

The University of Texas at El Paso, Educational Psychology and Special Services
EDPC 2300, Development in Young Children and Youth (CRNs 11251 and 11252)
Meeting Times: Online TBD (Will be decided during Week Two)

Instructor: Dr. Gita Upreti

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Office Hours: TBD

Contact Protocol: Email preferred. **I will respond within 24 hours to all contact requests. If immediate help is needed (follow the Flowchart in Module A), you may text me at 520-481-7773.**

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 8/31/20.

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.

- Purchasing the textbook is required.
- A reliable internet connection is required (daily access to the internet 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. **To accommodate everyone's schedule, we will vote on a collection of 4 weekly 1-hour meeting times**, but the first class meetings will be held during Week Two of the semester on these dates/at these times, so please attend one of these four sessions to vote on alternate meeting times (each meeting will be from 1:30-2:30pm on the dates below; alternate times and dates can be voted on then):

Monday, August 31 / Tuesday, September 1 / Wednesday, September 2 / Thursday, September 3

Attendance and Participation: Because this class is primarily held online, it's easy to forget it's actually happening. However, students are expected to be prepared and to be active participants for each module, and **online class sessions 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, 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.*

Required Textbook (available at the UTEP bookstore, get a new copy with MyEdLab Access Card):

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

About this textbook and MyEdLab: The resources included with the MyEdLab access card will significantly enhance your online experience. In face to face classes, I use class time to share these resources and do hands-

on activities. Because this course is online, we don't have the option to share in class so each person has to purchase their own access card. This often means purchasing a new paper copy of the textbook or an etext version that only allows limited access. Both of these options are more expensive than they would otherwise be in an face-to-face course and I am sorry for that. However, if I knew of another option that would work better to help you on your state exam, we would use that instead. Right now, I only know of this best option.

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

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, 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 400 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.**

8 Online Assignments (20 points each, 160 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 (140 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 our last class sessions during Week 15.

Remember: *Students who attend all class sessions, 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 **400 points**. The grading scale is as follows:

To get an A, you need to get 90-100% of all total points (360-400 points)

To get a B, you need to get 80-89% of all total points (320-359 points)

To get a C, you need to get 70-79% of all total points (280-319 points)

To get a D, you need to get 60-69% of all total points (240-279 points)

If you get 59% (236 points) 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 incur a 20% penalty reduction in points and 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.**

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.