**Wayland logo**

1. **Virtual Campus**

**School of Education and Sports Science**

1. **Wayland Baptist University Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

1. **Course Prefix, Number, & Name**

**EDUC 5381- Fall 2 – CMP 2020 - VC01** Child & Adolescent Development & Learning

1. **Term and Year**

**Fall 2 (8 week)** Term (October 19 to December 19, 2020)

1. **Full Name of Instructor**

Dr. Barbara Allen Carr – Professor of Education

1. **Office Phone and WBU Email Address**

Office (806) 291-1057; E-mail Address [carrb@wbu.edu](mailto:carrb@wbu.edu)

1. **Office Hours, Building, and Location**

Office Hours: 109 Van Howeling Education Complex (VHEC); M 9:30-10 & 11-1; W 9:30-10 & 12-1; F 11-1; TU 11-1 & & TR 11-1; Other times by appointment/telephone conference

1. **Class Meeting Time and Location**

This is an internet-based class and does not have designated meeting times. Assignments are presented in weekly sessions and are due as noted on the course calendar and syllabus. Access to class materials is provided via Blackboard using student login and password.

1. **Catalog Description**

Characteristics of child and adolescent development and how it impacts learning and growth; Contact hours: 45; Required field experience incorporated (6 hrs).

1. **Prerequisite:** None

**11. Required Textbook and Resources: *Student Textbook(s*)**

1. ***Textbook*:** McDevitt, T., & Ormrod, J. (2020). *Child development and education (7th ed.). New York, NY: Pearson. [ISBN 10: 0-134805747] [ISBN 13:9780134805740] {paper, loose-leaf, or e-book acceptable}*
2. **Access to the internet** is required; Blackboard is the learning system. All class materials distributed online; all assignments collected online. Access to WBU Learning Resources [**www.wbu.edu/lrc**](http://www.wbu.edu/lrc)

**12. Optional Materials:** None

**13. Course Outcome Competencies:** **Student Learning Outcome Competencies: (correlated to state ppr competencies):**

**Student Learning Outcomes (correlated to state competencies):**

1. Students will participate in video reviews, observations, and personal experiences with children and adolescents to promote research skills and analysis of child and adolescent development theory. (all competencies)
2. Students will examine various theories used to promote best practices in regard to child and adolescent growth and development. (1.2, 1.8, 1.11, 1.12)
3. Students will conduct mini-research activities appropriate to a graduate program of study. (1.1, 1.5, 1.7)
4. Students will examine exceptionalities and diversity in the classroom in order to incorporate a variety of intervention strategies to foster efficacy. (1.3, 1.11, 1.12)
5. Students will carefully analyze reading materials and create self-study materials to support their endeavors. (1.1, 1.2, 1.4)
6. Students will conduct independent research appropriate to a graduate program of study. (1.8, 1.11, 1.12)

**14. Attendance Requirements:** As stated in the Wayland Catalog, students enrolled at one of the University’s external or on-line campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**15. Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**16. Disability Statement:** “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**17. Course Requirements and Grading Criteria**

**COURSE REQUIREMENTS**

Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. Additionally, because it is so important for educators to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, assignments, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. **All assignments must be *word processed* and submitted in accordance with due dates on the course calendar.**

**Participation Policy**

Students are expected to submit class assignments with punctuality and to participate actively in class discussions. Students are encouraged to communicate promptly with the professor in case of an unavoidable delay in order to keep pace with the requirements of the course. You are training to be a professional. If you wouldn’t use the excuse for your boss or principal, don’t use it as excuse for this class. You will never be better as a teacher than you are as a student.

1. Students will complete all **assigned readings** *promptly*. This course is designed to be completed with assignments due each week. Class discussions will include modeling, guided practice, and independent practice with discussions among class members as students prepare materials for their selected content area and grade level. Students are required to respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. **In-class assignments must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
2. Students will prepare written assignments, such as mini-research activities, interviews, lesson plans, presentations, quizzes, notes, and field experience summaries as instructed.
3. Students will complete a midterm and a final exam.

**Makeup/Late work Policy:** All assignments are due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, arrangements must be made with the professor. No points may be deducted from the assignment if the reasons are acceptable to the professor. **If an assignment is late because of negligence of the student, the professor will decide whether to accept the work with deductions for late submission of the work.**

**Academic Course Requirements:**

1. Respect: Respect is absolutely necessary in this class. Internet bullying will result in dismissal from the class.
2. Professionalism: Any interactions related to this course should be kept at a professional level. Do not use the discussion boards to post material that is unrelated to the week’s topic. Political or religious rants, personal soapbox-like speeches, and the like will not be tolerated.
3. Participation: Weekly participation is required. The lack of participation will only hurt your grade. As a general rule, you should login to Blackboard at least twice a week, if not more.
4. Blackboard: Chapter session folders will be posted on blackboard under course content with more specific information regarding homework, assignments, and due dates. Course materials such as lecture notes, templates, and other items may also be accessed in this location.
5. Assignments/Homework: All assignments should be completed and submitted at the assigned time. All assignments are due by 11:59 pm CST on the date indicated. Assignments will be due each week and late work is not acceptable. Overdue assignments WILL NOT be accepted unless extenuating circumstances are explained to and approved by the professor. Reading selections from the textbook will be assigned each week. Additional assignments will be posted within chapter modules.
6. Discussion Boards: Several discussion board assignments are required throughout the course. ***An initial post and a response to at least two other students’ posts will be required. All posts and responses must be at least two paragraphs. These are intended to be interactive experiences, therefore no credit will be awarded for late responses.***
7. Grades: Students may view grades on Blackboard.

**Course grading criteria: All assignments are due as noted on course calendar. Late work will not be accepted unless approved by the instructor prior to the due date; late work for discussion board entries will not be accepted at all. Late assignments may reflect a deduction to points earned.**

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| --- | --- | --- |
| **Assignment** | **Possible Points** | **Points Earned** |
| Discussion Board (10 x 10 points) | 100 |  |
| A1/2 – Select a Project | 50 |  |
| A3/4 – Examining Family Structures | 50 |  |
| A5/6 – Piaget Task & Analysis | 100 |  |
| A7 - Review of Journal Article | 100 |  |
| Midterm | 200 |  |
| A10/11 – Project Presentation | 100 |  |
| A12/13 – Gender Roles & Aggression | 50 |  |
| A14/15 – Article Summary of Readins | 50 |  |
| Final Exam | 200 |  |
| Total | 1000 |  |

## **UNIVERSITY GRADING SYSTEM:**

**A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete**. An incomplete may be given within the last two weeks of a long term or within the last two days of a term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

**17.1 Include Grade Appeal Statement:**

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

**18. Tentative Schedule:**

The instructor reserves the right to amend the tentative course outline as needed during the course. It is the student’s responsibility to keep up with changes to the schedule below. All assignments are due by 11:59 PM (CST) on the day indicated. [NOTE] Specific Information regarding assignments, instructions, and due dates for each session can be found in Blackboard under “course content” tab within the weekly session folders.

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**(Week 1) Session 1-2:**

* ***Ch 1 Intro to Child Dev & Ch 2 Research & Assessment***
* Notes – PowerPoint Slides Ch 1-2
* **Discussion Board 1/2-Introduction**
* **A1 - Select a Project**

**(Week 2) Session 3-4:**

* ***Ch 3 Family, Culture, & Community & Ch 4 Biological Beginnings***
* Notes– PowerPoint Slides
* **DB3/4 – Role of Fathers**
* **A3 – Analysis of Family Structures**

**(Week 3) Session 5-6:**

* ***Ch 5 Physical Development & Ch 6 Cognitive Development***
* Notes– PowerPoint Slides
* **DB 5 -Effects of Teratogens**
* **DB6 – Construct a Chart listing important Parts of Theories of Piaget & Vygotsky**
* **A5-6: Piaget Task & Analysis**

**(Week 4) Session 7:**

* ***Ch7 Cognitive Processes***
* Notes– PowerPoint Slides
* **DB7 – Deconstruction Processes**
* **A7 – Deconstruction of Journal Article**
* ***Midterm (Ch1-7)***

**(Week 5) Session 10-11:**

* ***Ch 10 – Academic Domains & Ch 11 Emotional Dev***
* Notes– PowerPoint Slides
* **DB 10 – Discussion of Presentations**
* **DB11- Summarize Readings w/ Bulleted List**
* **A10-11 Project Presentation**

**(Week 6) Session 12-13:**

* ***Ch 12 Dev of Self and Social Understandings & Ch13 – Self-Regulation & Motivation***
* Notes– PowerPoint Slides
* **DB 12 – Empathy Observation**
* **A12/13 – Gender Roles & Aggression**

**(Week 7) Session 14-15:**

* ***Ch 14 - Morality & Interpersonal Relations & Ch 15 – Peers, Schools, and Society***
* Notes– PowerPoint Slides
* DB 14/15 – Kohlberg Dilemmas
* A14-15- Article Summary (Harassment, Cliques, or Sex Education)

**(Week 8) *Final Exam Due by Thursday PM***

* **DB What did I Learn? - Personal gains from this course**

| **EDUC 5381: Child and Adolescent Development**  **\*\*\***I reserve the right to amend the tentative schedule as needed. | | | | |
| --- | --- | --- | --- | --- |
| **Date** | | **Preparation Materials** | **Reading** | **Assignments** |
| **1** | **Oct 19-25** | **Notes – ppt 1**  **Notes – ppt 2** | **Ch 1-2** | **DB1/2– Introduction**  **A1/2 –Select a Project** |
| **2** | **Oct 26-**  **Nov 1** | **Notes – ppt 3**  **Notes – ppt 4** | **Ch 3-4** | **DB3 & 4 – Role of Fathers**  **A3/4-Analysis of Family Structures** |
| **3** | **Nov 2-8** | **Notes – ppt 5 - 6** | **Ch 5 - 6** | **DB 5 – Effects of Teratogens**  **DB6 - Construct Chart Piaget/Vygotsky**  **A5/6 – Piaget Task & Analysis** |
| **4** | **Nov 9-15** | **Notes – ppt 7** | **Ch 7** | **DB 7 Deconstruction Processes**  **A7 – Deconstruction of Journal Article**  **Midterm Test (Ch 1-7)** |
| **5** | **Nov 16-22** | **Notes – ppt 10-11** | **Ch 10-11** | **DB 10 – Discussion of Presentations**  **DB 11 – Summarize Extra Readings Using a bulleted List**  **A10/11 – Project Presentation** |
| **6** | **Nov 30-**  **Dec 6** | **Notes - ppt 12-13** | **Ch 12-13** | **DB12/13 – Empathy Observations**  **A12/13: Gender Roles & Aggression** |
| **7** | **Dec 7-13** | **Notes – ppt 14-15** | **Ch 14-15** | DB14/15 Kohlberg’s Dilemmas  A14/15 - **Article Summary** |
| **8** | **Dec 14-19** | **Final Exam Ch 10-15** | **Ch 15** | **DB 15 -What Did I Learn?**  **Final Exam Ch 10-15** |

**COURSE OUTLINE**

1. Intro to Child Development
2. Research & Assessment
3. Family, Culture & Community
4. Biological Beginnings
5. Physical Development
6. Cognitive Development: Piaget & Vygotsky
7. Cognitive Development: Cognitive Processes

X. Development in Academic Domains

1. Emotional Growth
2. Dev of Self & Social Understanding
3. Motivation and Self-Regulation
4. Moral Development
5. Peers, Schools, Society

# **Certification Preparation Alignment:** Pedagogy & Professional Responsibilities (PPR)

## **Domain 1: Designing Instruction and assessment to promote student learning**

Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

* 1. Understands the lifelong impact of the experiences on individual development and on society.
  2. Knows the typical stages of cognitive, social, physical, and emotional development of students.
  3. Recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
  4. Recognizes factors affecting the physical growth and health of students (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students’ physical growth and health impact their development in other domains (e.g., cognitive, social, emotional).
  5. Recognizes factors affecting the social and emotional development of students (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students’ social and emotional development impacts their development in other domains.
  6. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children’s learning and development.
  7. Demonstrates knowledge of developmental changes in children’s thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically).
  8. Analyzes how developmental characteristics of students impact learning and performance.

1.11 Understand how development is any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

1.12 Recognizes signs of developmental delays or impairments in students.