

Sul Ross State University Rio Grande College  
ED 3304--Human Growth and Development Spring 2015  
Tuesday/Thursday 11:00 12:15—Day Class  
Dr. Tim Wilson, (830-279-3024), [twilson@sulross.edu](mailto:twilson@sulross.edu)

Required Text:

Martorell, Gabriela. (2013) Child from Birth to Adolescence. <http://connect.mcgraw-hill.com/class/twilson> . MacGraw Hill, New York City.

### **Course Goals:**

This course addresses the following goals:

1. The goal of this course is to prepare teacher education students for effective teaching in a changing world through preparation and investigation of issues relating to general education, pedagogical content knowledge of child development, pedagogical strategies based on the concept of developmentally appropriate practice, communication skills, and analytical abilities.
2. The teacher education student will be required to participate in individual projects, critical thinking, and various learning activities designed to enable the learner to implement developmentally appropriate learning activities for children.
3. The teacher education student will develop an understanding of child behaviors and their development to be the foundation of classroom management.

### **Educator Preparation Standards Addressed:**

EDUC 3304 has been carefully correlated utilizing course content and the Texas State Board of Educator Certification (SPEC). TExES examinations, which are required for Texas Teacher Certification, reflect the standards of this course.

Sub-standards that are to be met in this course specify knowledge, application, and dispositions needed by those desiring to educate EC-8 students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum. These constructs are crucial for the instruction of young children in Texas Public Schools and in assessments. Thus, knowledge of the TEKS by the teacher education students is an expectation for teacher education students.

Standards for this course found in this document in the TExES Standards section and in the course outline. A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and the TExES Standards for the Generalists EC-6 exam are found on the State Board for Educator Certification web site, [www.tea.state.tx.us](http://www.tea.state.tx.us) .

**TExES Standards  
Pedagogical and Professional Responsibilities (PPR)  
Standards (EC-Grade 12)**

*Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.*

<p><b>Teacher Knowledge: What Teachers Know</b> <i>Teachers of Studies in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p>	<p><b>Application: What Teachers Can Do</b> <i>Teachers of Students in Grades EC-12</i></p>
<p><b>Students</b> 1.1k the intellectual, social, physical, and emotional development characteristics of students in different age groups;</p>	<p><b>Students</b> 1.1s discuss domains of child development which reflect an understanding of students' developmental characteristics and needs;</p>
<p><b>Content and Pedagogy</b> 1.11k current research best pedagogical practices.</p>	<p><b>Content and Pedagogy</b> 1.11s explain the relevance of a variety of pedagogical techniques to convey information and teach skills.</p>

*Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.*

<p><b>Teacher Knowledge: What Teachers Know</b> <i>Teachers of Studies in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p>	<p><b>Application: What Teachers Can Do</b> <i>Teachers of Students in Grades EC-12</i></p>
<p><b>Establishing an Environment for Learning and Excellence</b></p>	<p><b>Establishing an Environment for Learning and Excellence</b> 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and</p>

<p>2.4k the importance of communication enthusiasm for learning; and</p> <p>2.5 the necessity of communicating teacher expectation for student learning.</p>	<p>2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.</p>
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Course Outline

Reference Topics:

Chapter 1 Introduction to Child Development:

- The Study of Child Development
- Influences on Development
- Issues in Development
- Theories of Child Development
- Research Methods

Chapter 2 Conception, Heredity and Environment:

- Conception and Infertility
- Mechanisms of Heredity
- Genetic and Chromosomal Abnormalities
- Studying the Influence of Heredity and Environment
- Characteristics Influenced by heredity and Environment

Chapter 3 Pregnancy and prenatal Development

- Stages of Prenatal Development
- Influences on Prenatal Development
- Monitoring Prenatal Development

Chapter 4 Birth and the Newborn

- How Childbirth Has Changes
- The Birth Process
- The Newborn Baby
- Birth complications and Their Aftermath
- Newborns and Parents

Criterion Reference Test Reference Chapters 1-4: Test 1

Chapter 5 Physical Development and Health, 0 – 3

- Early Growth and Physical Development
- The Brain and Reflex Behavior
- Early Sensory Capacities
- Motor Development
- Health

Chapter 6 Cognitive Development, 0 – 3

Behaviorist Approach: Basic Mechanics of Learning

Psychometric Approach: Development and Intelligence Testing

Piagetian Approach: The Sensorimotor State

Information-Processing Approach: Perceptions and Representations

Cognitive Neuroscience Approach: The Brain's Cognitive Structures

Language Development

Chapter 7 Psychosocial Development, 0 – 3

Emotions and Temperament

Attachment

The Development of Self

Relationship with Other Children

Criterion Reference Test Reference Chapters 5-7: Test 2

Chapter 8 Physical Development and health in Early Childhood

Physical Growth

Sleep

Motor Development

Health and Safety

Chapter 9 Cognitive Development in Early Childhood

Piagetian Approach: The Preoperational Child

Information-Processing Approach: memory Development

Psychometric and Vygotskian Approaches: Intelligence

Language Development

Early Childhood Education

Chapter 10 Psychosocial Development in Early Childhood

The Developing Self

Gender

Play

Parenting

Prosocial and Aggressive Behavior

Criterion Reference Test Reference Chapters 8, 10: Test 3

Chapter 11 Physical Development and Health in Middle Childhood

Physical Development

Nutrition and Sleep

Motor Development and Physical Play

Health and Safety

Chapter 12 Cognitive Development in Middle Childhood

Piagetian Approach: The Concrete Operational Child

Information-Processing Approach: Attention, Memory, and Planning

Psychometric Approach: Assessment of Intelligence  
Language and Literacy  
The Child in School

Chapter 13 Psychosocial Development in Middle Childhood  
The Developing Self  
The Child in the Family  
The Child in the Peer Group

Criterion Reference Test Reference Chapters 11-13: Test 4

Chapter 14 Physical Development and Health in Adolescence  
Adolescence  
Puberty  
The Brain  
Physical and Mental Health

Chapter 15 Cognitive Development in Adolescence  
Cognitive Development  
Moral Development  
Educational and Vocational Issues

Chapter 16 Psychosocial Development in Adolescence  
The Search for Identity Formation  
Sexuality  
Relationships with Family and Peers  
Antisocial Behavior and Juvenile Delinquency  
Emerging Adulthood

Criterion Reference Test Reference Chapters 14-16: Test 5

#### Schedule for EDUC 3304

January 20—During this class period, we will discuss Syllabus and Format of this Class. If you are not in attendance of this class, your grade will be lowed a letter grade. The rest of the class becomes online after this date.

All assignments are assigned on a Tuesday of the week, provided below are the Due dates for those assignments will be on the Friday of that week at 1:00 pm.

All tests are given on Tuesdays and will begin at 11:00 am and must be completed by 9:00 pm on that same Tuesday.

Chapter 1—Due date: January 23

Chapter 2—Due date: January 23

Chapter 3—Due date: January 30

Chapter 4—Due date: February 5  
**Test date over Chapters 1-4—February 10**

Chapter 5—Due date: February 13  
Chapter 6—Due date: February 20  
Chapter 7—Due date: February 27  
**Test date over Chapters 4-8—March 3**

Chapter 8—Due date: March 6  
Chapter 9—Due date: March 13  
Chapter 10—Due date: March 27  
**Test date over Chapters 8-10—April 7**

Chapter 11—Due date: April 10  
Chapter 12—Due date: April 10  
Chapter 13—Due date: April 17  
**Test date over Chapters 11-13—April 21**

Chapter 14—Due date: April 24  
Chapter 15—Due date: April 24  
Chapter 16—Due date: May 1  
**Test date over Chapters 14-16: May 5**

### Classroom Management Policies

Course Requirements: The learner will demonstrate mastery of the objectives through:

1. Class Attendance and Daily Assignment--Class will meet on January 20 at 9:30 am 9:00 am to discuss the organization of the class. At this time, we will also order the e-book and the companion website and resource media materials. Bring a credit/debit card to call and we will do this together. You do not need to attempt this outside of class. This is a part of the instructions we will address on the first day of class. Failure to attend this class will result in a letter grade deduction for your daily work assignment portion of your grade. The total Class Attendance and Daily Assignment portion of your grade will be 1/3.  
Daily attendance is further considered with the promptness with which your turn in your daily assignments. The date state as the due date is the date that the materials are due. Late work will not be accepted. If your work is not in on time, they you did not participate in the class for that week. Even though you are working at your own pace on your own time for the bulk of the completions of the assignments, they must be turned in one the designated date to receive credit and 'attendance' consideration.
2. Completing daily assignments; \*Assignments are due on the day stated. These assignments are found on the "Connections" website which also

provides the e-book you will use for this class. These assignments include a Pretest and a Posttest and from 3 to 7 activities. These assignments are designed to allow you to redo each assignment as many times as you would like to enable you to select the level of mastery of the material that you desire. The site provides you with prompts which help you to answer each question correctly. Further, many of the assignments are provided to you in video clips that enable you to experience the course content in a way that you actually watch the children master the constructs in the domains of child development. Also, activities provide with visual aids to reflect cultural diversity, English Learners, and children with unique situations or disabilities to provide a total spectrum of children you will experience in the educational setting.

3. Each of the 5 major tests is worth 100 points that will count 2/3 two-thirds of the final grade. Unlike the daily assignments, these tests do not allow you to research or 'start over'. The time for you to work on the test is only the time you are provided and is stated in the course schedule. **There will be no test retakes for this course.** Be sure when you submit your test, you are ready to do so, the grade provided on the test is the grade I will use for your course grade average.

### Questions or Concerns

Please, direct all questions and concerns regarding course content. You are able to keep up with your course process as you have access to your scores on all activities through Connect.

Also, if you have any technical support questions; direct those to the help desk that is provided with your text and Connect.

Any other questions feel free to contact me via e-mail or telephone. I also welcome you to visit with me in my office. It's best to contact me first so I'll have set aside the time and collect the materials or research the answers for your concerns.

### Disability Accommodations

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

### Academic Honesty

The decision to become a teacher is an important decision. With this decision come many responsibilities and expectations for students. Teachers expect students to be honest complete learning activities and evaluations to best provide the teacher assessments of learner's knowledge to further plan course content and future activities. Please comport your personal activity in this course in a manner that you will someday expect of your students. My goal is that the mastery of material is personalized so that

when a situation or concepts come up as a teacher of children, you have the background and knowledge to best help your student. Using another student's work or knowledge base will not prepare you for your vocation. Comport yourselves in a manner that you will be able to have expectations of your students, that you yourself have used. Any grade or information that calls into question a disregard for academic honesty will result in your dismissal from the class.

### Sexual Harassment

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

### Drop/Add Withdraw

The student's responsibilities include making sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so will result in a failing grade.

### Course Evaluation

Instruction as well as student performance is subject to evaluation. Procedures may be instituted for this purpose near the end of this course.

### Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor can occur. Students will be informed of any occurrences that will cause syllabus changes.

### Grading Scale

A= a grade from 90 to 100

B= a grade from 80 to 89

C= a grade from 70 to 89

A grade of D or F will not allow those seeking Teacher Certification to receive a grade below 70. The class will be completed. For those seeking a degree that does not provide the opportunity to obtain Teacher Certification a grade of D is from 60 to 69 and any grade 59 or below constitutes an F.



