

The University of Texas at El Paso, Educational Psychology and Special Services
EDPC 2300, Introduction to Development in Young Children and Adolescence (CRN 26929)
Meeting Times: Hybrid Tuesdays 5:30 pm to 7:30 pm
Hudspeth Hall Room 100

Instructor: Sheryl L Wilcox

Email: slwilcox@utep.edu

Office Hours: TBD as we organize times to meet for your clarifying questions. 😊

Contact Protocol: Texting me will be a quicker way to reach me along with a detailed email. **I will respond within 24 hours to all contact requests. If immediate help is needed you may text me at 915-217-4235.**

Initial Texts please include your FULL NAME and Spring EDPC 2300 so that I may identify which class you are attending.

Introduction to Child and Adolescent Development: [TCCN EDUC 2301] This course covers the development of infants, toddlers, children, adolescents, and young adults with specific emphasis on applications for educators in early childhood and public school settings. Specific field-based experience may be required.

**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 01/25/2021.

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 ON YOUR OWN WORK 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.**

COVID-19: 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.

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.

Center for Accommodations and Support Services: All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services at (915)747-5148. Evaluation services are also available. They are located in the Union East, Room 106. For more information, visit their website at www.utep.edu/student-affairs/cass/

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at <https://www.utep.edu/student-affairs/counsel/counseling-services/>

Netiquette: Given the online nature of this course, appropriate online etiquette or netiquette is required. In all course communications, office hours/lectures, and discussion posts, please feel free to express your personal views; however, you must do this in a way that ensures a safe environment for all. Visit UTEP's Center for Instructional Design for more information, university guidelines, and information for online course netiquette at <https://www.utep.edu/extendeduniversity/cid/faculty-resources/bsa/netiquette.html>

Technology: A computer with internet connection, video, and audio capabilities is necessary for this online course. Lectures and office hours are conducted on video-chat using Blackboard Collaborate. All assignments will require Microsoft Word or PowerPoint. For the Reflections, you have the option of creating an audio podcast or a vlog (video) post. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at <https://www.utep.edu/technologysupport/>

Or contact the library at ask@utep.libanswers.com or call (915) 747-5643.

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at <https://www.utep.edu/mlc/>

or www.utep.edu/uwc

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).
- Use of Zoom is required when we need to meet virtually which I will announce with time so please check your course announcements and emails daily.
- 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. Class meetings will be on Tuesdays from 5:30 – 7:30pm Mountain Standard Time. Times may change due to circumstances, remain flexible.

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 any **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.

Attendance and participation will be worth 25 points and will be monitored through sign in sheets, noted participation and submitting your work.

Required Textbook (available at the UTEP bookstore)

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.

MODULES

There are 10 content learning modules (Modules 1-10) and 1 supplemental module (Modules A), for a total of 11 modules. Modules are nested in Blackboards using a "Folder" format – so I will refer to these as module *folders* during the course. Each module will be released weekly so that students may begin their assignments, reading, discussion boards and quizzes that are scheduled along with in class participation for learning.

Each module folder includes the following:

Open and Close Dates: Modules “open” at 5:00^{am} and “close” at 11:59^{pm} on the date specified, I do work a full time job at Region 19 and will communicate with you via text, BB announcements/emails during the day if necessary and respond in the evenings and weekends if more details are needed.

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, assignments and attendance/participation, which include:

Field-Based Experience (25 points) Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship. This course requires 3 hours of FBE. You will document observation in a log of the time spent observing and a final reflection. This will be due by May 4th, 2023 by 11:59pm. Upload all Field Insightful Observation forms totaling 3 hours of direct observation in Black Board.

10 Online Quizzes: (10 points each, 100 points). 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/Discussion Boards through the appropriate module in Blackboard for Module A through Module 10. 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.**

ATTENDANCE AND PARTICIPATION: (25 total points given at end of semester) based on sign in sheets, submitting all work, completing all quizzes and noted participation in class.

Unit of Instruction Final Project (50 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 the last week of instruction.

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 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.

Proposed Course Schedule for EDPC 2300 (CRN 26929)

SPRING 2023

Sheryl L Wilcox

Changes will be posted via Announcements in Blackboard

SEMESTER WEEK NUMBER: Module Open – Close Dates	Module Number: Chapter Readings (any additional readings/videos will be within the module folder on BB)	Activities – Reading, Assignment, Discussion Board and Quizzes DUE DATES are all on Sundays for that Module Week
WEEK ONE – Module A In Person CLASS MEETING WEEK ONE <i>January 17th 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
MOD A WEEK ONE: 1/17 – 1/22	Module A OPENS Tuesday 1/17 Syllabus, Course Policies, and Course Content on Blackboard	Buy the textbook Essentials of Educational Psychology, Omrod Module A Discussion Board Introduction DUE Sunday January 22, 2023 by 11:59 PM
WEEK TWO – Module 1 NO CLASS MEETING WEEK TWO <i>January 24th Work in BB on your own</i>		

MOD 1 WEEK TWO: 1/23 – 1/29	Module 1 OPENS Monday 1/23 Chapter 1 Introduction to Educational Psychology	Read Chapter One QUIZ ONE DUE Sunday January 29th, 2023 by 11:59 PM
WEEK THREE – Module 2 NO CLASS MEETING WEEK THREE January 31st Work in BB on your own		
MOD 2 WEEK THREE: 1/30 – 2/5	Module 2 OPENS Monday 1/30 Chapter 2 Learning, Cognition and Memory	Read Chapter Two Module 2 Assignment and Quiz Two Due Sunday February 5th 2023 by 11:59 PM
WEEK FOUR – Module 3 In Person CLASS MEETING WEEK FOUR <i>February 7th 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
MOD 3 WEEK FOUR: 2/6 – 2/12	Module 3 OPENS Monday 2/6 Chapter 3 Complex Cognitive Processes	Read Chapter three QUIZ THREE and Module 3 Assignment Due Sunday February 12th 2023 by 11:59 PM
WEEK FIVE – Module 4 NO CLASS MEETING WEEK FIVE February 14th Valentine’s Day Work in BB on your own		
MOD 4 WEEK FIVE: 2/13 – 2/19	Module 4 Part ONE OPENS Monday 2/13 Chapter 4 Learning in Context	Read Module Four QUIZ FOUR Due Sunday February 19th 2023 by 11:59 PM
WEEK SIX - Module 4.2 In Person CLASS MEETING WEEK SIX <i>February 21st 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
MOD 4.2 WEEK SIX: 2/20 – 2/26	Module 4 Part TWO OPENS Monday 2/20 Chapter 4 CONTINUED Learning in Context	Read Chapter Four Module 4 Assignment Due Sunday February 26th 2023 by 11:59 PM
WEEK SEVEN – Module 5 In Person CLASS MEETING WEEK SEVEN <i>February 28th 5:30 – 7:30 PM</i>		

<i>Hudspeth Hall Room 100</i>		
MOD 5 WEEK SEVEN: 2/27 – 3/5	Module 5 OPENS Monday Chapter 5 Motivation and Affect	Read Chapter Five QUIZ FIVE Due Sunday March 5th 2023 by 11:59 PM Find subjects for Module 6 Assignment!
WEEK EIGHT – Module 6 In Person CLASS MEETING WEEK EIGHT <i>March 7th 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
MOD 6 WEEK EIGHT: 3/6 – 3/12	Module 6 OPENS Monday 3/6 Chapter 6 Cognitive Development	Read Chapter Six QUIZ SIX Module 6 Assignment Due Sunday March 12th 2023 by 11:59 PM
WEEK NINE NO CLASS MEETING WEEK NINE March 14th SRPING BREAK (3/13 – 3/17)		
MOD 5 WEEK NINE: 3/13 – 3/19	No work or quizzes this week! Enjoy your Spring Break!	
WEEK TEN – Module 7 In Person CLASS MEETING WEEK TEN <i>March 21st 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
MOD 7 WEEK TEN: 3/20 – 3/26	Module 7 OPENS Monday 3/20 Chapter 7 Personal, Social, and Moral Development	Read Chapter Seven QUIZ SEVEN Talk about Final Project Lesson Plans and presentation DONE IN TEAMS OF TWO! Find your partner Due Sunday March 26th 2023 by 11:59 PM
WEEK ELEVEN – Module 8 In Person CLASS MEETING WEEK ELEVEN <i>March 28th 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
MOD 8 WEEK ELEVEN: 3/27 – 4/2	Module 8 OPENS Monday 3/27 Chapter 8 Instructional Strategies	Read Chapter Eight QUIZ EIGHT Module 8 Assignment Due Sunday April 2nd 2023 by 11:59 PM Find your Final Lesson Plan Partner!
WEEK TWELVE – Module 9 NO CLASS MEETING WEEK TWELVE		

April 4th Work in BB on your own		
MOD 9 WEEK TWELVE: 4/3 – 4/9	Module 9 OPENS Monday 4/3 Chapter 9 Creating an Effective Classroom Environment	Read Chapter Nine QUIZ NINE Due Sunday April 9th 2023 by 11:59 PM CHOOSE YOUR FINAL LESSON PLAN PARTNER and ALSO EXCHANGE YOUR ASSIGNMENT 4 with this partner for an upcoming Assignment in Module 10!
WEEK THIRTEEN – Module 10 In Person CLASS MEETING WEEK Thirteen <i>April 11th 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
MOD 10 WEEK THIRTEEN: 4/11 – 4/16	Module 10 OPENS Monday 4/11 Chapter 10 Assessment Strategies	Read Chapter Ten QUIZ TEN Module 10 Assignment Lesson Plan write-ups team of two submit your team lesson plan in both students' assignment place in Blackboard to get credit individually! Due Sunday April 16th 2023 by 11:59 PM Lesson Plans as teams will be presented last two classes, April 18th and April 25th
WEEK FOURTEEN In Person CLASS MEETING WEEK FOURTEEN <i>April 18th 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
Week Fourteen: 4/17 – 4/23	Final Lesson Plan Presentations	
WEEK FIFTEEN- LAST CLASS – LESSON PLAN PRESENTATIONS! In Person CLASS MEETING WEEK FIFTEEN <i>April 25th 5:30 – 7:30 PM</i> <i>Hudspeth Hall Room 100</i>		
LAST CLASS! WEEK FIFTEEN: 4/24 – 4/30	Lesson Plan presentations	ALL late work turned in by Friday April 28 th by 11:59 PM FIELD BASED OBSERVATIONS, PROMPTS and permissions must be submitted by May 4 th , 2023 by 11:59PM.