Sul Ross State University Rio Grande College
EDSR 3304 Human Growth & Development
Blackboard Collaborate
SPRING 2024

Ileana Garcia-Williams, Instructor
ileana.garcia-williams@sulross.edu
EDSR 3304 Human Growth & Development. 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.

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

Required Class Materials: **Ebook & Connect Access Required**

Life-Span Development, 18th ed. John Santrock. McGraw-Hill.

ISBN10: 1260245845 | ISBN13: 9781260245844

(E-book & Connect access required)

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

 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 Edition. John Santrock. McGraw-Hill. ***(E-book & Connect access*** ***required)***

Required Class Materials: **Ebook & Connect Access Required**

Life-Span Development, 18th ed. John Santrock. McGraw-Hill.

ISBN10: 1260245845 | ISBN13: 9781260245844

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

Connect Grading System:

https://www.mheducation.com/highered/support/student/connect.html

Grading Scale

100-90 A

89-80 B

79-70 C

69-65 D

64 and below F

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 the day of class 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. Generally, the first half of the class will be spent in lecture, discussion, or group work.

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.

Course Overview

- First day of class. We will meet on Blackboard Collaborate. We will discuss procedures and how to access the Ebook and Connect components.
- Discussion Board Activity
- In class *Connect Orientation Videos; Proctorio - Student Orientation*

Release on Mondays due on Sunday nights (11:59pm).

Week 1

Chapter 01: Introduction

Chapter 02: Biological Beginnings

Week 2

Chapter 03: Prenatal Development and Birth

Week 3

Chapter 04: Physical Development in Infancy

Week 4

Chapter 05: Cognitive Development in Infancy

Week 5

Chapter 07: Physical and Cognitive Development in Early Childhood

Week 6

Chapter 08: Socioemotional Development in Early Childhood

Week 7

Chapter 09: Physical and Cognitive Development in Middle and Late Childhood

Week 8

Chapter 10: Socioemotional Development in Middle and Late Childhood

Week 9

Chapter 11: Physical and Cognitive Development in Adolescence

Chapter 12: Socioemotional Development in Adolescence

Week 10

Chapter 13: Physical and Cognitive Development in Early Adulthood

Chapter 14: Socioemotional Development in Early Adulthood

Chapter 15: Physical and Cognitive Development in Middle Adulthood

Chapter 16: Socioemotional Development in Middle Adulthood

Week 11

Chapter 17: Physical Development in Late Adulthood

Chapter 18: Cognitive Development in Late Adulthood

Chapter 19: Socioemotional Development in Late Adulthood

Chapter 20: Death, Dying, and Grieving

Final Exams and Projects

_____
_____

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).

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

This course will promote open discourse, critical inquiry, and free expression. This means that it is up to every one of us to contribute to fostering and maintaining a climate of respect, tolerance, and consideration for other people's opinions.

Diversity Statement

My goal is to foster a learning environment for you that respects your identities—including your ethnicity, gender, class, sexual orientation, religion, ability, socioeconomic status, age, and nationality—and encourages a variety of ideas, opinions, and experiences. I also recognize the numerous factors that may have an impact on the circumstances that are required for your success.