“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
Location: CARR EFA 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 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. This will be discussed in class.
3. Articles and chapters assigned for discussion are posted to Blackboard.
4. 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
The instructional methods used in this class include, but are not limited to: discussion, collaborative groups, individualized projects, demonstrations, various forms of media, group presentations, interactive lecture, reading assignments and a case study. BLACKBOARD is utilized for communication, some class assignments and tests, and information.

Course Requirements
♦ It is the student’s responsibility to have a computer with access to the Internet with adequate speed to do classwork assignments and to access Blackboard and Taskstream. 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, as well as Blackboard. 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. Submission of the Case Study Report will be in Blackboard.
♦ Students must use ASU Blackboard, ASU email, and Ramport links. Check these daily.
♦ Students must complete the Case Study Report, all assignments, 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 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>1. 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>2. Students [candidates] will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological literacy and technological fluency.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Students [candidates] will gain knowledge and skills appropriate both for their field of study and</td>
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</tbody>
</table>
to enter into the professional sector and/or graduate school.

4. Students [candidates] will understand their responsibility as citizens in a complex, changing society.

<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>
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</tr>
<tr>
<td><strong>Standard 1j:</strong> The candidate takes responsibility for promoting learners' growth and development.</td>
<td>✓</td>
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<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>
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<tr>
<td><strong>Standard #2: Learning Differences</strong></td>
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<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>
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</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>
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</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>
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<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>
<tr>
<td><strong>Standard #10: Leadership and Collaboration</strong></td>
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<tr>
<td><strong>Standard 10m:</strong> The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that</td>
<td></td>
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</tbody>
</table>
discontinuity in these spheres of influence interferes with learning.

<table>
<thead>
<tr>
<th>Standard 10q: The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
</tr>
</tbody>
</table>

### Informational Links

- **Angelo State University Undergraduate Learning Goals**
  

- **College of Education and CAEP Standards**
  
  [https://caepnet.files.wordpress.com/2014/02/ci_quick_guide.pdf](https://caepnet.files.wordpress.com/2014/02/ci_quick_guide.pdf)

- **InTASC Standards**
  

- **TExES Standards and Competencies (also posted on Blackboard)**
  
  SBEC website link:
  

  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>Case Study Report</td>
<td>200</td>
</tr>
<tr>
<td>Homework/Chapter Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,000 points (100%)</td>
</tr>
</tbody>
</table>

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
Information on specific assignments will be given in class. See the tentative timeline for due dates. Other non-graded assignments maybe given. 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.

Attendance Policy
Candidates are expected to be in class on time and to attend each scheduled class. There are two excused absence for the semester that allow for occasions such as illness, bad weather, funeral attendance, and other such personal events. Try to save your excused absences for emergencies. Excused absences for medical or family reasons permit candidates to make up work missed immediately on return to class, but may still results in points deducted. After two absences, 10 points will be deducted from the attendance/participation grade for each additional absence. Candidates should notify the professor by email or voice message if they are going to miss class. Being unprepared for class will negatively affect the grade you receive in this class. All assignments must be submitted on the due date posted on the timeline for the course. No late assignments will be accepted, unless previously discussed with the professor. Before each class session, check Blackboard for the reading assignment and print out and bring any documents needed for class. Candidates are to adhere to all ASU policies concerning attendance.

Policies are listed below
OP 10.04 and Unit policy http://www.angelo.edu/opmanual/#s10
OP10.19 Student Absence for Observance of Religious Holy Day
http://www.angelo.edu/opmanual/#s10

Persons Seeking Accommodations:
Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in the University Center, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made. ASU OP 10.15 Providing Accommodations for Students with Disabilities http://www.angelo.edu/opmanual/#s10

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 electronic programs, such as Turnitin, that assist in identifying plagiarized materials.

Cell Phone Policy:
Cell phones usage will not be allowed during this class. All cell phones need to be turned-off during class time and placed away in a back-pack, purse, or bag. If you are expecting a call about a sick child or relative, please let your professor know so that an accommodation can be made. A warning will be given for a first offense, subsequent offenses will result in a reduction of participation points.
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: www.blackboard.angelo.edu

Texas Education Agency: www.tea.texas.gov

Certification: www.tea.texas.gov/Texas_Educators/Certification

IDEA Information: www.ideadata.org

National Geographic site for lesson plans: www.education.nationalgeographic.com


Purdue Online Writing Lab (OWL)—APA Assistance:  
https://owl.english.purdue.edu/owl/resource/560/01/

Public Broadcast System (PBS): www.pbs.org

ASU Library online database: www.angelo.edu/services/library/database-authorized.php

Tentative Schedule of Work

Week 1  
Introduction to course  
What is Educational Psychology Ch 1

Week 2-3  
Cognitive Development Theory Ch 2

Week 4 -5  
Self, Social and Moral Development Theory Ch 3

Week 6  
Language Development Ch 5

Week 7  
Learner Differences and Learner Needs Ch 4

Week 8 - 9  
Mid Term Exam (Ch 1-5)  
Culture and Diversity Ch 6

Week 10 -11  
Behavioral Views of Learning Ch 7

Week 12 - 13  
Learning Ch 8, 9, 10, and 14

Week 14  
Motivation Ch 11-12

Week 15  
Assessment Ch 15

Week 16  
Final Exam - Ch 6-12, 14-15.