EDP 301-101, 102, 201
Child and Adolescent Development
Fall 2019
Online: 10/17/2019-12/11/2019

Description of Course

Theories and educational applications of human development from early childhood through the adolescent years are covered in this course. We discuss learning theories, motivation, classroom management and instruction, and other psychological principles related to elementary and secondary students.

Course Prerequisites

There are no prerequisites for this course. However, proficiency in reading, written/oral expression, time management, and peer collaboration are essential for success in the course.

Instructor and Contact Information

INSTRUCTOR: Elizabeth Pope, Ph.D.
EMAIL: ejpope@email.arizona.edu
OFFICE HOURS: by appointment
OFFICE: UA Education building, room 617

Contact: Email is the preferred method of contact for your instructor. When contacting the instructor, please include your full name.

Course Web Site: d2l.arizona.edu
Syllabus, schedule, lecture videos, assignment guidelines, and all course-related information will be available on the course D2L website. Any changes in the schedule or assignments will be posted to the course site as soon as possible.

Course Format and Teaching Methods

Although this course is entirely online there are interactive and group components that students are required to participate in. Course materials (lecture videos, notes, handouts, assignment sheets, etc.) will be made available through the course website on d2L. Students are expected to manage their own time and complete various assignments, quizzes, readings, etc. before the given deadlines.

Course Materials/Text Access

Course materials are being delivered digitally via D2L through the Inclusive Access program.
Please access the material through D2L the first day of classes to make sure there are no issues in the delivery, and if you are having a problem or question, it can be addressed quickly.
You automatically have access to the course materials FREE through October 24, 2019. You **must** take action (even if you have not accessed the materials) to opt-out if you do not wish to pay for the materials, and choose to source the content independently. **The deadline to opt-out for the 7-wk1 course is October 24, 2019.**
If you do not opt-out and choose to retain your access, the cost of the digital course materials will appear on Bursars account statement.
Please refer to the Inclusive Access FAQs at https://shop.arizona.edu/textbooks/Inclusive.asp for additional information.

Course Objectives and Expected Learning Outcomes

The course will align to standards established by InTASC (http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) and ISTE NETS (http://www.iste.org/standards/nets-for-teachers.aspx).

By the end of the course, the successful student will be able to:
- identify the major theories associated with many aspects of learning and development;
  (InTASC 1d, 1e, 5r, 5s, 7i, 8j, 8p)
- assess development and learning theories based on their contributions and criticisms;
  (InTASC 1h, 5i, 6f, 7i, 7j)
- approach issues related to development and learning from theoretical perspectives;
  (InTASC 1e, 1i, 3i, 4d, 6n, 8f; ISTE NETS 1a)
- use theories and research to address individual needs in learning situations; and
  (InTASC 1d, 1e, 1h, 2c, 2g, 3k, 8d, 8k, 8l, 10j)
- apply developmentally-appropriate practices to learning.
  (InTASC 1b, 1f, 2b, 3o, 8k, 8s)

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 a 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.

Absence and Class Participation Policy

As this is an online course, traditional attendance is not of concern. However, students are expected to check the D2L site regularly and keep up with materials and assignment due dates.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that religion http://policy.arizona.edu/human-resources/religious-accommodation-policy .

Absences pre-approved by the UA Dean of Students (or Dean's designee) will also be honored. **Students must notify the instructor of excused absences in advance.** Students who have an excused absence are expected to make arrangements with the instructor to complete missed work.

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

Durwin, C.C. & Reese-Weber, M. (2017). Ed Psych Modules. 3rd Edition. ISBN: 978-1506310756.

*There is an Inclusive Access program providing online textbook through D2L starting October 17 until the end of the semester, the price will be $46.34. **If you don't want to participate, make sure you opt out before <mark>October 24,</mark> otherwise a charge will be sent to your Bursars account.** More details please check "Inclusive Access Program" on D2L.

Assignments and Examinations: Schedule/Due Dates

Date	Assignment/Exam	Points Possible
10/20/2019	VoiceThread Introduction	5 pts.
10/24/2019	Week 1 Quiz	10 pts.
10/27/2019	Week 1 Voice Thread Reflection (VT)	5 pts.
10/27/2019	Week 1 Discussion	10 pts.
10/31/2019	Week 2 Quiz	10 pts.
11/3/2019	Week 2 Voice Thread Reflection (VT)	5 pts.
11/3/2019	Week 2 Discussion	10 pts.
11/3/2019	Behaviorism Paper	20 pts.
11/7/2019	Week 3 Quiz	10 pts.
11/10/2019	Week 3 Voice Thread Reflection (VT)	5 pts.
11/10/2019	Week 3 Discussion	10 pts.
11/14/2019	Week 4 Quiz	10 pts.
11/17/2019	Week 4 Voice Thread Reflection (VT)	5 pts.
11/17/2019	Week 4 Discussion	10 pts.
11/17/2019	Development Paper	20 pts.
11/21/2019	Week 5 Quiz	10 pts.
11/24/2019	Week 5 Voice Thread Reflection (VT)	5 pts.
11/24/2019	Week 5 Discussion	10 pts.
11/29/1019	Week 6 Quiz	10 pts.
12/1/2019	Week 6 Voice Thread Reflection (VT)	5 pts.
12/1/2019	Week 6 Discussion	10 pts.
12/1/2019	Motivation Paper	20 pts.
12/5/2019	Week 7 Quiz	10 pts.
12/8/2019	Week 7 Discussion	10 pts.
12/8/2019	Week 7 Voice Thread Reflection (VT)	5 pts.
12/11/2019	Final Reflection Paper	40 pts.

Policy on revision and resubmission of assigned papers _Students are not permitted to revise and resubmit any assignments_. Students wishing to dispute a grade may follow the "Dispute of Grade Policy" below.

Final Examination

Students will complete a final reflection paper for this class in place of a cumulative final exam. The final paper will be due to the d2L dropbox before **11:30pm on Friday 12/11.**

Grading Scale and Policies

Intro VoiceThread		5 points
Weekly VoiceThread Reflections (5)	5 @ 5 point each =	25 points total
D2L quizzes (7)	7 @ 10 points each =	70 points total
Discussion Postings (7)	7 @ 10 points each =	70 points total
Papers (2)	2 @ 20 points each =	40 points total
Final Reflection Paper	1@ 40 points =	40 points
TOTAL		250 points

Grading: 250 points possible
       A = 225 or more points (at least 90% of possible)
       B = 200 - 224 points (80-89%)
       C = 175 - 199 points (70-79%)
       D = 150 - 174 points (60-69%)
       E = fewer than 150 points (≤59%)

Introduction (VoiceThread): Before **11:30 pm on October 20, 2019 at**, students are required to go into D2L to introduce themselves and ask syllabus/policy questions in the "Intro VoiceThread" video.

Weekly VoiceThread (VT) responses & Reflection: For participation, students will watch all of the videos posted on D2L, including a **VoiceThread** video posted on Mondays and **course lecture videos**. The VT videos will include announcements that the instructor would like to make, a brief introduction to each week's material, and a discussion question. Each week's course content will be covered in the **course lecture videos**.

Students are required to respond to instructor's VT (not the lectures) and answer the discussion prompt in approximately 90 seconds through VT. It is a good idea to write out what you are going to say in order to keep your response within the time limit and also because you will be submitting your original response as part of your VT Reflection assignment. Each week's response should be posted each **Thursday by 11:30 pm**.

After submitting your own VT response you will be asked to listen to at least 2 of your classmates VT responses. Then, using the information you learned from or heard in your classmates revise your original thoughts. Using the template provided, submit your VT Reflection assignment each **Sunday by 11:30 pm.** Credit will be given for responses in 5 of the 7 weeks and students may choose which weeks' VTs they would like to respond to. Only the first 5 responses will be graded. Any additional responses will not be graded or calculated as part of the final grade.

Quizzes: Students will have one week to complete D2L quizzes related to the lecture and reading materials. These will include multiple choice and true/false item formats. Material on the quizzes will come from lectures and the text - information from one may not be covered in the others. Quizzes are available beginning Mondays at 8 am and due each **Thursday by 11:30pm**.

Weekly Discussion: Each week, there will be a discussion question posted at the discussion forum on D2L. Students need to post their own answer to the question before each **Thursday night at 11:30pm**. Students will then respond to one of their classmates' post before each **Sunday night at 11:30pm**. For guidelines and schedules, check "Discussion Instruction" file. Your original post will be worth 5 points and your response will be worth 5 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 at **11:30 pm on the due date** (see schedule on page 5). Late submissions within 48 hours are accepted with a 4-point deduction (20%). 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.

Final Reflection: 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 due Friday 12/11 before 11:30pm. Files should be named with the students' last name and should be a .doc or .docx format. Guidelines for the final reflection paper will be posted to d2L. 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: There will not be extra credit available in this course.

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.

Scheduled Topics/Activities

Week	Topic	Reading	Deadlines by 11:30 pm
Week 1: 10/17- 10/20	Introduction	Syllabus	VoiceThread (VT) Intro by SUN 10/20
Week 2: 10/21-10/27	Behaviorism & Social Cognitive Learning Theories	Module 8, 9, Module 17: p357-359.	Quiz, VT responses, & discussion post by Thurs Discussion response & VT Reflection by Sun 10/27
Week 3: 10/28-11/3	Cognitive Learning Theories	Module 10, 11, 12, 13	Quiz, VT, & Discussion post by Thurs VT Reflection & Discussion response by Sun **Behaviorism paper 11/3**
Week 4: 11/4-11/10	Cognitive Development	Module 6 & Module 11: p216-219	Quiz, VT, & Discussion post by Thurs VT Reflection & Discussion response by Sun
Week 5: 11/11-11/17	Personal, Social & Moral Development,	Module 3 & 4	Quiz, VT, & Discussion post by Thurs VT Reflection & Discussion response by Sun **Development paper 11/17**
Week 6: 11/18-11/24	Language development and Individual variance	Module 7, 20 & Module 3: p58-63	Quiz, VT, & Discussion post by Thurs VT Reflection & Discussion response by Sun
Week 7: 11/25-12/1	Motivation	Module 14-16	Quiz, VT, & Discussion post by Thurs VT Reflection & Discussion response by Sun **Motivation paper 12/1**
Week 8: 12/2-12/8	Classroom Management	Module 17	Quiz & Discussion post by Thurs VT Reflection & Discussion response by Sun

Final Paper: Due 12/11 before 11:30pm	Final Reflection Paper		Final Reflection Paper Due before 11:30pm FRIDAY 12/11

Classroom Behavior Policy

Students are expected to conduct themselves in a respectful manner conducive to learning. Threatening or harassing behavior is not permitted and will be reported. http://policy.arizona.edu/disruptive-behavior-instructional

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.

- For the complete University Disruptive Behavior Policy, visit:
  - o http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting
  - o 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.