“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

Course Title: EPSY 3303 Child and Adolescent Development (online)

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 that affect children’s classroom behavior will be examined. A Case Study Report is required.

Students enrolled in this course are responsible for knowing the information contained in this syllabus and all the information, instructions, and assignments/exams/quizzes provided in Blackboard for this course.

Textbooks & Materials Required


2. Taskstream Account: All students pursuing teacher certification must have a Taskstream account. Obtained from www.taskstream.com. For instructions for obtaining and setting up an account, see the instructions on Blackboard—Teacher Certification. Cost of the account varies with length of contract.

3. Articles and chapters assigned for discussion are posted to Blackboard. See each module.

4. Respondus LockDown Browser™ is a secure browser for taking exams in Blackboard. It prevents you from printing, copying, going to another URL, or accessing other applications during an assessment. If a Blackboard exam requires that Respondus LockDown Browser™ be used, the exam will not be accessible with a standard web browser. Go to the Support Tab on Blackboard and click on the link to download the Respondus LockDown Browser™ to your computer.

5. Candidates must access Blackboard for electronic posting of syllabus, assignments, announcements, grading information, etc. Contact the ASU Help Desk at 325-942-2911 to learn about Blackboard and accessing it. http://blackboard.angelo.edu.

Method of Instruction

This is an online course. It is not self-paced. Each module will open and close on specific dates. Once a module has closed, assignments will not be accepted. Blackboard is utilized for all communication, course content delivery, and class assignments, including midterm and final examinations. A Taskstream account is required for all teacher certification candidates, as they must submit the Case Study Report and complete a mandatory Disposition Survey through Taskstream. If you are not an education student seeking certification, submit your Case Study Report as directed in the information in that Module. Candidates (teacher certification students in this course) need to be able to access Blackboard on a regular basis and check their ASU email several times each week for communication from professors and from ASU.
Course Requirements

♦ It is the student’s responsibility to have a computer with access to the internet with adequate speed to do classwork, tests, and exams, and to access Blackboard and Taskstream. If you cannot meet this requirement, you must drop this class immediately. The latest version of your browser is recommended, Firefox and Chrome work well with Blackboard – some others including Explorer and Safari do not.

♦ Candidates in teacher certification programs must complete the ASU Dispositions of Effective Educators Statement on Taskstream and post the Case Study Report assignment to their Taskstream account. See information on Blackboard on how to set up an account and how to access your account to post these assignments. Note: Students who are taking this course as an elective and who are not seeking teacher certification do not have to have a Taskstream account. Special instructions for submission of the Case Study Report are provided in the Case Study Module.

♦ Students must use ASU Blackboard, ASU email, and Ramport links. Check these daily.

♦ Students must complete the Case Study Report, all assignments, blogs/discussions boards, quizzes, and exams by posted deadlines to successfully complete the 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). The APA Manual is available at the ASU library, bookstore, or online at www.apa.org. A section on Blackboard is devoted to APA links and resources.

Course Objectives

1. Gaining factual knowledge (terminology, classifications, methods, and trends).
2. Learning fundamental principles, generalizations, specific teaching strategies, and theories.
3. Developing specific skills, competencies, and points of view needed by professional educators.
4. Accumulate, organize, and develop teaching materials and supporting resources.

Learning Outcomes

The following charts list the learning outcomes for this course, Learning outcomes for the course are based on TExES Standards and Competencies, ASU Undergraduate Learning Goals, and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

<table>
<thead>
<tr>
<th>Competencies/Learning Goals</th>
<th>Module Assignment</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPR (TExES)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1: Human growth and development</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Diversity</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competency 4: Learning theory and external factors that prevent learning</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Competency 5: The necessity of communicating teacher expectations for student learning</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Competency 6: Classroom management and student behavior</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competency 7: Communicating effectively</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competency 8: Active engagement of learners</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASU Learning Goals</th>
<th>Module Assignment</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students [candidates] will acquire knowledge in the humanities, the natural sciences, the social studies, and the arts, which collectively embody the human cultural heritage. Students [candidates] will develop their abilities to practice higher-level critical thinking.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Students [candidates] will become proficient in reading, writing, speaking, and</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Page 2 of 8
Fall 2017
Students [candidates] will develop quantitative literacy and technological fluency.

<table>
<thead>
<tr>
<th>InTASC Standards</th>
<th>Module Assignment</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #1: Learner Development</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Standard 1e:</strong> The candidate understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strength and needs.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1j:</strong> The candidate takes responsibility for promoting learners’ growth and development.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1k:</strong> The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Module Assignment</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #2: Learning Differences</strong></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2d:</strong> The candidate brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2f:</strong> The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2j:</strong> The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2k:</strong> The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2l:</strong> The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2m:</strong> The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Module Assignment</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #10: Leadership and Collaboration</strong></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 10m:</strong> The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 10q:</strong> The candidate respects families’ beliefs, norms, and expectations and seeks to work collaboratively.</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Module Assignment</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas Teaching Standards</strong></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Standard #2: Knowledge of Students and Student Learning | ✓ | | |

Fall 2017
## ISTE Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Module Assignment</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1a</strong>: Facilitate and inspire student learning and creativity.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 1d</strong>: Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3a</strong>: Model digital age work and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3b</strong>: Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3c</strong>: Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 4b</strong>: Address the diverse needs of all learners by using learner-</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standards 1-6

**Standard 1**: Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.

**Standard 2**: Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

**Standard 3**: Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

**Standard 4**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

**Standard 5**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 6**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

### Standards 4-6

**Standard 4**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 5**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 6**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 6-8

**Standard 6**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 7**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 8**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 8-10

**Standard 8**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 9**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 10**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 10-12

**Standard 10**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 11**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 12**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 12-14

**Standard 12**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 13**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 14**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 14-16

**Standard 14**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 15**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 16**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 16-18

**Standard 16**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 17**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 18**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 18-20

**Standard 18**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 19**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 20**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 20-22

**Standard 20**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 21**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 22**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 22-24

**Standard 22**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 23**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 24**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 24-26

**Standard 24**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 25**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 26**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 26-28

**Standard 26**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 27**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 28**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 28-30

**Standard 28**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 29**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 30**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 30-32

**Standard 30**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 31**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 32**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 32-34

**Standard 32**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 33**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 34**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 34-36

**Standard 34**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 35**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 36**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 36-38

**Standard 36**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 37**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 38**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

### Standards 38-40

**Standard 38**: Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

**Standard 39**: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

**Standard 40**: Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
centered strategies providing equitable access to appropriate digital tools and resources.

**Informational Links**

*Angelo State University Undergraduate Learning Goals*

*InTASC Standards*

*ISTE Standards*
https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

*TExES Standards and Competencies (also posted on Blackboard)*
SBEC website link: http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147484798&libID=2147484797

*Texas Teaching Standards*

*TExES EC-12 PPR Preparation Manual*

**Course Evaluation and Grading**
The following are categories of assignments that will be completed in this course. More specific instructions can be found in each module on Blackboard. You are able to check your grades weekly on Blackboard under the “See My Grades” tab.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments</td>
<td>185</td>
</tr>
<tr>
<td>Case Study Report + Permission letter</td>
<td>215</td>
</tr>
<tr>
<td>Quizzes (in each module)</td>
<td>200</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
</tbody>
</table>

Total 1,000 points (100%)

1000-900 points=A
800-899 points=B
700-799 points=C
600-699 points=D**
less than 600 points=F**

**For teacher certification, a grade of “C” or better is required. Grades of D or F are unacceptable.**

**Assignments**
A list of class assignments is given in each module. See Blackboard for specific information. Other non-graded assignments may be given. All written assignments, presentations, media presentations, etc., must follow the writing

Attendance Policy
As this is an online course, attendance is different from a face-to-face course. This online course is not a self-paced course, you must make time in your schedule to “come to class” online each week. Since this is a three semester-hour (3 SCH) course, you should plan for at least three (3) hours of instructional time online each week, PLUS additional hours for reading assignments, just as you would for a face-to-face course. Due dates for all assignments are listed in each module. Each module will open and close on specific dates. Once a module is closed, no additional assignments from that module will be accepted. It is important to use your time wisely and watch due dates.

You are to adhere to ASU Policy OP 10.04 and Unit Policy
http://www.angelo.edu/opmanual/#s10

ASU OP 10.04 Academic Regulations Concerning Student Performance
http://www.angelo.edu/content/files/14212-op-1004-academic-regulations-concerning-student

ASU OP 10.15 Providing Accommodations for Students with Disabilities
http://www.angelo.edu/content/files/14216-op-1015-providing-accommodations-for-students-with

ASU OP 10.19 Student Absence for Observance of Religious Holy Day
http://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

Academic Honesty
You are to be familiar with the ASU Student Handbook (http://www.angelo.edu/student-handbook/) and the University Honor Code that includes the “Student Academic Honor Code”. You are to adhere to ASU policy. Angelo State University expects its teacher education candidates and all ASU students to maintain complete honesty and integrity in their academic pursuits and to be responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the ASU Student Handbook. Plagiarism or the use of Internet prepared papers is strictly forbidden. Faculty utilize Internet search links that assist in identifying plagiarized materials.

Resources and Websites (not a complete list; see each module for more resources, websites, and links):

- College of Education & CAEP Standards web link:
  http://www.angelo.edu/dept/ceducation/caep_resources_for_accreditation.php
- Blackboard: https://blackboard.angelo.edu
- Texas Education Agency: http://www.tea.texas.gov
- Certification: http://www.tea.texas.gov/Texas_Educators/Certification
- IDEA Information: https://ideadata.org/
- National Geographic site for lesson plans: http://nationalgeographic.org/education/
- CDC Growth charts: https://www.cdc.gov/growthcharts/
- Purdue Online Writing Lab (OWL)—APA Assistance: https://owl.english.purdue.edu/owl/resource/560/01/
- Public Broadcast System (PBS): http://www.pbs.org
- ASU Library online database: http://www.angelo.edu/services/library/databases-authorized.php
Week 1  **August 28-September 3**  
Module 1—Introduction/Getting Started and Case Study Module  
- Overview of course, syllabus information, Case Study Report, Learner Centered Proficiencies, Dispositions, Ethics, Taskstream accounts set up, etc.  
- Chapter 1: Learning, Teaching, and Educational Psychology  
- Case Study Module

Weeks 2-4  **September 4—September 24**  
Module 2—Development  
- Chapter 2: Cognitive Development  
- Chapter 3: The Self, Social, and Moral Development  
- Parent Permission Letter submitted on Blackboard

Weeks 5-7  **September 25—October 15**  
Module 3—Learners  
- Chapter 4: Learner Differences and Learning Needs  
- Chapter 5: Language Development, Language Diversity, and Immigrant Education  
- Chapter 6: Cultural Awareness, Culture, and Diversity

Week 8  **October 16-20**  
**MIDTERM EXAM (Chapters 1-6)**  
**Monday-Wednesday (October 16-18)**  
Case Study **DUE: Sunday, October 22**

Week 9-10  **October 23-November 5**  
Module 4 - Behavioral Views of Learning  
- Chapter 7: Behavioral Views of Learning

Weeks 11  **November 6-19**  
Module 5 - Learning  
- Chapter 8: Cognitive Views of Learning  
- Chapter 9: Complex Cognitive Processes  
- Chapter 10: The Learning Sciences and Constructivism  
- Chapter 14: Teaching Every Student

Week 12  **November 20-26**  
**“Thanksgiving Week”**

Week 13  **November 27-December 3**  
Module 6—Motivation  
- Chapter 11: Social Cognitive Views of Learning and Motivation  
- Chapter 12: Motivation in Learning and Teaching (skip Chapter 13)  
- **Self-assessment on Dispositions on Taskstream** (teacher education students only)

Final Exam Review Available
Week 14-15  December 4—December 10
Module 7—Assessment and Accountability
• Chapter 15: Classroom Assessment, Grading, and Standardized Testing
• TEA websites, School Districts websites, etc.

Week 16  December 11-15
FINAL EXAM (Chapters 7-12, 14-15)
*Final grades posted on Blackboard.*