Required Text:


Class Attendance and Daily Assignment--Class will meet on May 30th at 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. Also, students are required to attend class in the site in which they are enrolled. Any student who is not in the site in which they are enrolled to attend will be marked absent. The total Class Attendance and Daily Assignment portion of your grade will be 1/3.

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 developmental processes as 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 (SBEC), 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-6 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.

Standards for the course found in this document can be accessed at the TEA website under the TExES Standards section. 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 available on the State Board for Educator Certification web site at 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. |

<table>
<thead>
<tr>
<th>Teacher Knowledge: What Teachers Know</th>
<th>Application: What Teachers Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Teachers of Studies in Grades EC-12</em></td>
<td></td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td><em>Teachers of Students in Grades EC-12</em></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>1.1k the intellectual, social, physical, and emotional development characteristics of students in different age groups;</td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>1.11k current research best</td>
<td>1.1s discuss domains of child development which reflect an understanding of students' developmental characteristics and needs;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content and Pedagogy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.11k current research best</td>
<td>1.11s explain the relevance of a variety of pedagogical techniques to convey information and teach skills.</td>
</tr>
</tbody>
</table>
pedagogical practices.

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

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<tr>
<th>Establishing an Environment for Learning and Excellence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.4k the importance of communication enthusiasm for learning; and</td>
<td>2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and</td>
</tr>
<tr>
<td>2.5 the necessity of communicating teacher expectation for student learning.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 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 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 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 Chapters 11, 12, 13: Test 4**
Weekly Work Assignment Dates

Week of May 28th

FIRST CLASS MEETING Wednesday, May 30th at 9 am
Chapter 1, Chapter 2, Chapter 3, Chapter 4
Chapter Assignments Due on June 8 by 12:00 noon
Test 1 will be June 11th from 7:00 am until 5:00 pm

Week of June 11th

Chapter 5, Chapter 6, Chapter 7
Chapter Assignments Due on June 15 by 12:00 noon
Test 2 will be June 18 from 7:00 am until 5:00 pm

Week of June 18th

Chapter 8, Chapter 9, Chapter 10
Chapter Assignments Due on June 22nd at 12:00 noon
Test 3 will be June 25 from 7:00 am until 5:00 pm

Week of June 25th

Chapter 11, Chapter 12, Chapter 13
Chapter Assignments Due on June 29 at 12:00 pm
Test 4 will be July 2 from 7:00 am until 5:00 pm

Test Dates:
Test 1 — June 11th from 9:00 am until 5:00 pm (Chapters 1, 2, 3, 4)
Test 2 — June 18th from 9:00 am until 5:00 pm (Chapters 5, 6, 7)
Test 3 — June 25th from 9:00 am until 5:00 pm (Chapters 8, 9, 10)
Test 4 — July 2nd from 9:00 am until 5:00 pm (Chapters 11, 12, 13)

Classroom Management Policies

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

1. Class Attendance and Daily Assignment--Class will meet on May 30th at 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. Also, students are required to attend class in the site in which they are enrolled.
Any student who is not in the site in which they are enrolled to attend will be marked absent. 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 on 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 “Connect” 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 4 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 a makeup test for those who miss one exam.** 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 to twilson@sulross.edu. Please use your sulross.edu email ONLY as other providers are automatically marked as spam or trash. Announcements from Blackboard will only be sent to your Sul Ross email account.

You are able to keep up with your course process as you have access to your scores on all activities though Connect.

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 email 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

Becoming a teacher is an important determination. With this choice comes many responsibilities and expectations for students enrolled in this education program. Future teachers are expected to be honest and to complete learning activities and assessments that will best provide them with the skills to design appropriate activities for their own future students.

While in this course, please conduct yourself in the manner in which you will expect of your own 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 students. Using another student’s work or knowledge base will not prepare you for your vocation. Any grade or information that calls into question a disregard for academic honesty will result in your dismissal from the class.

DISTANCE EDUCATION STATEMENT

Students enrolled in distance learning education courses have equal access to the university’s academic support services such as Smarthinking, library resources, online databases, and instructional technology support. For more information concerning student access to technology resources, visit the SRSU website. Students should utilize secure Sul Ross email accounts when using the school website as well as when using Blackboard. These technology resources require secure information to verify students’ identities and serve to protect students’ information.

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 may cause changes to the syllabus.

Grading Scale

A= a grade from 90 to 100
B= a grade from 80 to 89
C= a grade from 70 to 79
D= a grade from 60 to 69
F= 59 and below