Professor: Dr. Christine Purkiss  
Email: Christine.purkiss@angelo.edu  
Office Hours: M/W 10-11AM; 2-3PM  
T/W 10-12noon; 3:30-4:30PM  
Fridays by appointment

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:

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
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

<table>
<thead>
<tr>
<th>Student (Candidate) Learning Outcomes</th>
<th>Assessment Activity/Task</th>
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<tbody>
<tr>
<td>Understands human development processes</td>
<td>Case Study Report, Test over Chapters 1-4; Articles from Professional Journals; in-class activities; Issues assignment; Final Exam</td>
</tr>
<tr>
<td>Understands learning processes that impact student learning</td>
<td>Test over Chapters 4-8; Articles from Professional Journals; Issues assignment; in-class activities; Final Exam</td>
</tr>
<tr>
<td>Knows how to establish a classroom that fosters learning, equity, and excellence to</td>
<td>Test over Chapters 4, 5, 9, 10, 11, &amp; 14; Articles from Professional Journals; in-class</td>
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create a physical and emotional environment that is safe and productive

| Understands the importance of family involvement in children’s education and knows how to intact 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)

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

### 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignment</th>
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</table>
| 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 4-8  
Read Ch 5                                     |
| 9/22  | Test Chapters 1-4  
Chapter 5 – Culture and Diversity                                       | 1st Issue Paper Due  
2nd 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                         | 2nd Issue Paper Due  
3rd 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                                                                    | 3rd Issue Paper Due                             |
| 12/1  | Discuss Chapters 12-13 Teaching                                         | Review                                         |
| 12/8  | Final Exam                                                              |                                                 |

*Grades posted on Blackboard.*