link course content to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities Standards found at <https://secure.sbec.state.tx.us/sbeconline/virtcert.asp>

TExES PPR Competencies/Standards: Posted on Blackboard and see Web Site for SBEC.

Methods of Instruction: Students will be involved in interactive lectures and various individual and group activities in the classroom environment. Reading assignments and field observations are required as out-of-classroom activities. BLACKBOARD is utilized for communication and class assignments information. Students are to access BLACKBOARD on a regular weekly basis. *Students are to check their ASU email several times each week for communication from professors and ASU.*

Course Requirements: Students are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and their ASU emails on a regular basis each week. Students are expected to attend class, complete reading assignments each week, take tests/exams as scheduled, write reflection papers, and write a Case Study Report. See information posted on BLACKBOARD.

Attendance: Students are expected to be in class on time and to attend each scheduled class. Students should notify the professor by email or voice message if they miss class. Two excused absences apply for personal illness or family emergencies. Points are deducted for absences in excess of the 2 allowed unless under extreme situations as determined by the professor. Students are to make up work immediately after absences. Late work will not be accepted unless under extreme situations which are determined by the professor. Students are to send assignments via ASU email or the Digital Drop Box on BLACKBOARD to meet deadlines and avoid late penalty. *Class participation points require you to be in class, prepared, and participating to acquire those points.*

Student must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Students are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

Student (Candidate) Learning Outcomes	Assessment Activity/Task
Understands human development processes	Case Study Report, Tests over Chapters 1-5; Videos- the Secret Life of the Brain, Articles from Professional Journals; in-class activities; Final Exam
Understands learning processes that impact student learning	Tests over Chapters 4-10; Videos: Secret Life of the Brain; Articles from Professional Journals; in-class activities; Final Exam
Knows how to establish a classroom that fosters learning, equity, and excellence to create a physical and emotional environment	Tests over Chapters 4, 5, 9, 10, 11 14; Articles from Professional Journals; in-class activities; Final Exam

that is safe and productive	
Understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families	Case Study Report, Tests over Chapters 1-11; Videos: Parenthood; Articles from Professional Journals; in-class activities: Final Exam

Course Evaluation and Grading: (See Blackboard Gradebook)

	<u>Worth</u>	<u>Points Earned</u>	
Classroom Preparation/Participation	150 pts	_____	A = 100 - 90%
Tests (3 x 100)	300 pts	_____	B = 89 - 80%
Case Study Report (see Blackboard)	200 pts	_____	C = 79 - 70%
Quizzes (11 x 10pts)	110 pts	_____	D = 69 - 60%
Final Examination	100 pts	_____	F = 59 - 0%
Total	860 pts	_____	

Persons Seeking Accommodations: Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*.

Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.

College of Education Cell Phone/Electric Paging Device Policy: Cell phones, pagers, and other electronic devices are to be **turned off** during class time.

EPSY 3303 Child and Adolescent Development Class Schedule

(tentative, may be adjusted by professor as needed)

Reading assignments refer to the textbook by A. Woolfolk.

Read the information ***before*** coming to class to engage in discussions.

Aug. 24 M Introduction to course, review syllabus, Case Study Assignment
Discussion Chapter 1 Learning, Teaching and Educational Psychology

Aug. 26 W Chapter 2 Cognitive, Development and Language Discussion, Video: The Secret Life of the Brain –Baby’s brain

Aug. 31 M Continue discussion – Chapter 2; *Students set up their observations for Case Study Assignment.*

Sept. 2 W Chapter 3 The Self, Social, and Moral Development Discussion, Video: The Secret Life of the Brain – Child/Adolescent Brain

Sept. 7 M Holiday

Sept. 9 W Continue discussion - Chapter 3 - *Conduct observations and note taking for Case Study Report each week*

Sept. 14 M Chapter 4 Learner Differences and Learning Needs

Sept. 16 W Continue Chapter 4; Homework: Study for Test 1

Sept. 21 M **Test 1** – Chapters 1-4

Sept. 23 W Chapter 5 Culture and Diversity Discussion
(*Remember the CASE STUDY observations*)

Sept. 25 M Continue Chapter 5

Sept. 30 W Chapter 6 Behavioral Views of Learning discussion

Oct. 5 M Continue Chapter 6 discussion;

Oct. 7 W Chapter 7 Cognitive Views of Learning discussion

Oct. 12 M Continue Chapter 7

Oct. 14 W Chapter 8 Complex Cognitive Processes Discussion

Oct. 19 M Continue Chapter 8 discussion

Oct. 21 W **Test 2** – Chapters 5-8

Oct. 26 M Chapter 9 The Learning Sciences and Constructivism discussion

Oct. 28 W Continue Chapter 9 - **CASE STUDY REPORT DUE**

Nov. 2 M Chapter 10 Social Cognitive Views of Learning and Motivation discussion

Nov. 4 W Continue Chapter 10

Nov. 9 M Chapter 11 Motivation in Learning and Teaching discussion

Nov. 11 W Continue Chapter 11 discussion

Nov. 16 M Chapter 14 Classroom Assessment

Nov 18 W Continue Chapter 14 discussion

Nov. 23 M Continue Chapter 14 discussion; Review for Test 3 Chapters 9, 10, 11, 14

Nov. 25 W **Test 3** Chapters 9-11, 14

THANKSGIVING HOLIDAY NOV. 26-28

Nov. 30 M Review Chapters 9-11, 14

Dec. 2 W Review for Final Exam (Comprehensive Final – All chapters and information covered)

Dec. 7 M **Final Exam** 1:00 – 3:00

Grades posted on Blackboard.

Web Sites:

<http://blackboard.angelo.edu/> Blackboard access at Angelo State University

www.tea.state.tx.us

Texas Education Agency

<https://secure.sbec.state.tx.us/sbeonline/virtcert.asp>

State Board for Educator Certification (Texas)

www.apa.org

American Psychological Association

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/> TExES preparation manuals and lists of competencies for state testing

<http://www.ideadata.org> Information on IDEA (special education)

www.nationalgeographic.com/xpeditions National Geographic site for lesson ideas

www.laughinglearning.com A Teacher developed site with information for math lessons

<http://www.nutropin.com/#> Growth charts
<http://kidshealth.org/parent/growth> Growth charts

<https://www1.taskstream.com/> For those with TaskStream accounts this site has important links and information for teacher preparation students. Contact the Teacher Education office for information on obtaining a TaskStream account.