

Sul Ross State University Rio Grande College
ED 3304--Human Growth and Development Spring 2017
Tuesday 9:30 am-10:45 am
Dr. Tim Wilson, (830-279-3024), 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. You may purchase the ebook and access to the link during the first day of class. Bring a credit/debit card. This is a required text with Connect access.

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 .

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

<p><i>EC-12</i></p> <p>The beginning teacher knows and understands:</p>	
<p>Establishing an Environment for Learning and Excellence</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>Establishing an Environment for Learning and Excellence</p> <p>2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and</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>

SACSCOC—Accreditation Student Learning Outcomes

SLO 1—Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2—Students will identify assessments to analyze children’s strength and needs for planning instruction.

SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

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

Weekly Work Assignment **Due** Dates:

Chapter 1—January 20 at 12:00 pm

Chapter 2—January 27 at 12:00 pm

Chapter 3—February 3 at 12:00 pm

Chapter 4—February 10 at 12:00 pm

Chapter 5—February 17 at 12:00 pm

Chapter 6—February 24 at 12:00 pm

Chapter 7—March 3 at 12:00 pm

Chapter 8—March 10 at 12:00 pm

Chapter 9—March 24 at 12:00 pm

Chapter 10—March 31 at 12:00 pm

Chapter 11—April 7 at 12:00 pm

Chapter 12—April 7 at 12:00 pm

Chapter 13—April 14 at 12:00 pm

Chapter 14—April 21 at 12:00 pm

Chapter 15—April 28 at 12:00 pm

Chapter 16—May 5 at 12:00 pm

Test Dates:

Test 1—February 14 from 7:00 am until 9:00 pm (Chapters 1, 2, 3, 4)

Test 2—March 7 from 7:00 am until 9:00 pm (Chapters 5, 6, 7)

Test 3—April 4 from 7:00 am until 9:00 pm (Chapters 8, 9, 10)

Test 4—April 17 from 7:00 am until 9:00 pm (Chapters 11, 12, 13)

Test 5—May 9 from 7:00 until 9:00 pm (Chapters 14, 15, 16)

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 17 at 9:30 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 to you 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 your 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 though 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 honesty 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.

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

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.