



**EDP 301-003, 004**  
**Child Development**  
**Education 353**  
**Tuesdays and Thursdays 11-12:15**

**Description of Course**

Human growth and development from conception through early adolescence; integration of behavioral principles into the elementary school setting.

**Course Prerequisites or Co-requisites**

None

**Instructors and Contact Information**

INSTRUCTOR: Elizabeth Pope, Ph.D.

EMAIL: [ejpope@email.arizona.edu](mailto:ejpope@email.arizona.edu)

OFFICE HOURS: Tuesdays 12:30-2 & by appointment

OFFICE: UA Education building, room 617

EMAIL HOURS: Tuesdays 12:30-2pm, Wednesdays 10am-2pm, Thursdays 12:30-2pm

TEACHING ASSISTANT: Margaret (Maggie) Medina, M.A.

EMAIL: [margaretamedina@email.arizona.edu](mailto:margaretamedina@email.arizona.edu)

OFFICE HOURS: Thursdays 12:30-2:30 & by appointment

OFFICE: UA Education building, room 635c

Contact: Email is the preferred method of contact for your instructor. When contacting the instructor, please include your full name. Due to privacy concerns, your instructor will not answer questions by email or phone that require revealing individually-identifying grade information, *such as grades earned on assignments or exams*.

Course Web Site: [d2l.arizona.edu](http://d2l.arizona.edu)

Lecture notes, readings, assignments, course-related information, and changes in the schedule will be posted to the course D2L web site as soon as the instructors can get to it. It is advised that you check the web site at least weekly and within a few days of missed classes. Every effort to keep the web site updated will be made.

**Course Format and Teaching Methods**

Much of the time in class will be spent engaged in active learning activities such as small group activities and discussions. Some of the course content will be introduced and delivered in a lecture format but students are always encouraged to ask questions and share their thoughts with the group. Course materials (lecture notes, handouts, assignment sheets, etc.) will be made available through the course website on d2L.

**Course Objectives and Expected Learning Outcomes**

By the end of the semester, the successful student will be able to:

- identify the major theories associated with development and learning;
- approach issues related to development and learning from a theoretical perspective; and
- use theories and research in educational settings to address development & learning situations.

**Department of Educational Psychology Diversity Statement**

The Department of Educational Psychology supports and values the variety of social, ethnic, religious, cultural, global, intellectual, and experiential backgrounds and identities individuals bring to our community, curriculum, pedagogy, and scholarship. We encourage individuals to share their unique knowledge of the world throughout coursework and research. It is the shared view of EDP that when taken collectively, each individual's perspective enriches our understanding of current issues in Educational Psychology. We work to provide opportunities for collaboration among all students, faculty, and staff as a means to expand our knowledge and understanding as well as further inform research. The diverse makeup of our department allows for meaningful, impactful advances in education that can be applied across many settings and contexts.

### **Alignment to InTASC Standards:**

#### The Learner and Learning

InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#### Content

InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Instructional Practice

InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Professional Responsibility

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Alignment to NETS-T Standards:**

NETS-T Standard #1: Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter,

teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

NETS-T Standard #2: Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS\*S.

NETS-T Standard #3: Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

NETS-T Standard #4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

NETS-T Standard #5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

### **Alignment to University of Arizona Professional Standards:**

Teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average of 3.0 G.P.A.

### **Absence and Class Participation Policy**

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. In accordance with university policy absences due to religious holidays and those pre-approved by the Dean of Students will be excused. Specific information about UA's absence policies can be found by following the links below:

- The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

### **Makeup Policy for Students Who Register Late**

Students who register after the first class meeting need to contact the instructor to determine a schedule for making up missed assignments/quizzes. Make up work should be completed on or before the end of the second week of class.

### **Required Texts or Readings**

A text is NOT REQUIRED for this course. The following are texts you may use for support or reference if you wish to purchase a text, but know that a text is not required in order to successfully complete this course.

- Durwin, C.C. & Reese-Weber, M. (2017). Ed Psych Modules. 3rd Edition. ISBN: 978-1506310756.
- Santrock, J. (2010). *Educational Psychology*. 5<sup>th</sup> edition. ISBN: 978-0073378787.

Additional readings will be made available through the course d2L site.

## Assignments and Examinations: Schedule/Due Dates

Date	Assignment/Exam	Points Possible
9/24/2018	Paper Option 1 Due	40 pts.
10/1/2018	Exam 1	50 pts.
10/10/2018	Paper Option 2 Due	40 pts.
11/5/2018	Exam 2	50 pts.
11/7/2018	Paper Option 3 Due	40 pts.
11/26/2018	Final Reflection Paper Due	50 pts.
<b>12/17/2019</b>	Final Exam	50 pts.

\*5 Participation Assignments will be completed at various times throughout the semester.

Each Participation Assignment is worth 10 points.

**Policy on revision and resubmission of assigned papers** Students are not permitted to revise and resubmit papers or exams. Papers and exams are designed as summative assessments of learning. In-class participation assignments are designed to give students formative feedback on supporting concepts found in each exam and paper option. Students wishing to dispute a grade may follow the “Dispute of Grade Policy” below.

## Final Examination

The Final Exam will be given on **Tuesday, December 17 from 10:30-12:30**.

Univeristy Final Exam Regulations and the Final Exam Schedule can be found using the following link, <https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.htm>

## Grading Scale and Policies

2 papers	80 points (40 each points)	24% of total
5 Participation Assignments	50 points (10 points each)	15% of total
3 Exams	150 points (50 points each)	45% of total
Final Reflection	50 points	15% of total
	330 points possible	

### Grading:

A = 297 or more points (at least 90% of possible)

B = 264 - 296 points (80-89% of possible)

C = 231 - 263 points (70-79% of possible)

D = 198 – 230 points (60-69% of possible)

E = less than 198 points

Paper: Guidelines and due dates for three different individual papers will be posted to D2L. Students are required to choose and turn in **TWO** paper assignments before or on its due date. *A third paper won't be graded.*

All assignments must be submitted through D2L and are due before class, at **11:00 am on the due date** (see schedule on page 5). Late submissions within 1 week of the original due date are accepted for ½ credit.

Assignments will be graded and returned to the D2L Assignments folder.

Label the uploaded file with your last name as the first word. You may follow that with any other designation you want to use. Files must be submitted in .doc or .docx format.

Students are responsible for the integrity of submitted assignments, including electronic issues. Please verify the content and comprehensiveness of uploaded documents. Incorrect and incomplete submissions will be graded according to the assignment rubrics.

The instructor does not “preview” assignments prior to submission. Students may ask specific questions about wording, format, or placement of assignment content under construction, but instructor will not generally preview or “look it over” before grading.

Exams: The three exams given during the semester may include multiple choice, matching, true/false, short answer, and/or essay item formats. Material on the exams will come from lectures, the text, and supplemental readings -- information from one may not be covered in the others. The final exam is not cumulative.

Make up exams will **only** be given in cases of documented illness or emergency. Contact the instructor immediately if a make-up exam is needed. Make-up exams *must* be taken prior to the review of the exam in class (usually the next class period).

Participation Assignments: Participation assignments are small assignments that will be completed in class or activities that you will be asked to complete on your own time so they can be discussed in class. Each participation assignment will be worth 10 points. There will be 5 participation assignments throughout the semester. **If you are absent on the day of a participation assignment, you may turn the assignment in the following class period for half credit. Students with either a Dean’s excuse or a doctor’s note may turn in the assignment the following class period (with corresponding documentation) for full credit. Late participation assignments will not be accepted. It is your responsibility to gather, complete, and submit a participation assignment if you are absent.**

Final Reflection: Prior to the last day of class students will complete a final reflection paper synthesizing and reflecting upon the learning from the two papers they chose to complete as well as other course content. Guidelines for the final reflection paper will be posted to d2L. As with other papers completed for this class students should submit their final papers to the d2L dropbox before 11:00am on the due date. Files should be named with the students’ last name and should be a .doc or .docx format. Papers will be evaluated based upon content as well as other formatting requirements which will be outlined in the assignment guidelines.

Extra Credit/Bonus Points: Any opportunities for extra credit are at the discretion of the instructors. **Students will not be allowed to make up extra credit assignments. Individual opportunities for extra credit will not be allowed.** The performance of the class as a whole will determine the need for extra credit. **Please do NOT contact your instructor to request extra credit.**

**Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

**Dispute of Grade Policy** If you disagree with the scoring of an assignment or exam item, you may write/email an appeal (of no more than one double-spaced page) explaining why you think your answer is correct and, in the case of selected-response exam items, why the keyed response and other responses are less correct. Appeals will be accepted **up to two days** after the graded material is made available to students. The instructor will review your appeal and give credit when deemed appropriate. An appeal does not guarantee a grade change.

## Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. Information on Honors Contracts can be found at <http://www.honors.arizona.edu/faculty-and-advisors/contracts>.

## Scheduled Topics/Activities

<b>Date</b>	<b>Content</b>	<b>Reading Before Class</b>	<i>Corresponding Chapter in Durwin Text (NOT REQUIRED READING)</i>	<b>Assignments Due</b>	<b>Standards</b>
8/27	Introduction to the course	Course Syllabus EdP Plagiarism Policy			INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
8/29	Issues in Child Development Domains of Development		<i>Module 2</i>	Participation Assn. 1 (pretest)	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/3	The Brain		<i>Module 5</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/5	Cognitive Development: Piaget		<i>Module 6</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/10	Cognitive Development: Vygotsky & Language Development		<i>Module 6</i> <i>Module 7</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/12	Learning Theories: Behaviorism- Classical Conditioning		<i>Module 8</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/17	Learning Theories: Behaviorism- Operant Conditioning & Learning Theories: Social Cognitive Theories		<i>Module 8</i> <i>Module 9</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/19	Learning Theories: Information Processing		<i>Module 10</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/24	Learning Theories: Information Processing		<i>Module 10</i>	<b>Paper Option 1 Due</b>	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
9/26	Review & Catch up				INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/1	<b>Exam 1</b>		<i>Modules 2, 5-10</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/3	Mindset		<i>Handouts</i> <i>Module 14</i>		
10/8	Motivation- Behavioral Approaches, Maslow		<i>Module 14</i> <i>Module 16</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/10	Motivation - Flow, & Goal Theory		<i>Module 14</i> <i>Module 16</i>	<b>Paper Option 2 Due</b>	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/8	Motivation- Attribution Theory & Expectancy Value		<i>Modules 15</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/10	Emotional Development- Attachment		<i>Module 3</i>		
10/15	Emotional Development- Simple & Complex Emotions, Emotional Regulation		<i>Module 3</i> <i>Module 4</i> <i>Module 5</i>		
10/17	Emotional Development- Theories of the Self		<i>Module 3</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/22	Personality & Temperament		<i>Module 13</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/24	Socioemotional Development (Marcia)		<i>Module 3</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10/29	Socioemotional Development (Bronfenbrenner & Erikson)		<i>Module 3</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

10/31	Review & Catch up				
11/5	<b>Exam 2</b>		<i>Modules 3-5, 14-16</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11/7	<i>Special Topic</i>			<b>Paper Option 3 Due</b>	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11/12	Personality & Socioemotional Development (Marcia)		<i>Module 2</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11/14	Social Contexts for Socioemotional Development- Peers & Moral Development		<i>Module 4</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11/19	Intelligence		<i>Module 20</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11/21	Intelligence & Achievement		Ach. Gaps handout (on d2L)		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11/26	Final Paper Workshop			<b>Final Papers Due</b>	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11/28	THANKSGIVING- NO CLASS				
12/3	Complex cognitive processes & creativity		<i>Module 12</i> <i>Module 13</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
12/5	Learning & Thinking,		<i>Module 12</i>	Participation Assn. 5 (posttest)	
12/10	Review & Catch up				
12/12	NO CLASS-Reading Day				
12/17	<b>Final Exam 10:30-12:30</b>		<i>Modules 2-4, 12, 13, 20</i>		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

## Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. Intellectual investment is expected in all aspects of this class. It will not be enough to simply read the text and memorize facts; you are expected to actively engage with the text and course content. Active engagement requires you to ask questions of the readings and to ask questions during class. You are responsible for understanding and applying concepts from the assigned readings, presented in class, and detailed in lecture. If you have questions at any time, please come and see the instructor and teaching assistant during office hours. **To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.**

## Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

## Disruptive Behavior Policy

“Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an

instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University.

- **According to the University Policy, disruptive behavior includes:**
  - **The student who is persistently tardy or leaves early.**
  - **The student who talks incessantly during a lecture**
  - The student who loudly and frequently interrupts the flow of class with questions or interjections
  - The student who becomes belligerent when confronted about his or her inappropriate behavior in class
  - **Cell phones ringing in a classroom, text messaging, chatting online**
  - Persistent and unreasonable demands for time and attention both in and out of the classroom
- For the complete University Disruptive Behavior Policy, visit:
  - <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>
  - <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

## **Accessibility and Accommodations**

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

## **Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Additionally, the University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Specific information and examples of plagiarism and proper citation can be found in the EDP Departmental Plagiarism Policy. Students in this class are responsible for reviewing and adhering to the University and the Departmental rules regarding plagiarism.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

## **UA Nondiscrimination and Anti-harassment Policy**

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

The University is committed to creating and maintaining an environment free of discrimination for more specific information; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment->



[policy](#)

### **Additional Resources for Students**

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.