COURSE SYLLABUS
SPRING 2010 – WEDNESDAY – 5:30 PM – 8:15 PM – HSS 3.03.10

EDP 2113 Development – Elementary & Middle School Child

INSTRUCTOR: Ms. Tina L. Hall, B.S., M.A., School Counselor
210-458-2650, Dept. of Educational Psychology

APPOINTMENTS: Please e-mail me if you would like to schedule an appointment.

Preferred means of communication is WebCT or e-mail which will be answered in no more than two working days. My e-mail (internet) address is: tina.hall@utsa.edu.

REQUIRED TEXTS:

CONTENT:
The purpose of this course is to provide information relating to human development from early childhood through adolescence. Particular emphasis will be given to physical, psycho-educational, cognitive, social development, and personality. Students will be expected to develop a personal statement of philosophy related to human development and their anticipated degree goal. The course is designed to integrate developmental models and their application to instruction of elementary and middle school children. Class participation constitutes a significant portion of the learning experience and therefore of the grade in this class.

Development of sufficient competence involves use of theories and information studied as it applies to student’s area of study. Students are required to meet fully all ethical and professional requirements. Students should be completely knowledgeable concerning those requirements and sufficiently competent to utilize what they have learned within the context of their field of study.

METHODOLOGY:
The orientation of the course is essentially four fold: First, to provide students with an opportunity to develop a strong background in the areas of human development; second, to provide students with an opportunity to identify their personal human development philosophy; third, to provide students an opportunity to develop background knowledge related to various research and theory, and finally to provide students an opportunity to practice the use of human development knowledge in application. Students will be expected to be self-directed, self-motivated learners, participate in class discussions, and complete all assignments in a timely fashion.

COURSE OBJECTIVES:
1. Understand developmental theory from a variety of theoretical views and have a working conceptual knowledge of physical, cognitive, social and behavioral development of elementary and middle school children.
2. Know psychological theories of learning and motivation and be able to integrate into a stated personal human development philosophy.
3. Know how to assess student learning and be aware of individual differences related to student learning and development.
4. Be able to apply acquired knowledge into a case study that demonstrates professional decision making skills and mastery of developmental psychology.
EVALUATION:
Final grade assigned will be the average of grades assigned for assignments, quizzes, and examinations during the semester. In some instances, assignments will be of differential weight for purposes of final evaluation. Assignments must be turned in on time to receive credit unless special arrangements have been made in advance. No extra credit work is offered or allowed.

Students are responsible (and subject to evaluation) for the text whether or not presented in class, material presented in class whether or not in the text, class handouts, and outside reading(s) that may be assigned. Class assignments will be evaluated in terms of scholarship, relevance, keeping with the assignment, format (including punctuation, grammar, spelling, etc.) and overall quality. Enrollment in a graduate class does not guarantee a grade above “C.” Students are expected to do above average work for an above average grade. No makeup tests/examinations/quizzes will be given without special arrangement prior to the scheduled date except for extreme extenuating circumstances. These arrangements may include a penalty for reschedule.

A major requirement of this study will be class participation. Students will be expected to attend all class meetings and remain until class is dismissed unless arrangements have been made with the instructor. Missing more than 2 class meetings will be grounds for lowering the final evaluation one letter grade.

Students with special needs should register with the Office of Disability Services, MS 2.03.18, 458-4157 in order to be recognized for purposes of assessment and evaluation as well as for special arrangements for testing.

Assignments must be typed and handed in on time to receive full credit. Late assignments are penalized a maximum of $\frac{1}{2}$ available points per week late. In the case of non-calendar religious holidays or university-sanctioned events, assignments should be submitted in advance.

No “extra credit” work is given or allowed. An “incomplete” is assigned only in extreme circumstances. Failure to adequately plan or prepare for class is not a condition for receipt of a grade of incomplete.

ACADEMIC DISHONESTY
Plagiarize - “(1) To steal and use (the ideas or writings of another) as one’s own, (2) To appropriate passages or ideas from and use them as one’s own and/or (3) To take and use as one’s own the writings or ideas of another.” (The American Heritage Dictionary, 2nd Ed., Houghton Mifflin). Students will be held accountable for their actions. All university policies and procedures with regard to academic dishonesty will be applicable and followed in the conduct of this class. For specific information, students are encouraged to examine both the university catalog, and student handbook.
INSTRUCTOR PHILOSOPHY:
Students are assumed to be in preparation for professional roles and as such will be held to the highest standards of scholarship. This assumption implies that students never demonstrate anything less than their best efforts, those efforts motivated by a desire to learn rather than to obtain a "high" or "good" grade. In addition, students should fully recognize and accept personal responsibility for their own learning and strive to reach the high standards that they have set for themselves in order to set that example for the students that they will one day instruct.

Recognizing the inherent limitations of traditional college classroom approaches, student/scholars are expected to ask questions when they don't understand, ask the instructor to slow down, repeat, etc., as necessary, work collaboratively, and mutually encourage and support each other.

Good teaching and learning is hard work. However, the student/scholar enjoys this work and looks forward to the resulting personal and professional gains that result because she/he realizes that these gains are for the benefit of others. Personal/professional development is constantly pursued because of its implication in the service of others. It is this, which makes the practice of any profession satisfying and rewarding.

Finally, it is obvious that this one course cannot or does not prepare a student/scholar for his/her profession. However, it is hoped that in addition to specific content skills and knowledge, certain habits of mind will develop which will serve the student/scholar throughout her/his career. These include:

1. Persistence in the face of obstacles; self-regulation is a major skill required for this class.

2. Flexibility and a willingness to consider alternative perspectives, approaches, strategies, opinions, especially when they are contrary to the usual. This habit of the mind will include a respect and appreciation for diversity.

3. Reflection, self-scrutiny, a habit of examining thoughts and behavior for accuracy, relevance, effectiveness, currency, and congruence with personal beliefs and values.

4. Inquisitiveness, a sense of wonder and a desire to learn more and understand better.

5. Professionalism, a striving for and an expectation of excellence, recognition that lifelong learning is a dynamic and necessary trait for a counselor/scholar.

6. Acceptance of the fact that it is impossible to ever "know it all" which is reflected in the highest quality of interaction and practice. Ultimately, it is the recognition that professionalism is a choice.

Feedback to the professor is requested and encouraged. Students should provide information to the professor that will facilitate learning. The feedback can include requests for modification of approach, speed, more clarification, additional examples, etc. Anything that will enable students to learn better is welcomed before or after class or at any time during regularly scheduled office hours. However students should keep in mind, given the class size and characteristics, not all suggestions will be implemented.
ASSIGNMENTS:
For all assignments, students may submit work in progress (no less than two weeks in advance of due date) for feedback and suggestions prior to submission for final evaluation. Drafts should be of sufficient quality to merit prior review, and students should clearly indicate any areas of concern or questions that they may have with regard to the assignment (if any).

Individual Projects (10% each for 20% of course grade) will involve (1) naturalistic observation in which you choose a research setting and describe the environment, age group, and behaviors observed. This observation will be shared with the class. (2) Development of a case study in which you describe a situation and how a child’s self-esteem can be influenced in a positive or negative way.

Examinations (15% (ea) three tests and 25% final) will be primarily short answer or essay type. However, students should be prepared to take exams in any format including, but not limited to multiple choice, true-false, fill-in-the-blanks, and matching. All examinations will be regularly scheduled. Periodic Quizzes may be utilized for formative evaluation, and may not be, necessarily, announced in advance.

Attendance & Participation (10%) will involve active involvement in classroom discussion and participation in classroom activity.

Letter grades will be assigned the following point values for computational purposes:

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>4.5</td>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>D+</td>
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Final letter grades will be assigned with the traditional point value as the criteria.

Feedback on class assignments will be provided in class to allow everyone to benefit. Individual feedback may be facilitated by use of audio recordings. If desired, students should submit a blank cassette with the assignment that will be returned with individual and specific comments concerning that assignment. In addition, students wishing additional feedback should contact the instructor during office hours or make an appointment.
Class Schedule

Please note that schedule adjustments will be made periodically to accommodate various demands on time. The following provides some general guidelines to enable planning.

WEEK

1
Introduction to Course & Review of Syllabus
1/13  An Introduction to Child Development
Chapter 1

2
Theoretical Perspectives and Research
1/20  Chapter 2

3
The Start of Life
1/27  Chapter 3
Birth and the Newborn Infant
Chapter 4
Naturalistic Observation Paper Due

4  TEST ONE – 2/3

5
Physical Development in Infancy
2/10  Chapter 5
Cognitive Development in Infancy
Chapter 6

6
Social and Personality Development in Infancy
2/17  Chapter 7
Physical Development in the Preschool Years
Chapter 8

7  TEST TWO – 2/24

8
Cognitive Development in the Preschool Years
3/3  Chapter 9
Social and Personality Development in the Preschool Years
Chapter 10

9
Physical Development in Middle Childhood
3/10  Chapter 11
Cognitive Development in Middle Childhood
Chapter 12

10  SPRING BREAK – 3/17
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<tr>
<th>11</th>
<th>TEST THREE - 3/24</th>
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<tbody>
<tr>
<td>12</td>
<td>Social and Personality Development in Middle Childhood</td>
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<tr>
<td>3/31</td>
<td>Chapter 13</td>
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<tr>
<td>13</td>
<td>Physical Development in Adolescence</td>
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<td>Chapter 14</td>
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<td>14</td>
<td>Cognitive Development in Adolescence</td>
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<td>4/14</td>
<td>Chapter 15</td>
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<td>15</td>
<td>Case Study Paper Due &amp; Presentations</td>
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<tr>
<td>15</td>
<td>Social and Personality Development in Adolescence</td>
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<td>4/28</td>
<td>Chapter 16</td>
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<td>15</td>
<td>FINAL EXAM – 5:00 – 7:30 PM</td>
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