

The University of Texas at El Paso, Educational Psychology and Special Services
EDPC 2300, Development in Young Children and Youth (CRNs 21360 & 27957)
Meeting Times: **27957** In Person Wednesdays 5:30-7:30^{pm} in Room 202 Quinn Hall (Zoom 5:30-6:30^{pm})
21360 In Person Thursdays 9:00-10:20 in Room 108 EDUC (Zoom 9:00-10:00^{am})

Instructor: Dr. Gita Upreti

Email: gupreti@utep.edu

Office Hours: TBD

Contact Protocol: Email preferred for non-emergencies (see “**Decision Tree for Contacting the Professor**” slide in Module A on Blackboard). Exception is if you are reporting a contact tracing emergency, then please text my cell ASAP. Free PCR testing (results returned under 48 hours) can be obtained by visiting [curative.com](https://www.curative.com) and finding a location near you. **These sites rarely have a wait longer than 5 minutes – you need to register online and book ahead.**

This course covers issues and trends related to education and typical development (cognitive, physical, language, social, and personality) from early childhood through late adolescence, as well as some variations in typical development. Emphasis is placed on applying information about how children develop and learn in response to classroom-based learning experience. The course will cover content which appears on state teacher certification exams relative to learning and child cognitive, academic, and social development.

IMPORTANT POLICIES AND PROCEDURES RELATED TO CONDUCT, ACADEMIC HONESTY, AND REASONABLE ACCOMMODATIONS

Professional Conduct and Behavior: Standards for online behavioral expectations in this class will be reviewed during Module A, but it is expected that students will follow practices to maintain a respectful and tolerant online community. **Please observe commonly-established standards of “netiquette” – web-based etiquette. Our course uses guidelines excerpted from <https://www.utep.edu/extendeduniversity/utepconnect/blog/october-2017/10-rules-of-netiquette-for-students.html>**

Additionally, this class will involve discussions about theories and research on human development which may challenge some existing belief systems. To encourage open discussion, an atmosphere of tolerance and compassion must be maintained in the classroom. To that end, if you disagree with a viewpoint expressed by another class member, *you are asked to find a way to express your disagreement with civility and kindness*. Similarly, if you have feedback for the instructor on your experience in the class, please let her know or make an appointment to discuss your concerns.

Academic Honesty: All work submitted should represent your original words or ideas. If any words or ideas are used that are not your own, **proper citations** should be used to indicate other sources you have consulted. In our field, we use the standards established within the American Psychological Association (APA) Publication Manual 7th Edition https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. *Academic dishonesty* may include, but is not limited to, cheating, plagiarism, submission of work created in whole or in part by another person without proper citations, failure to complete work as a group member without advising the instructor of this failure, and taking an examination or writing a paper for another person. Cases of suspected academic dishonesty will be referred to the appropriate administrative authority. Proven violations may result in sanctions ranging from a failing grade on the assignment in question, failure of the course, to suspension or dismissal from school. Please consult the Handbook of Operating Procedures (HHOP; <https://www.utep.edu/hoop/>) available through the Office of the Dean of Students for further information.

Students with Disabilities: If you have, or believe you may have, a disability, you may wish to self-identify to this instructor. For academic or other accommodations to be put in place, you must have your disability documented through the UTEP Center for Accommodations and Special Services (CASS) located in the Student Union, and online at <http://sa.utep.edu/cass/>. Students with disabilities who need modifications for this course must notify the instructor by 2/6/22.

Important things to know – There are quite a few firm requirements for this course, including a textbook which will help you when you are ready to take your certification exam. I’ll provide a list of them below and go over them in detail in Module A, so make sure to review each item:

COURSE OBJECTIVES

In this course, you will:

1. Identify and apply concepts associated with current theories/theorists in the areas of intellectual, physical, social, language, and emotional development.
2. Acquire strategies to promote learning and social-emotional development for all students in ways that accommodate diverse learning characteristics.
3. Reflect on their understanding of the role of developmental processes in education.

ONLINE AND FACE-TO-FACE LEARNING

We use a combination of synchronous (real-time) and asynchronous (self-paced) online course content to achieve all the learning objectives in the course. This course is deadline-based in that **you'll need to finish each module by the deadlines specified to get full credit** (see "Late Assignments" below). **Dates are posted in the Course Calendar and on Blackboard. You will take quizzes online and submit all assignments online, including your final project presentation.**

REQUIREMENTS - All requirements for the course will be covered in detail in Module A.

Required Textbook (available at the UTEP bookstore, get it used if you can):

Ormrod, J. E. and Jones, B. (2017). *Essentials of educational psychology: Big ideas to guide effective teaching, 5th Ed.* Pearson.

Other Course Materials: Supplemental readings and videos for each module will be posted on Blackboard.

- Purchasing the textbook is required.
- A reliable internet connection is required (daily access to the internet is required).
- Use of Zoom is required.
- Access to a computer with an internet browser which can effectively run Blackboard (Mac, iPad, and iPhone users: iOS isn't always compatible – make sure to check your browser first!) is required.
- Use of Microsoft Word is required.
- Timely submission of assignments is required.
- Attendance of face-to-face class sessions is required either in person or Zoom. Class meetings will be in Zoom or in person as specified on the Course Calendar for each course.

Attendance and Participation: I am very grateful in advance for your active participation in person, and even **Zoom class sessions also require your participation.** Additionally, online participation in the form of reading all the module content and completing module activities on time (or earlier, if you like) is required. I measure this by looking at your user data online and by noting the time in which assignments are submitted. **Hidden bonus! Students who attend all class sessions and submit all assignments and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.**

Zoom etiquette: When participating in every-other-week Zoom classes, the following protocol needs to be observed to be counted as "participating" in the class:

1. Your camera should be on – please make sure you have a mobile device or computer with a working camera. This is important as I cannot read your reactions from a blank screen.
2. You should be muted, but know how to unmute quickly, or use the "hand raising" emoji so that your screen goes to the top of the gallery and I can be aware of your raised hand.
3. You should be stationary – seated, standing, or lying down in bed – I don't care how relaxed you are, in fact, relax away! Get a blanket and curl up on the couch, no problem. I just get very distracted when folks are moving, driving, in the car, or walking around. Pets and children are fine to have around, but know that I'll be asking them to be a part of the class if they're hanging out in the frame.
4. Try to engage with what's happening. I keep Zoom classes short on purpose, and they can be exhausting, so I like to keep things interactive. We are all tired of Zoom, but we have to persevere somehow. Let's keep it fun. Please.

MODULES

There are 10 content learning modules (Modules 1-10) and 2 supplemental modules (Modules A and 11), for a total of 12 modules. Modules are nested in Blackboards using a "Folder" format – so I will refer to these as module *folders* during the course. Each module contains a lesson which corresponds to the chapter in the Ormrod textbook and several learning tasks as well as an end-of-chapter quiz. Each module opens and closes on a specific date and time, and all activities and assignments must be turned in by that date and time to be considered "on time." **Remember:** *Anyone who attends all class sessions OR submits all assignments on time, and completes all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

Each module folder includes the following:

Open and Close Dates: Modules "open" at 12:00^{am} (midnight) and "close" at 11:59^{pm} on the date specified, but I typically work during normal business hours, so expect a response from me during the day even if you posted at night. To be considered "on time," you must submit all module assignments by the close of the module.

Activities: Each module includes specific activities that we can either do in face to face sessions or independently online but that count as participation and are not necessarily graded. These are designed to help you integrate your content knowledge and interact with your fellow students. Guidelines for each of these will be in each Module folder in Blackboard.

There are a total of 300 points in the course which are earned through online quizzes and assignments, which include:

10 Online Quizzes: (10 points each, 100 points, plus one extra credit Module A quiz). Ten chapter quizzes will be given in each of the content modules (Modules 1-10) this semester. One extra-credit quiz will be given in Module A. The quizzes correspond to each module's reading and activities. Quizzes open and close the same time as a module folder, so you need to take a quiz during the week the module is open (check the Course Calendar). All quizzes are designed to be worth 10 points and you will be able to take each quiz twice, but not all quizzes will contain the same questions. This is because the quizzes pull their questions from a much larger bank of questions. Quiz questions are intended to be representative of the reading in the assigned module, but if you come across a question for which you cannot find a source, *please let me know.* **Various dates.**

5 Online Assignments (20 points each, 100 points) Throughout the semester, you will submit (8) online assignments through the appropriate module in Blackboard for Module A through Module 11. These assignments vary, and can be a discussion post, a short report or write-up, or a mini-observation, but each will include a rubric for grading and are due on the close date of each module. Please make sure to check the schedule so you can access the activities in a timely manner. You may not be able to see the assignment until the week the module opens but each assignment is designed to be done within one or two days so that should give you plenty of time. If you need more time to plan, please contact me by email and I'll give you a preview of the upcoming assignments. **Various dates.**

Unit of Instruction Final Project (100 points): During the course of the semester, you will choose a specific age and grade of students and a set of instructional objectives for which you will develop a unit of instruction, that will include a week of lessons that are developmentally appropriate and instructionally responsive. Each lesson plan will include a list of activities, and methods for assessing how well students achieved the objective. You can find lesson plans online, you don't have to develop these from scratch, but you'll have to develop your own assessments and objectives. You will present their units and turn in a 1-2 page script or summary detailing the time, materials, and support needed. Rubric and guidelines for presentation will be posted on Blackboard. **Presentations will occur during Weeks 16 for section 27957 and during Week 17 for section 21360.**

Remember: *Students who attend all class sessions OR submit all assignments on time and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

GRADING POLICIES:

Grading Scale: We will cover grading scales and grading policies in detail in Module A.

Grades are assigned based on the number of points earned toward the total possible points in the class, which is **300 points**. The grading scale is as follows:

To get an A, you need to get 90-100% of all total points (270-300 points)

To get a B, you need to get 80-89% of all total points (240-269 points)

To get a C, you need to get 70-79% of all total points (210-239 points)

To get a D, you need to get 60-69% of all total points (180-209 points)

If you get 59% (179) or fewer of all total points, you will get an F in the class.

Re-submissions: Written work can be re-submitted after it is returned, as long as the student earned a grade of C or lower on their written work. Late assignments cannot be resubmitted. Students can re-submit up to three (3) assignments per course and **must resubmit by the deadline specified on the Course Calendar. The final project cannot be resubmitted.**

Late Work: Late work can be submitted but will not be eligible for re-submission. You may also fall behind in modules so even if you have to submit an assignment late, keep up with your work in each module and **plan carefully.**

Field-Based Observations (FBE):

This semester, TEA is requiring our students do 3 hours of mandatory FBE observations in area schools. You can do this by finding a district that is accepting observers from UTEP and getting a background check done ASAP. Information on how to do this as well as contact information for school districts is in the Observation Materials folder in Blackboard. **You must follow all safety protocols set by the school site such as wearing a mask and keeping a safe distance – this helps protect your safety as well as the safety of children you are observing.** Additionally, some sites may require you show proof of a negative covid test 48 hours before each observation. The 3 hours are documented by sign-in sheets which are signed off by the teacher, and handed in to the course instructor at the end of class. Make sure to keep a copy of your sign-in sheet when you turn it in with your final project. **The sign-in sheet** (“EDPC 3300 Documentation of Hours Spring 2022”) **is available on Blackboard.** *Once you’ve completed all 3 hours of observation, upload the filled out forms as signed PDFs into the dropbox entitled “Upload your observation materials here” in the “Observation Stuff” folder. Observation documentation is due by 5/5/22.*

Background Checks: Annual background checks are mandatory to conduct observations and volunteer work in public schools. Please obtain a background check as soon as possible. Not having a background check is not a valid excuse for incomplete observations or volunteer work. You can obtain a background check by signing up through the districts in which you’d like to observe. Please note not all school districts are accepting in-person observers currently – make sure to call ahead first and check. Contact information for school districts is in Blackboard in the “Observation Materials” folder on the Home Page.

COVID guidelines from UTEP:

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org. Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

COVID guidelines from Dr. Upreti:

Please wear a mask when we gather indoors – whether or not you are vaccinated. As of January 2022, the Omicron variant has appeared in local schools (my daughter’s school, for one) and hospitals – this version of the virus is much more contagious than it was last year. Breakthrough infections are common. If you test positive at any point, or need to quarantine, text me immediately at (520)481-7773 so I can inform the rest of the class if needed. You may need to prove you are Covid-negative to observe in a school – if that is the case, you can get results within 48 hours on a PCR test by getting tested on campus (see above) or visiting this site (curative.com) and registering for a time ahead of time.

Special circumstances – We are living in an unpredictable, and potentially dangerous, time for some people. Because of this, I’ll consider some special circumstances related to being unable to finish coursework but I will advise any student who is falling behind to take an “I” in the course while they are able because that will not reflect poorly on their transcript and they should be able to make up the work quickly to get a grade change once the course has finished, if it comes to that.