

Sul Ross State University Rio Grande College
EDSR 3304--Human Growth and Development Section V01
Fall, August 22- December 6, 2022
Tuesday's, 6:00 PM- 8:45 PM
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Required Text: Child, 3rd edition, Gabriela Martorell, McGraw Hill

ISBN: 978-1-264-46090-8

Course Description:

EDSR 3304 Methods & Materials for the Classroom Teacher (3-0). A course in the theories of normal child growth and development and biological factors in the development of children as it pertains in the educational setting. Theories will include language development, cognitive, emotional and personality development. Further, content addresses the influence of diverse socio/cultural factors and learning styles. This course supports competencies within evaluative measures as identified by the State of Texas for Teacher Certification. Equivalent courses: EDUC 3304 (through Summer 2022), EDUA 3304

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.

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 "Connect" website that also provides the e book you will use for this class. Each chapter will be accompanied by an assignment. 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 allow you to watch the children master the constructs in the domains of child development. In addition,

activities provided are accompanied 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 major test is worth 100 points. These tests can only be taken **one** time. **There will be no test retakes for this course.** You will have a test after modules 4, 7, 10, 13, and 16, which is a total of 5 test. Total possible points for all tests are 500 points. 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.
- This is a hybrid delivered 16-week course that will be delivered synchronously via Teams. Remote learning is a different kind of experience from the traditional face-to-face course. **Although online courses and remote learning are convenient, you will shoulder a greater responsibility for personal learning than you might in a face-to-face course.** Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions. Attendance and participation are expected in this class. **Students will be dropped from the course after 2 absences.**
- **Dropping a Class.** During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by **November 14, 2022, no later than 4:00 pm.**

Grade Calculation

Chapter assignments are worth 50 points each. You have 16 chapters, each assignment for the chapter will be worth 50 points for a total of 800 possible points. Each test is worth 100 points each. You have 5 tests for a total of 500 possible points. Your final PowerPoint Project is worth 100 points. Total possible points for the class is 1,400.

Grading Scale

A= 1,260 to 1,400 points

B= 1,120 to 1,259 points

C= 980 to 1,119 points

Those seeking Teacher Certification cannot continue in the program if they receive a grade below a C.

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

Course Outline

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

Test 1: Chapters 1-4

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

Test 2: Chapters 5-7

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

Test 3: Chapters 8-10

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

Test 4: Chapters 11-13

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

Test 5: Chapters 14-16

Power Point Presentation: Chapters 1-16

Course Schedule

Module	Chapters	Assignments/Test
Module 1: 8/23- 8/29	1	Read Chapters 1 & 2 Chapter 1 Assignment due 8/29
Module 2: 8/23- 8/29	2	Read Chapters 1 & 2 Chapter 2 Assignment due 8/29
Module 3: 8/30- 9/4	3	Read Chapters 3 & 4 Chapter 3 Assignment due 9/4
Module 4: 8/30- 9/4	4	Read Chapters 3 & 4 Chapter 4 Assignment due 9/4 Test 1: Chapters 1-4 due 9/4
Module 5: 9/6- 9/9	5	Read Chapter 5 Chapter 5 Assignment due 9/9
Module 6: 9/13- 9/16	6	Read Chapter 6 Chapter 6 Assignment due 9/16
Module 7: 9/20- 9-26	7	Read Chapter 7 Chapter 7 Assignment due 9/23 Test 2: Chapters 5-7 due 9/26
Module 8: 9/27- 9/30	8	Read Chapter 8 Chapter 8 Assignment due 9/30
Module 9: 10/4- 10/7	9	Read Chapter 9 Chapter 9 Assignment due 10/7
Module 10: 10/11- 10/17	10	Read Chapter 10 Chapter 10 Assignment due 10/14 Test 3: Chapters 8-10 due 10/17
Module 11: 10/18- 10/21	11	Read Chapter 11 Chapter 11 Assignment due 10/21
Module 12: 10/25- 10/28	12	Read Chapter 12 Chapter 12 Assignment due 10/28
Module 13: 11/1- 11/7	13	Read Chapter 12 Chapter 13 Assignment due 11/4 Test 4: Chapters 11-13 due 11/7
Module 14: 11/8- 11/11	14	Read Chapter 14 Chapter 14 Assignment due 11/11
Module 15: 11/15- 11/18	15	Read Chapter 15 Chapter 15 Assignment due 11/18
Module 16: 11/22-11/28	16	Read Chapter 16 Chapter 16 Assignment due 11/28 Test 5: Chapters 14-16 due 11/28
Last Class Day before Finals: 11/29	1-16	Review Final PowerPoint Project
Final: 12/6	1-16	Presentation of PowerPoint Project

Educator Preparation Standards Addressed:

EDSR 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.

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 student's 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

SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 6.

SLO - 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.

SLO - 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

Marketable Skills

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.

5. Student have the ability to effectively use technology to communicate.

Student Learning Outcomes

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

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. It's best to contact me first so I'll have set aside the time and collect the materials or research that answers 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.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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.