ASU College of Education
Department of Teacher Education
EPSY 3303 Child and Adolescent Development
Course Syllabus—Spring 2020 (Revised 3/18/2020)

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Office: Carr EFA 117

Office Hours: I will be available for emails and phone calls during normal class times.

Course Title: EPSY 3303 Child and Adolescent Development

Time and Location: Online

“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
1. Seifert, K. & Sutton, R. (2009). Educational psychology (2nd Ed). Global Text. This is an OER textbook, which means it is a free download. Copy and paste the following link then locate College of Education and this course to download the text: https://angelo.libguides.com/oer_textbooks
2. Taskstream – Those candidates seeking teacher certification 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 and full details are available on Blackboard.
3. Articles and chapters assigned for discussion 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.
**Method of Instruction:** The instructional methods used in this class include, but are not limited to: online modules, discussion, collaborative groups, individualized projects, demonstrations, various forms of media, group presentations, interactive lecture, reading assignments, and a case study. BLACKBOARD is utilized for all communication, class assignments and tests, and information.

**Course Requirements:**
1. 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.
2. Candidates must use ASU Blackboard, ASU email, and Ramport links. Check these daily.
3. Candidates must successfully complete the Case Study Report, all homework assignments, quizzes, and exams by posted deadlines to successfully complete the class.
4. 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.

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

- Participation/Attendance 100
- Homework/Assignments 200
- Midterm Exam 200
- Case Study Report 200
- Final Exam 200

**Total 900 points**

Final Grades are determined by the following scale:

- 900 - 810 = A
- 809 - 720 = B
- 719 – 630 = C**
**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 or on Blackboard. See the tentative timeline for due dates. 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](http://www.apa.org).

**Attendance Policy:** Candidates are expected to be in class on time and to attend each scheduled class or attend online regularly to complete all modules, assignments, and tests. There are two excused absences 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. Candidates are to adhere to all ASU policies concerning attendance. Policies are 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, 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))

**Angelo State Title IX Policy Statement:** Angelo State University is committed to providing an
environment where students, faculty, and staff, are free from sex discrimination and sexual misconduct. The term sexual misconduct encompasses sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, domestic violence, dating violence, and all other misconduct based on sex. You can report incidents of sex discrimination or sexual misconduct to the Office of Title IX Compliance. Submit reports online at the angelo.edu incident form. Submit reports in person at: Mayer Administration Building, Room 210 Phone: 942-2022 E-Mail: michelle.boone@angelo.edu

Please note that faculty members at Angelo State are required to report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact: University Counseling Center: 942-2371 24-Hour Crisis Helpline: 486-6345 University Health Clinic: 942-2171 Please visit: www.angelo.edu/title-ix for more information or resources related to this policy.

Class Schedule (Tentative)

Week 1 Overview syllabus information, Case Study, Learning, Teaching, and Educational Psychology
Week 2/3 Cognitive, Physical, and Language Development
Week 4 Social Contexts & Socio-emotional Development
Week 5 Individual Variations
Week 6 Socio-cultural Diversity
Week 7 Learners who are exceptional

Week 8 MIDTERM EXAM

Week 9-10 Behavioral & Social Cognitive Approaches
Week 11 Information Processing
Week 12/13 Complex Cognitive Processes/ Social Constructivist Approaches

Week 14 Motivation
Week 15 Assessment and Standardized Tests

Week 16 Final Exam
**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>Assignments</th>
<th>Case Study</th>
<th>Exams or Quizzes</th>
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<tbody>
<tr>
<td>PPR (TExES)</td>
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<tr>
<td>Competency 1: Human growth and development</td>
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<td>Competency 2: Diversity</td>
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<td>Competency 3: Designing effective and coherent instruction</td>
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<td>Competency 4: Learning theory and external factors that prevent learning</td>
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<td>X</td>
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<td>Competency 5: The necessity of communicating teacher expectations for student learning</td>
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<td>X</td>
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<td>Competency 8: Active engagement of learners</td>
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<td>ASU Learning Goals</td>
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<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>
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<td>X</td>
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<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>
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<td>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.</td>
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<td>4. Students [candidates] will understand their responsibility as citizens in a complex, changing society.</td>
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<td>InTASC Standards</td>
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<td><strong>Standard #1: Learner Development</strong></td>
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<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>
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<td><strong>Standard 1j:</strong> The candidate takes responsibility for promoting learners’ growth and development.</td>
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<td>Standard 1k:</td>
<td>The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</td>
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<td><strong>Standard #2: Learning Differences</strong></td>
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<td><strong>Standard 2d:</strong></td>
<td>The candidate brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</td>
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<td><strong>Standard 2f:</strong></td>
<td>The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</td>
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<td><strong>Standard 2j:</strong></td>
<td>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>X</td>
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<td><strong>Standard 2k:</strong></td>
<td>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>X</td>
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<td><strong>Standard 2l:</strong></td>
<td>The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</td>
<td>X</td>
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<td><strong>Standard 2m:</strong></td>
<td>The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
<td>X</td>
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<td><strong>Standard #10: Leadership and Collaboration</strong></td>
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<td><strong>Standard 10m:</strong></td>
<td>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>X</td>
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<td><strong>Standard 10q:</strong></td>
<td>The candidate respects families’ beliefs, norms, and expectations and seeks to work collaboratively.</td>
<td>X</td>
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**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

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