

Sul Ross State University – Rio Grande College
EDSR 3304 Human Growth & Development
Monday/Wednesday 2-3:15 pm; Blackboard Collaborate
Ileana Garcia-Williams, Instructor

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EDSR 3304 Human Growth & Development. A study of the

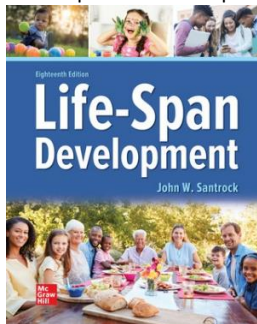
Student Learning Outcomes

- Students will demonstrate effective lesson planning.
- Students will demonstrate written and oral proficiency.
- Students will demonstrate effective evaluative processes for assessing student learning

This course is in the Teacher's Education Program of Sul Ross State University Rio Grande College.
Any grade below a B must be retaken.

Required Class Materials:

Life-Span Development, 18th ed. John Santrock. McGraw-Hill. (E-book & Connect access required)



<https://connect.mheducation.com/class/i-garcia-williams-spring-2023-mw-2-pm>

Course 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.

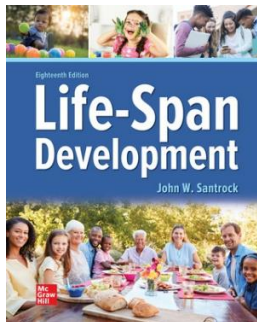
Marketable Skills

1. Students are adaptable and flexible and communicate effectively.
2. Students have the ability to teach diverse learners in an inclusive learning environment.
3. Students have the ability to assess student learning.
4. Students have the ability to effectively use technology.
5. Students can use critical thinking and creative thinking in the workplace.
6. Students are skilled in teamwork and conflict management
7. Students have an ability to construct a classroom management plan.

https://srinfo.sulross.edu/ie/wp-content/uploads/sites/11/Marketable_Skills_Program_List.pdf

Required Class Materials:

Life-Span Development, 18th Edition. John Santrock. McGraw-Hill. (E-book & Connect access required)



eBook & Connect access required

This is a virtual and web delivered course. This course is designed to prepare teacher education students for effective teaching through mastery of learning theories.

Please note part of the instructor's requirements for successful course completion is virtual "face-to-face" meetings. We will discuss this at our first meeting.

Grading Scale

100-90	A
89-80	B
79-70	C
69-65	D
64 and below	F

This course is in the Teacher's Education Program of Sul Ross State University Rio Grande College. Any grade below a B must be retaken.

Tests and major projects will be weighted. For example, test + test + daily work / 3 = average.
Connect assignment scores can be calculated as follows: total points / points earned = average.

Ebook / Connect Assignments

Connect assignments will typically be available on Monday and due on Sunday of that week.

Participation and attendance will be determined by timely submission of assignments, fulfillment of the "cameras on" principle, and constructive contributions.

Below is a general description of the course. As the semester rolls on, it may be necessary to amend, adjust, or otherwise alter the events as they are listed.

I will make an announcement on Blackboard and/or send out an email in these circumstances.

Outline of Activities

Week of January 16

- Wednesday (1/18) First class meeting.

Week of January 23

- [Table of Contents and Preface](#)
Connect Orientation Video
Pre-Test

Week of January 30

- [Section One: The Life-Span Perspective](#)

Week of February 6

- [Section Two: Beginnings](#)

Week of February 13

- [Section Two: Beginnings](#)

Week of February 20

- [Section Three: Infancy](#)

Week of February 27

- [Section Three: Infancy](#)

Week of March 6

- [Section Four: Early Childhood](#)

Week of March 13

- Spring Break

Week of March 20

- [Section Four: Early Childhood](#)

Week of March 27

- [Section Five: Middle and Late Childhood](#)

Week of April 3

- [Section Five: Middle and Late Childhood](#)

Week of April 10

- [Section Six: Adolescence](#)

Week of April 17

- [Section Seven: Early Adulthood](#)

Week of April 24

- [Section Eight: Middle Adulthood](#)

Week of May 1

- [Section Nine: Late Adulthood](#)

Week of May 8

- [Section Ten: Endings](#)

Week of May 15

- Final Exams

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Library Information

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Additional information for students at Rio Grande College:

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) from the Alpine campus.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.