

**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 10-11AM; 2-3PM  
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**EPSY 3303 Child and Adolescent Development; Section 010 Tues: 5-8PM Carr 192**  
**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 the 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 (11<sup>th</sup>)*. Boston: Pearson – Allyn & Bacon.  
Readings as 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/sbeonline/virtcert.asp>

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

**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 assignment information. Students need to access BLACKBOARD on a regular weekly basis and *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 two 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 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. Please do this before the next 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](http://www.apa.org)*

<b>Student (Candidate) Learning Outcomes</b>	<b>Assessment Activity/Task</b>
Understands human development processes	Case Study Report, Test over Chapters 1-4; Articles from Professional Journals; in-class activities; Issues assignment; Final Exam
Understands learning processes that impact student learning	Test over Chapters 4-8; Articles from Professional Journals; Issues assignment; in-class activities; Final Exam
Knows how to establish a classroom that fosters learning, equity, and excellence to	Test over Chapters 4, 5, 9, 10, 11, & 14; Articles from Professional Journals; in-class

create a physical and emotional environment that is safe and productive	activities: Issues assignment; Final Exam
Understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families	Case Study Report, Texts over Chapters 1-12; Videos: Parenthood; Articles from Professional Journals; in-class activities: issues assignment; Final Exam

### Course Evaluation and Grading: (See Blackboard Grade-book)

Classroom Participation	15 pts	A = 100 - 90
Tests (3 x 10)	30 pts	B = 89 - 80
Case Study Report (see Blackboard)	20 pts	C = 79 - 70
Issue Papers (3 x 5pts) See Blackboard	15 pts	D = 69 - 60
Final Examination (includes Chapters 10-12)	<u>20 pts</u>	F = 59 or below
Total points	100 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.

### Classroom Conventions:

- Be seated in the classroom **on time** and be prepared to participate.
- Demonstrate respect for instructor and fellow students in both word and action.
- Non-alcoholic drinks in class are okay with lids on containers that reduce spills (except in CARR 124 – NO Food or Drinks)
- Wearing of caps, hats, visors, handkerchiefs, sunglasses, etc. in class is NOT okay.
- If you must leave class early due to an emergency, do so quietly.

### Web Sites:

<http://blackboard.angelo.edu/> Blackboard access at Angelo State University  
[www.tea.state.tx.us](http://www.tea.state.tx.us) Texas Education Agency  
<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp> State Board for Educator Certification (Texas)  
[www.apa.org](http://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](http://www.nationalgeographic.com/xpeditions) National Geographic site for lesson ideas

[www.laughinglearning.com](http://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.

### **EPSY 3303 Tentative Class Schedule**

(tentative, may be adjusted by professor as needed)

Reading assignments refer to the textbook by A. Woolfolk and assigned Reading List.

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

Date	Content	Assignment
8/25	Introductions, Syllabus, Case Study Chapter 1 – Learning and Teaching Today	Read Ch 2
9/1	Chapter 2 – Cognitive Development	Read Ch 3 1st Issue Paper Assigned
9/8	Chapter 3 – Self, Social and Moral Development	Read Ch 4
9/15	Chapter 4 – Learner Differences	Review Ch 1-4 Read Ch 5
9/22	Test Chapters 1-4 Chapter 5 – Culture and Diversity	1 <sup>st</sup> Issue Paper Due 2 <sup>nd</sup> Issue Paper Assigned
9/29	Chapter 5 continued	Read Ch 6
10/6	Chapter 6 – Behavioral Views of Learning	Read Ch 7
10/13	Chapter 7 – Cognitive Views of Learning	Read Ch 8
10/20	Chapter 8 – Complex Cognitive Processes	Review Ch 5-8 Read Ch 9
10/27	Test Chapters 5-8 Chapter 9 – Learning Sciences & Constructivism	2 <sup>nd</sup> Issue Paper Due 3 <sup>rd</sup> Issue Paper Assigned Read Ch 10
11/3	Chapter 10 – Social Cognitive Views of Learning & Motivation	Case Study Due Read Ch 11
11/10	Chapter 11 – Motivation in Learning and Teaching	Read Ch 14
11/17	Chapter 14 – Classroom Assessment	Review Ch 9-11, 14
11/24	Test	3 <sup>rd</sup> Issue Paper Due
12/1	Discuss Chapters 12-13 Teaching	Review
12/8	Final Exam	

*Grades posted on Blackboard.*