Martorell, Gabriela. (2020) *Child from Birth to Adolescence Edition 2*. MacGraw Hill, New York City. This is an ebook and Connect which is a web line containing all class work. You may purchase the ebook and access to the link will be posted at 7:00 am on May 20, 2020. The ebook and McGraw Hill Connect will cost $90.

**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 (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-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.
TEExS 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

Teacher Knowledge: What Teachers Know

Teachers of students in Grades EC -12

Students

The beginning teacher knows and understands:

1.1k the intellectual, social physical, and emotional developmental characteristics of students in different age groups:

1.2k the implications of students’ developmental characteristics for planning appropriate instruction;

1.3k characteristics and instructional needs of students with varied backgrounds, skills, interest, and learning needs;

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners:

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and

1.6k appropriate strategies for instructing English language learners.

Application: What Teachers Can Do

Teachers of Students in Grades EC-12

Students

The beginning teacher is able to:

1.1s plan lessons that reflect an understanding of students” developmental characteristics and need;

1.3s use effective approaches to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
1.4s plan instruction that motivates students to want to learn and achieve; and
1/5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

**BA Interdisciplinary Studies (SLOs, Marketable Skills, & Dissemination Plan)**

**Student Learning Outcomes**

1. BA Interdisciplinary Studies: SLO 1 - Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8 (EDUC 3304).
2. BA Interdisciplinary Studies: SLO - 2 Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.
3. BA Interdisciplinary Studies SLO - 3 Students will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

**Marketable Skills**

1. Students have the ability to understand human growth and development.
2. Students have the ability to recognize the influence of diverse social-cultural factors.
3. Students have the skills to utilize multiple methods and strategies to achieve a goal.
4. Students have the skills to effectively use technology.

**BAS Child Development (SLOs, Marketable Skills, & Dissemination Plan)**

**Student Learning Outcomes**

1. BAS Child Development SLO 1 Students will be able to identify the range of individual developmental differences that characterize children through their developmental process (EDUC 3304).
2. BAS Child Development SLO 2 The students will identify the services provided for children by Federal, State, and local programs.
3. BAS Child Development SLO 3 The students will be able to describe the development of literacy in children and methods to facilitate this process (EDUC 3308).

**Marketable Skills**

1. Students will be able to address children’s individual developmental differences during their developmental process.
2. Students will be able to refer children to federal, state, and local services.
3. Students will facilitate the development of literacy in children.

**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**
Weekly Work Assignment Due Dates:

Chapter 1—May 29, 2020 at 12:00 pm  
Chapter 2—May 29, 2020 at 12:00 pm  
Chapter 3—May 29, 2020 at 12:00 pm  
Chapter 4—May 29, 2020 at 12:00 pm  

Test 1—May 29 from 12:00 pm until June 1 at 12:00 pm  
Chapter 5—June 9 at 12:00 pm  
Chapter 6—June 9 at 12:00 pm  
Chapter 7—June 9 at 12:00 pm  

Test 2—June 9 from 12:00 pm until June 10, 12:00 pm  
Chapter 8—June 17 at 12:00 pm  
Chapter 9—June 17 at 12:00 pm  
Chapter 10—June 17 at 12:00 pm  

Test 3—June 17 from 12:00 until June 18 12:00 pm  
Chapter 11—June 23 at 12:00 pm  
Chapter 12—June 23 at 12:00 pm  
Chapter 13—June 23 at 12:00 pm  

Test 4—June 23 from 12:00 pm until June 24 12:00 pm  

Test Dates:  
Test 1— May 29 from 12:00 noon pm until June 1 at 12:00 pm (Chapters 1, 2, 3, 4)  
Test 2— June 9 from 12:00 pm until June 10 at 12:00 noon (Chapters 5, 6, 7)  
Test 3— June 17 from 12:00 noon until June 18 at 12:00 pm (Chapters 8, 9, 10)  
Test 4— June 23 from 12:00 pm until June 24 at 12:00 pm (Chapters 11, 12, 13)  

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

1. 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.

2. 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 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 79
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.