ASU College of Education  
Department of Teacher Education  
**EPSY 3303 Child and Adolescent Development**  
*Course Syllabus—Fall 2018*

**Professor/Instructor:** Dr. Christine Purkiss  
**Telephone:** 325-486-6954  
**Email:** cpurkiss@angelo.edu  
**Office:** Carr-EFA 117  
**Office Hours:** Mon/Wed 11AM – 2PM; Tues/Thurs 11AM – 2PM; Fridays by appointment

**Course Title:** EPSY 3303 Child and Adolescent Development  
**Time and Location:** M/W 2PM – 3:15PM; CARR 128

> “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.”  
> *Robert Hutchins*

**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 linguistic domains. 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. Candidates 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 – Candidates are required to have a “watermark” – Taskstream account for use in this course. This is a private 3rd party vendor product that is used in the College of Education. There is a cost for this program, full details are available on Blackboard.
3. Articles and chapters assigned for discussion are posted to Blackboard. Refer to the timeline for dates, etc.
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](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 candidate's responsibility to have a computer with access to the internet with adequate speed to do classwork, tests, exams, and to access Blackboard. The latest version of your browser is recommended, Firefox and Chrome work well with Blackboard – some others including Explorer and Safari do not.
• Candidates must use ASU Blackboard, ASU email, and Ramport links. Check these daily.
• Candidates must successfully complete the Case Study Report, all homework 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>Assignments</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</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>Assignments</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>
</tbody>
</table>
3. Students [candidates] will gain knowledge and skills appropriate both for their field of study and to enter into the professional sector and/or graduate school. | X | X | X |

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

<table>
<thead>
<tr>
<th>InTASC Standards</th>
<th>Assignments</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
</tr>
</thead>
</table>

**Standard #1: Learner Development**

**Standard 1e:** 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. | X | X |

**Standard 1j:** The candidate takes responsibility for promoting learners’ growth and development. | X |

**Standard 1k:** The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development. | X |

**Standard #2: Learning Differences**

**Standard 2d:** The candidate brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms. | X |

**Standard 2f:** The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. | X |

**Standard 2j:** 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. | X | X |

**Standard 2k:** 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. | X |

**Standard 2l:** The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. | X |

**Standard 2m:** The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. | X |

**Standard #10: Leadership and Collaboration**

**Standard 10m:** 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. | X |
**Standard 10q**: The candidate respects families’ beliefs, norms, and expectations and seeks to work collaboratively.

---

**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

**InTASC Standards**

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


---

**Course Evaluation and Grading**

The following are categories of assignments that will be completed in this course. More specific instructions can be found in on Blackboard. You are able to check your grades on Blackboard under the “My Grades” tab.

<table>
<thead>
<tr>
<th>Participation/Attendance</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
</tr>
<tr>
<td>Case Study Report</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>900</td>
</tr>
</tbody>
</table>

Final Grades are determined by the following scale:
- 900 - 810 = A
- 809 - 720 = B
- 719 - 630 = C**
- 629 - 540 = D
- 539 or below = F

**For teacher certification, a grade of “C” or 70% 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 allows for occasions such as illness, bad weather, funeral attendance, and other such personal events. Try to save your excused absence for emergencies. Excused absences for medical or family reasons permit candidates to make up work missed immediately on return to class, but may still result 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](http://www.angelo.edu/opmanual/#s10)
OP10.19 Student Absence for Observance of Religious Holy Day [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

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. 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](http://www.angelo.edu/opmanual/#s10)

Academic Honesty:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Teacher education candidates are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. Plagiarism will not be tolerated in any form. With regards to plagiarism, specific conditions for courses taught in the Department for Teacher Education apply as follows. At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment and this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records. ([www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf))

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.

Class Schedule (Tentative)
Week 1  Overview of course, syllabus information, Case Study Report, 
        Chapter 1: Learning, Teaching, and Educational Psychology 
Week 2  Chapter 2: Cognitive and Language Development 
Week 3  Chapter 3: Social Contexts & Socio-emotional Development 
Week 4  Chapter 4: Individual Variations 
Week 5  Chapter 5: Socio-cultural Diversity 
Week 6  Chapter 6: Learners who are exceptional 
Week 7  Chapter 7: Behavioral & Social Cognitive Approaches 
Week 8  Chapter 8: Information Processing 
Week 9  October 22nd MIDTERM EXAM (Chapters 1-8) 
        October 24th Chapter 9: Complex Cognitive Processes 
Week 10  Chapter 10: Social Constructivist Approaches 
Week 11  Chapter 11: Learning Cognition in the Content Area 
Week 12  Chapter 11: Continued/Thanksgiving 
Week 13  Chapter 12: Planning, Instruction, and Technology 
        Chapter 13: Motivation, Teaching and Learning
| Week 14 | Chapter 14: Managing the Classroom  
|         | Chapter 15: Standardized Tests and Teaching |
| Week 15 | Chapter 16: Classroom Assessment and Grading |

**Dec 10 - 12**  
**Final Exam** (Chapters 9-1)