

ASU College of Education
Teacher Education Department
EPSY 3303 Child and Adolescent Development (online)
Course Syllabus –Fall 2019

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Office Hours: 1:00-4:00; T & Th 9:30-12:30 E-Hours – W 11:00-12:00

“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

EPSY 3303 Child and Adolescent Development MW 12:30 – 1:45 p.m.

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 their socio-cultural influences which 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.

Required Text and Materials:

1. Santrock, J. W. (2018). *Educational psychology (6th Ed)*. New York: McGraw Hill. Just the textbook is needed, no additional CDs or online supplements are needed.
2. **Taskstream Account:** *All students pursuing teacher certification must have a Taskstream account.* Obtained from www.taskstream.com. Instructions for obtaining an account are posted in Blackboard. Cost of the account varies with length of contract.
3. Articles and chapters assigned 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 in Blackboard and click on the link to download the Respondus LockDown Browser™ to your computer.
5. **Blackboard:** 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 these requirements, you must drop

this class immediately. The latest version of your browser is recommended, Chrome works 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 and ASU email. *Check these daily.*
- Students must complete all assignments, the *Case Study Report*, discussion 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, on 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.

Competencies/Learning Goals	Module Assignment	Case Study	Exams or Quizzes
PPR (TExES)			
Competency 1: Human growth and development		✓	
Competency 2: Diversity	✓	✓	✓
Competency 4: Learning theory and external factors that prevent learning		✓	✓
Competency 5: The necessity of communicating teacher expectations for student learning		✓	✓
Competency 6: Classroom management and student behavior	✓	✓	✓
Competency 7: Communicating effectively	✓	✓	✓
Competency 8: Active engagement of learners	✓		✓
ASU Learning Goals	Module Assignment	Case Study	Exams or Quizzes
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.		✓	✓
2. Students [candidates] will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological literacy			

technological fluency.	✓	✓	✓
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.	✓	✓	✓
4. Students [candidates] will understand their responsibility as citizens in a complex, changing society.	✓		✓
InTASC Standards	Module Assignment	Case Study	Exams or Quizzes
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.		✓	
Standard 1j: The candidate takes responsibility for promoting learners’ growth and development.		✓	
Standard 1k: The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.		✓	
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.	✓		
Standard 2f: The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	✓		
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.	✓	✓	
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.	✓		
Standard 2l: The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.		✓	
Standard 2m: The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.		✓	
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.		✓	
Standard 10q: The candidate respects families’ beliefs, norms, and expectations and seeks to work collaboratively.	✓	✓	

Informational Links

Angelo State University Undergraduate Learning Goals

[http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%2027-09.pdf](http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%202027-09.pdf)

College of Education and CAEP Standards

https://caepnet.files.wordpress.com/2014/02/ci_quick_guide.pdf

InTASC Standards

http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.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>

TExES EC-12 PPR Preparation Manual: [http://cms.texas-](http://cms.texas-ets.org/files/9514/2841/1753/160_pedagogy_professional_responsibilities_ec_12.pdf)

[ets.org/files/9514/2841/1753/160_pedagogy_professional_responsibilities_ec_12.pdf](http://cms.texas-ets.org/files/9514/2841/1753/160_pedagogy_professional_responsibilities_ec_12.pdf)

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.

Module Assignments	185
Case Study Report	200
Quizzes (in each module)	200
Midterm Exam	200
<u>Final Exam</u>	<u>200</u>
Total	985 Total points

882-985 =A

783-881 =B

684-782 =C

586-683 =D**

less than 586 =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 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

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.

Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment while 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.

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

Growth charts: <http://www.nutropin.com/resources/child-and-pediatric-growth-chart>

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 (online)

Week 1	Aug 26-Sept 1 Module 1—Introduction/Getting Started and Case Study Module
Weeks 2-3	Sept 2-15 Module 2—Development
Weeks 4-6	Sept 16-Oct 6 Module 3—Learners
Weeks 7-8	Oct 7-20 Module 4 -- What is learning? Case Study DUE: Oct 20 Oct 21-23 MIDTERM EXAM (Chapters 1-8)
Weeks 9-11	Oct 24-Nov 10 Module 5 - Cognitive Processes
Weeks 12-14	Nov 11-Dec 1 Module 6 - Application to Teaching
Week 15	Dec 2-8 Module 7—Assessment
Week 16	Dec 9-11 FINAL EXAM (Chapters 9-16) <i>Grades posted on Blackboard.</i>