CONTACT INFORMATION:
Office Phone: 940-397-4528
E-mail: Use Blackboard (WebCT) mail feature
Office: Ferguson 207
Office Hours: TW, 1:00 – 5:30 p.m.; TW, 8:20 – 8:50 p.m.; or by appointment
Live Special Meeting: This is an optional meeting and is not required. If you have questions about navigating an online course, this is for you. I will be available to meet live (face-to-face) with any interested students. Look for an announcement in Blackboard for a definite time and place. It will either be Wednesday, January 18th, or Thursday, January 19th, and probably at Dillard.

CREDIT HOURS: 3 hours

REQUIRED TEXTBOOKS:

Some Professional Journals that support the knowledge base for this course:
Childhood Education Psychology Today
The Journal of Early Childhood Education American Psychologist
Young Children Cognition and Instruction
The Reading Teacher Educational Psychologist
Journal of Adolescent and Adult Literacy Educational Researcher

ONLINE RESOURCES:
The National Association for the Education of Young Children is the world’s largest organization working on behalf of young children with nearly 80,000 members (NAEYC): http://www.naeyc.org/
COURSE CATALOG DESCRIPTION: This course is a study of the principles of normal child growth and development from conception through adolescence. The course focus is on the physical, cognitive, social, moral, and emotional domains of development.

COURSE GOALS: This course is designed to provide students with knowledge of theories of development and learning and the roles that heredity and environment play in the developmental process. Specific emphasis will be given to the developmental tasks of social-age children and the importance of providing a learning environment that will enhance social, cognitive, moral, and emotional development. In addition, this course is designed through structured small group experiences to help each student gain an understanding of their own development and the impact their developmental process has on them as learners.

CONCEPTUAL FRAMEWORK OVERVIEW:
The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognize the value and challenges of individual differences:
- Reflection - GWCOE engage in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
- Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engage in continuous learning and professional development.
- Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
- Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

FOCUS OF THE COURSE:
History, Theory, and Research Strategies
Genetic and Environmental Foundations
Prenatal Development
Birth and the Newborn Baby
Physical Development in Infancy and Toddlerhood
Cognitive Development in Infancy and Toddlerhood
Emotional and Social Development in Infancy and Toddlerhood
Physical Development in Early Childhood
Cognitive Development in Early Childhood
Emotional and Social Development in Early Childhood
Physical Development in Middle Childhood
Cognitive Development in Middle Childhood
Emotional and Social Development in Middle Childhood
Physical Development in Adolescence
Cognitive Development in Adolescence
Emotional and Social Development in Adolescence
Emerging Adulthood

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<tr>
<th>COURSE OBJECTIVES</th>
<th>ACEI STDS</th>
<th>NAЕYC STDS</th>
<th>EVIDENCE OF PERFORMANCE</th>
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<tr>
<td>STUDENTS WILL BE ABLE TO:</td>
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<tr>
<td>1. Understand the major theories of children’s physical, cognitive, social, moral, and emotional development.</td>
<td>1</td>
<td>1a, 1b, 3b, 5a, 5c</td>
<td>Assignments, Exams</td>
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<td>2. Understand genetic and prenatal influences on human development.</td>
<td>1</td>
<td>1a, 1b,</td>
<td>Assignments, Exams</td>
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<td>3. Understand the contribution of heredity and environment to development.</td>
<td>1</td>
<td>1a, 1b, 5a, 5c</td>
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<td>3. Recognize normal and abnormal developmental patterns.</td>
<td>1</td>
<td>1a, 1b, 2a, 3b, 5a, 5c</td>
<td>Assignments, Exams</td>
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<td>4. Understand the influence of family and culture in human development.</td>
<td>1</td>
<td>1a, 1b, 2a, 3b, 5a, 5c</td>
<td>Assignments, Exams</td>
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<td>5. Develop an understanding of human growth and development and the changes that occur from infancy to young adulthood.</td>
<td>1</td>
<td>1a, 1b, 2a, 3b, 5a, 5c</td>
<td>Assignments, Exams</td>
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<td>6. Identify and accommodate for factors that impact student learning.</td>
<td>1</td>
<td>1a, 1b, 2a, 3b, 5a, 5c</td>
<td>Assignments, Exams</td>
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<td>7. Demonstrate the ability to make connections between theories in human development and behaviors of children.</td>
<td>1, 5.1</td>
<td>1a, 1b, 2a, 3b, 5a, 2c</td>
<td>Assignments, Exams</td>
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adolescents, and adults.

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<th>8. Develop an understanding of one’s own development and how it affects one’s understanding of students’ development.</th>
<th>1</th>
<th>1a, 1b, 2a, 3b, 5a, 5c</th>
<th>Assignments Exams</th>
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<td>9. Demonstrate the ability to think critically about human development issues.</td>
<td>1, 5.1</td>
<td>1a, 1b, 2a, 3a, 3b, 5b, 5c, 5d</td>
<td>Assignments Exams</td>
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**COURSE REQUIREMENTS:**

All work is due as assigned. Students will lose points on the discussion board rubric if discussion postings are not timely. Other assignments will lose 10 percentage points, the equivalent of one letter grade, for each day that the assignment is late. Course exams will have a limited access time allowed for each exam, generally about 16 hours. Each exam will clearly state how much time you will have to complete it, generally about 60 to 90 minutes. You must complete exams within the allotted time.

**Discussion Board Participation, 30% of the course grade:**

Because we lack face-to-face classroom interaction, the discussion board postings simulate what you would normally do during in-class discussions and in-class activities. Discussion board postings may require participation in online readings and activities, as well as in discussions related to the text or other course materials. In your postings, ask questions, answer questions, and share your experiences related to discussion topics and activities. Be aware that all class members can see what you post to the discussion board and once it is posted, it is there for everyone to read. Appropriate postings indicate respect for all persons involved in the discussion. For each discussion prompt, you are required to make **one** initial thoughtful posting to the discussion prompt and to respond thoughtfully to at least **four** other people’s postings. You will want to make your own posting early, so others will have the opportunity to respond to your posting and so that you will have the opportunity to respond to other people’s postings. Discussion postings should be done on multiple days, which allow you to interact with your peers more effectively. You will lose discussion points if you make all of your postings on the same day. Make your initial posting by **Monday**, so that your peers have time to respond to your initial posting. Make your responses to at least four other postings by **Thursday**. Your postings should be thoughtful comments and responses, as if you are carrying on an online conversation. I will look at the content of the posting and also the date and time of the posting, which I am able to access. Discussion board topics and activities may come from the text or from another source. To earn full participation for each discussion board, you must make the initial posting and respond to others as least four times and on multiple days, according to the requirements above, the directions for the posting assignment, and the discussion board rubric. No postings will be credited after Thursday of each week.
Other Chapter Assignments, 30% of grade:
There will not be discussion assignments for every textbook chapter. Other types of chapter assignments, such as chapter questions, will be assigned for different chapters. Check the chapter folder on the course Blackboard homepage for information on each chapter assignment. Evaluation criteria will vary according to the assignment, but the total overall weight of the other chapter assignments will be 25% of the course grade.

Course Exams, 40% of grade:
The material in this course will be assessed in three separate exams. Exams are not comprehensive. Prepare for and complete each exam. You will be successful with these exams if you keep up with the required reading, actively participate in online discussion boards and other assignments, review and study your course materials, and apply critical thinking skills at all times.

Grades: Grades are determined by weighing the course requirements in the following manner:

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<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Chapter Discussion Boards and Assignments</td>
<td>30%</td>
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<tr>
<td>Other Chapter Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>40%</td>
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Grading Scale:
- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

Syllabus Changes:
This syllabus is subject to change. Any changes will be announced on the course homepage under announcements or via e-mail.

Plagiarism:
Plagiarism and academic dishonesty are not tolerated. Plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given)” (Student Handbook, p. 67) will be considered grounds for failing this course. By enrolling in this course, the student expressly grants MSU a limited right in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity and for educational purposes.
Disability Access:
Students with disabilities who believe they may need accommodations in this class are encouraged to notify the professor and to contact the MSU Counseling and Disability Office at 940 – 397 – 4618.