

Sul Ross State University Rio Grande College  
ED 3304--Human Growth and Development Section W01  
SPRING 2022  
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Required Text:

**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.

**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

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

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

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

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

**Course Description:**

This course will address human growth and development as it pertains to the Childhood period of life. Students in this course focus on using adult learning principles to strategically design training materials and facilitate adult learning in various workplace settings.

This class is a web class. All assignments will be open on January 10<sup>th</sup> at 7:00 am. And every class will close on April 22 at 12:00 noon. You will have 3 attempts on every assignment. No assignment in the class will be opened to allow for any other attempts and no time will be extended to complete assignments that have not been completed.

As each assignment opens and closes at the same time you will have the entire schedule for the open of every assignment and the ending time and date for the closing of the assignments. Select that time that works best for you and do pace yourself so that you will complete the course on April 22, 2022.

All text assignments will be on Connect which is accessible with the ebook text. There is one opportunity to submit each assignment. The daily chapter exercise can be retaken a total of three times.

It is highly recommended that you go to your campus to do your work. Cell phones, tablets, and other such devices are not generally supported for use with Connect as there are problems with connectivity. Home Internet outages are not valid defenses; come to your campus where there are technicians who can help if you have computer issues. If you choose to work from home, you have no technical support and no acceptable or valid reasons for not getting things done on time.

Again, the due date for your submission is on April 22<sup>nd</sup> at 12:00 noon.

### **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. For those seeking a Texas Teacher Certificate, the class must be retaken

For those seeking the BAS Child Development degree, seeking a Texas Teacher Certification is not an option. A grade lower than a 60 require the course to be repeated.

### **Classroom Management Policies**

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

- Completing daily assignments; \*Assignments are due on the day stated. These assignments are on the "Connection" 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 design 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 that 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. In addition, 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.

- 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'. **There will be no test retakes for this course.** Be sure when you submit your test, you are ready to do to assure the grade provided on the test is the grade I will use for your course grade average.

### **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 provide 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**

#### **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. Student 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.

#### **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 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.