WAYLAND BAPTIST UNIVERSITY SCHOOL OF EDUCATION

VIRTUAL CAMPUS--SCHOOL OF EDUCATION

Mission: 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.

COURSE: EDUC 5381 VC01 Child and Adolescent Development and Learning


INSTRUCTOR’S NAME: Dr. Tami Prichard

PHONE NUMBER: 806-787-1288 (cell)

E-MAIL ADDRESS: tami.prichard@wayland.wbu.edu

CLASS MEETING TIMES/LOCATION: This is an internet based class and it does not have designated meeting times. Assignments are presented in weekly sessions and are due by Sunday evening each week as noted on the Course Syllabus/Outline. Access is provided to the class materials via Blackboard using student login and password.

CATALOG COURSE DESCRIPTION: Characteristics of child and adolescent development and how it impacts learning and growth. Field experience: 6 hours.

PREREQUISITES: Graduate Admission.

REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:

Student Textbook
Child Development and Education
Publisher: Pearson
COURSE OUTCOME COMPETENCIES:

This course provides the students with the ability to:

• Apply developmental concepts and strategies to classroom practices and other settings

• Develop skills in observing developmental nuances and recognize characteristics and diversity across the continuum of child and adolescent development

• Solve problems and consider issues that confront teachers, other practitioners, and students

• Become equipped to make decisions based on valid research

• Determine the core themes in child development

• Observe child and adolescent development and relate it to textbook themes

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOMES:

Discussion Board Communication (weekly)
Responses to Chapter Questions
Field Experience
Midterm Exam
Final Exam

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.

COURSE REQUIREMENTS & GRADING CRITERIA:

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University
should make every effort to attend all class meetings. The University expects
students to make class attendance a priority. All absences must be explained to
the instructor, who will determine whether the omitted work may be made up.
When a student reaches a number of absences considered by the instructor to
be excessive, the instructor will so advise the student and file a report of
unsatisfactory progress (ROUP) with the Virtual Campus and executive director.
Any student who misses 25 percent or more of the regularly scheduled class
meetings may receive a grade of F for that course. Note: This is a virtual campus
course—there are no class meetings; therefore, see instructor’s additional
policies below.

2. Instructor’s Additional Policies: Additional attendance policies for each
course, as defined by the instructor in the course syllabus, are considered a part
of Wayland’s attendance policy. A student may petition the Academic Council for
exceptions to the above stated policies by filing a written request for an appeal to
the executive vice president/provost. Attendance for this virtual course will be
documented by the student’s online participation in class and submission of
online assignments, thus attendance will be determined by the student’s online
participation in course activity—not the last log in.

3. 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. Additionally, because it is so important for teachers 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 presentations
and written assignments. Criteria for evaluation will be based on both content
and mechanics. Integration of information from lectures, readings, and
discussions will be taken into consideration as will correct and appropriate format
and construction. Students will complete all assigned readings and assignments
promptly. This course is designed to be completed during an 11-week term with
assignments due each week. Under no circumstances will the entire semester’s
work be received during the last week or during the last day of class (any late
work will receive point deductions). Assignments and examinations may become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.

- All assignments must be submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.

- Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and 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. Students will post an answer to the question or comment and respond to one classmate’s post. Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.

- Students will prepare weekly assignments in response to the chapters assigned.

- Students will complete a Field Experience with the appropriate documentation.

- Students will submit Midterm and Final Exams prior to the due date.

UNIVERSITY GRADING SYSTEM:

COURSE REQUIREMENTS AND GRADING CRITERIA

A – 90 - 100        Cr for Credit
B – 80 - 90         NCR No Credit
C – 70 - 80         I Incomplete*
D – 60 - 70         W for withdrawal
F – Below 60        WP Withdrawal Passing
                    WF Withdrawal Failing
                    X No grade given
                    IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. This course is a credit no credit course.

* A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long 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 the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**ACADEMIC HONESTY**: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**PLAGIARISM** - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published, unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag)

**COURSE GRADING CRITERIA**: All assignments are due as noted on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work may not be accepted at all after 7 calendar days.

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<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Discussion Posts (2 each week) 10 points each post x 11 weeks</td>
<td>220</td>
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<tr>
<td>Responses to Chapter Questions (15 Chapters x 25 points each)</td>
<td>375</td>
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<tr>
<td>Field Experience</td>
<td>250</td>
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<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Session</td>
<td>Date</td>
<td>Lecture Notes &amp; Preparation</td>
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<tr>
<td>1</td>
<td>May 26-31</td>
<td>Chapter 1: Making a Difference in the Lives of Children</td>
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<td>2</td>
<td>June 1-7</td>
<td>Chapter 2: Research and Assessment Chapter 3: Family, Culture, and Community</td>
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<td>3</td>
<td>June 8-14</td>
<td>Chapter 4: Biological Beginnings Chapter 5: Physical Development</td>
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<td>4</td>
<td>June 15-21</td>
<td>Chapter 6: Cognitive Development: Piaget and Vygotsky Chapter 7: Cognitive Processes</td>
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<td>5</td>
<td>June 22-28</td>
<td>Midterm</td>
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<td>6</td>
<td>June 29-July 5</td>
<td>Chapter 8: Intelligence Chapter 9: Language Development</td>
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<td>7</td>
<td>July 6-12</td>
<td>Chapter 10: Development in the Academic Domains</td>
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<td>8</td>
<td>July 13-19</td>
<td>Chapter 11: Emotional Development</td>
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<td>Month</td>
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| 9  | July 20-26 | **Chapter 12:** Development of Self and Social Understanding  
**Chapter 13:** Self-Regulation and Motivation | Textbook Chapters 12 and 13 | **DB9:** Ch. 12 and 13 Discussion  
**A9:** Responses to Chapters 12 and 13 |
| 10 | July 27-Aug 2 | **Chapter 14:** Moral Development  
**Chapter 15:** Peers, Schools, and Society | Textbook Chapters 14 and 15 | **DB10:** Ch.14 and 15 Discussion  
**A10:** Responses to Chapter 14 and 15 |
| 11 | Aug 3-8 | **Final Field Experience** | | **DB11:** Next Step  
**A11:** Final Exam and Field Experience |