

COURSE SYLLABUS

EPSY 3413, Section 503 (Online)
Child & Adolescent Development
Fall 2006

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Prerequisites and Support Courses

There are no prerequisites for this course. Some basic familiarity with computers is assumed. You should be able to use a browser and to access this syllabus electronically.

Course Texts

Seifert, K. L., & Hoffnung, R. J. (2000). *Child and Adolescent Development (5th ed.)*. Boston: Houghton Mifflin. (A study guide is also available, but is not required).

Sattler, D. N., Kramer, G. P., Shabatay, V., & Bernstein, D. A. (2000). *Child Development in Context: Voices and Perspectives*. Boston: Houghton Mifflin.

OSU Professional Education Council Mission and Conceptual Framework

The Professional Education Unit (PEU) prepares and develops professional educators who facilitate life long learning and enrich quality of life for people in public schools and other educational settings. OSU's Professional Education programs are based upon the L.E.A.D.S. conceptual framework: **L**eadership; **E**thics and **P**rofessionalism; **A**cademics and **P**rofessional Roles, including Content Knowledge, Integration, Human Growth and Development, Learning Environment, Technology, Teaching/Professional Practice and Assessment; **D**iversity; and **S**ervice Orientation/Community Outreach. These core values are an expansion of the earlier conceptual framework based upon Professionalism, Integration and Diversity.

Program Philosophy Statement

School Mission

The mission of the School of Applied Health and Educational Psychology is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. Consistent with the stated goals and core concepts of the Professional Educational Council of Oklahoma State University, the faculty strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

Educational Psychology Program Mission

The Educational Psychology area emphasizes the application of psychological theory and research to the provision of educational and psychological services to children, youth, and adults. Principles of psychology and education are integrated to enhance learning, development, adjustment, and to facilitate success for diverse learners of all ages.

Course Knowledge Base

After participating in this course, students should be able to:

1. Describe the major theories and important research in the field of child and adolescent developmental psychology.
2. Formulate personal and professional understanding and constructions concerning the nature and process of human development during childhood and adolescence.
3. Apply knowledge, theory, and explanatory models in the consideration of practical developmental problems.
4. Appreciate and articulate the connections among the key developmental domains of physical, cognitive and psychosocial.
5. Describe for both scientific and practical reasons the roles of adults who nurture, care for, and educate children and youth.
6. Recognize the influence of cultural and social factors on development, such as the impact of ethnicity, of language background, of gender, and of socioeconomic status.

Course Objectives (Aligned to 15 Oklahoma General Competencies)

1. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
2. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are *adaptable to individual differences* of learners.
3. The teacher *plans instruction, based upon curriculum goals*, knowledge of the teaching/learning process, subject matter, students' abilities and differences, the community; and adapts instruction based upon assessment and reflection.
4. The teacher evaluates the effects of his/her choices and actions on others (students, parent, and other professionals in the learning community). Modifies those actions when needed, and *actively seeks opportunities for continued professional growth*.
5. The teacher understands the purpose of continuous lifelong learning, the concept of *making learning enjoyable*, and the need for willingness to change when the change leads to greater student learning and development.
6. The teacher understands the *legal aspects of teaching* including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

Mode/Style of Teaching

This is a process-based course that will ask you to apply what you learn in authentic situations. What this means is that we want you to use or to apply the information that you choose to learn in ways that are useful to you. In this way the information you gather will be immediately applicable to what you are doing. You can access the course at anytime during the day or night and participate in the activities. I will provide some discussion questions for each chapter but I will not try to cover all of the material with discussion questions. Respond to the questions that you choose and to the responses that your classmates make. I may also respond to your responses to point out alternative interpretations or other ways in which to view the material. A Discussion Board and email are provided to foster asynchronous (not at the same time) discussion.

Policy on Attendance

Because this class is delivered entirely on-line, classroom based attendance is not required. However, it is expected that you keep up with assignments by pacing yourself through this course in a manner that allows timely completion of work. (This typically means that you will access the course on Blackboard at least two times per week.) Your productivity and timeliness of completion of assignments will be monitored. If you begin to fall behind you may be prompted regarding the completion of assignments. *All work corresponding to a particular week of the semester must be completed by the end of that week. This means that all weekly assignments are due no later than Friday at 5:00 p.m. the week that they are assigned.*

Assignments and Exams

- 1. Personal Introduction:** During the first week of the course, you are expected to post an introduction on the Discussion Board. You should include your name, pertinent academic information (major, year, prior psychology and/or human development course work, etc.), as well as personal information about yourself that you would like others to know. Also include whether you have taken online courses before.
- 2. Discussion Questions:** Each week you will answer two (2) of the discussion questions for each of the assigned chapters, supporting your arguments with references from the text. Please try to do this toward the beginning of the week, as others will need to respond to you. *To receive full credit, you must answer discussion questions that have not been answered until all of the questions have been answered.* When all of the questions have been answered you may choose which question you want to respond to. If you are the second or later person to respond to a question try to take an approach or perspective that does not replicate the first responder. You may respond to more of the questions if you are interested. Please focus on the implications to the questions in all responses. Expanding on the reasons that you agree or disagree is optional but you must address the implications of your choice. *Clearly mark your answers in two parts: Agreement/disagreement and Implications. Make sure to reference the text or other appropriate sources in your responses.* Please note that you are also expected to read the responses of your peers. They will provide diverse insight into the questions and may help you understand your learning alternatives more clearly. Post responses to discussion questions to the Discussion Board.
- 3. Peer Responses:** Each week you will respond to peer responses for at least two of the discussion questions for each of the assigned chapters for the week. These responses need to be posted by the end of the week that the chapter is assigned. Try to augment or add to (not to refute) their implications. The general thought here is that you should not say anything to a classmate in a public/permanent forum that you would not like to hear about yourself. *Intentional flaming is prohibited and may result in a reduction in your final grade.* Note that the reason for peer responses is to get you talking to each other; social interaction is a large component in the learning process. You will learn a lot if you share and read each other's responses.
- 4. Performance Objectives:** You are expected to complete three performance objectives during the semester using the *Child Development in Context* text. There are 23 articles within the text, each concluding with a "Response and Analysis" section containing three or four in-depth questions. Completion of one reading and thoughtful responses to the questions following the article equals one completed performance objective. Each performance objective should be no less than two to three pages using APA's (5th ed.) guidelines (i.e., double-spaced, 10-12 pt. font, 1" margins, etc.) to receive full credit. You may choose the three articles for which you would like to complete your performance objectives based upon articles that are of personal interest and/or relevance to you. Completed performance objectives should be posted under your name in the Performance Objectives section of the Discussion Board. *Please put the objective number and the article title in the document title line of your posting.*

5. **Exams:** You are expected to demonstrate what you have learned about child and adolescent development by completing three review exams and a final exam that cover the content of the book and the on-line discussions. The four exams will each comprise 10% of the course grade. All exams will be taken online and will consist of 50 multiple-choice questions assessing both factual knowledge and your conceptual understanding of the material. Additional details of the four examinations are provided in the Exam section of Blackboard.
6. **End of Course Evaluation:** Near the end of the semester, you should receive an email asking you to evaluate the course. This email will come from the OSU Outreach Office. They will collect your responses when you respond to the evaluations. Your name will be reported to me to verify the evaluation has been completed, but I will not see your completed evaluations. *Failure to complete the course evaluation will result in a grade of incomplete until the evaluation is completed.*
7. **Assignment Table:** At the end of the semester, you are expected to submit a table showing your completed assignments once you have finished your work in this course. This will help me track your work and assign grades for the class. (I will also do a search by each student's name to verify accuracy and ensure agreement before grades are posted.) A template for the assignment table is posted on Blackboard under Course Documents.

Grading Structure

Chapter Discussion Questions / Peer Responses (16 chapters @ 25 pts each as follows: 10 pts for DQ responses, 10 pts for peer responses, and 5 pts for timely posting)	400 pts.
Exams (3 review exams: 100 points each; 1 final exam: 100 pts.)	400 pts.
Performance Objectives (3 @ 50 pts. each)	150 pts.
Personal Introduction	20 pts.
Completed Assignment Table	20 pts.
Course Evaluation	10 pts.
	Total: 1000 pts.

Grades will be assigned based on the points earned with a traditional grading scale of 90% and above (900 – 1000 pts) earning an A; 80-89% (800-899 pts) = B; 70-79% (700-799 pts) = C; 60-69% (600-699 pts) = D and 59% (599pts) or less of the points will earn an F. No curving or rounding of grades will occur.

During the semester, there will be opportunities to earn “extra credit” at the instructor’s discretion. One such opportunity is research participation through Experimentrix as described at the end of this syllabus. Other opportunities will be announced on the Blackboard Announcements page, and you will allowed to earn a maximum of 50 points, or 5% of the total course points.

Course Outline

Week 1: August 21 - 25

Introduction: Studying Human Development (Chapter 1)

Week 2: August 28 - September 1

Theories of Development (Chapter 2)

Week 3: September 4 - 8

Genetics (Chapter 3)

Week 4: September 11 - 15

Prenatal Development and Birth (Chapter 4)

Week 5: September 18 - 22

Exam 1: Chapters 1-4

First Two Years: Physical Development (Chapter 5)

Week 6: September 25 - 29

First Two Years: Cognitive Development (Chapter 6)

Week 7: October 2 - 6

First Two Years: Psychosocial Development (Chapter 7)

Week 8: October 9 - 13

Early Childhood: Physical Development (Chapter 8)

Week 9: October 16 - 20

Exam 2: Chapter 5-8

Early Childhood: Cognitive Development (Chapter 9)

Week 10: October 23 - 27

Early Childhood: Psychosocial Development (Chapter 10)

Week 11: October 30 - November 3

Middle Childhood: Physical Development (Chapter 11)

Week 12: November 6 - 10

Middle Childhood: Cognitive Development (Chapter 12)

Week 13: November 13 - 17

Exam 3: Chapters 9-12

Middle Childhood: Psychosocial (Chapter 13)

Week 14: November 20 - 24

Adolescence: Physical Development (Chapter 14)

Week 15: November 27 - December 1

Adolescence: Cognitive Development (Chapter 15)

Week 16: December 4 - 8

Adolescence: Psychosocial Development (Chapter 16)

Finals Week: December 11 - 15

Final Exam: Chapters 13 - 16

Students Rights and Responsibilities

<http://www.okstate.edu/ucs/srr.html>

Drop and Add Policy

The standard drop/add policy for fall classes will be followed as described in the Syllabus attachment.

Students with Disabilities

If any member of this class feels that he or she has a disability and needs special accommodations of any nature, the instructor will work with you and the Office of Student Disability Services (Student Union Room 326) to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations no later than the end of the first week of classes.

Policy on Incomplete Grades

University policy will be followed. Incomplete grades can only be given if 70% of the course products have been completed prior to the end of the grading period. No exceptions to this policy will be allowed.

Academic Integrity

Consistent with Oklahoma State University policy, academic dishonesty and/or misconduct will not be tolerated. It is important that you are aware of university policy and procedures in the event that violations of academic dishonesty or misconduct do occur (please see www.okstate.edu/ucs/srr.html). Should a violation of this policy occur (and following a meeting between the instructor and the accused student), disciplinary actions consistent with university policy would be initiated. A description of behaviors that constitute academic dishonesty and/or misconduct can be found online at <http://osu.okstate.edu/acadaffr/aa/ai-violations.htm>

Sexual Harassment

Please see the link below to review university policy and procedures regarding sexual harassment and gender discrimination.

<http://home.okstate.edu/policy.nsf/0/1fed349052d11b0a862562d8007c090f?OpenDocument>

Possible Changes in the Syllabus

This syllabus is your contract for production in the course. If changes are made to it they will be announced in writing on Blackboard as soon as possible. No changes increasing requirements will be made as these might adversely affect your grade.

Technological Support

OSU Help Desk: Computer Information Services (CIS) provides a help desk at helpdesk@okstate.edu. They may also be reached by telephone at 405-744-7836 from 7a.m. - 10 p.m. Monday to Friday. CIS will provide help with equipment problems and software problems. If you need face-to-face contact, the helpdesk is now located in 403 Classroom Building and is open from 8 a.m. to 10 p.m. If you have content or format problems ask your peers first (post your problem in the Water Cooler) and then, if you get no useable response email chris.ray@okstate.edu. The CIS Help Desk is also available to answer Blackboard questions. If you have questions that the Help Desk cannot answer, please call or email Bill Elliot (744-6757, bill.elliott@okstate.edu).

A Brief Statement On Academic Dishonesty Or Misconduct

The following are some examples of Academic Misconduct and Dishonesty

- Copying a few sentences from an Internet source without footnoting them in a paper.
- Copying a few sentences of material from a written source without footnoting them in a paper.
- Copying from another student during a test or exam without his or her knowing it.
- Copying from another student during a test with his or her knowledge.
- Copying material almost word for word from a written source and turning it in as your own work.
- Getting questions and answers from someone who has taken the test.
- Helping someone else cheat on a test.
- Inappropriately sharing work on online assignment or test.
- Inappropriately using technology (cell phone, Palm Pilot etc.) during a test.
- Receiving unpermitted help on an assignment
- Turning in a paper copied from another student
- Turning in a paper obtained in large part from a term paper "mill" or website
- Turning in work done by someone else
- Using unpermitted crib notes during a test.
- Working on an assignment with others when the instructor asked for individual work.

(For a complete list of academic dishonesty or misconduct violations see: Policies and Procedures Letter 2-0822 Allegations of Academic Dishonesty (1984): OSU Faculty Handbook (2001, pp 32-3); and Student Rights and Responsibilities Governing Student Behavior, Section IV.)

The possible penalties for cheating at OSU:

- Completing a substitute assignment, exam, paper or project.
- Receiving a reduced grade for the assignment, exam, paper or project.
- Receiving no credit for the assignment, examination, paper, or project.
- Failing the course.

Students who are caught cheating will be referred to the Student Conduct Office. Offenders may receive university sanctions such as conduct probation, suspension or expulsion.

You will be asked to sign the form below when taking tests and turning in assignments.

Academic Dishonesty Or Misconduct Form

I (print name) _____ have done all of the work on this test/project/assignment on my own and have not plagiarized/copied/borrowed/etc., anyone else's work.

Signed _____ Date _____

Extra Credit Opportunities For EPSY 3413

There will be opportunities to earn extra credit by participating as subjects in research, attending research colloquia, and/or writing a short paper. You may earn up to **50** extra-credit points using any combination of these opportunities or other opportunities announced on Blackboard.

Research Participation

First, you may volunteer as a participant in an on-going research project. Each hour (or part of an hour) of participation is worth **10** extra-credit points. These participation opportunities are posted on Experimentrix (see below). The research projects have been reviewed by an independent ethical committee (University Institutional Review Board) whose members are drawn from across the entire academic community, and they are supervised by a faculty member from the Department of Psychology. Instructions for signing up for an experiment are as follows:

Students must register at <http://experimentrix.com/okstate>

- Click on **New User Registration** link
- Enter your name, student ID number, email address and phone number.
- A log-in and password will be sent to the email address entered.
- After registration, you will have three days in which to log on to your account. **If you do not logon your membership will be deleted.** If this occurs, you can re-register or e-mail the operator at benjamin.a.sigel@okstate.edu and he can give you your log in and password. When you log into your account choose which class you would like to be affiliated with.
- Once you have your log-in and password, go to the same website and click on “Sign up for experiment.”
- You would also go to this site to cancel.
- An email confirmation will be sent to you whenever an appointment is established or cancelled.
- An email reminder will be sent to you in the early evening prior to each appointment.
- After you complete an experiment, you again need to log into your account and click on the apply credit button. There, you will be able to apply your credit to the class that you would like. **If you do not do this step and apply your credit that you have earned you will not receive credit.**

When you register for an experiment, the time and place for your appearance are designated. **Make sure you write down this information and then appear! It is your responsibility to appear at the designated time and place if you sign up as a participant.** Failure to appear creates substantial hardship for the researcher and denies a classmate an opportunity to sign up in the designated slot that you filled with your name.

- After you have completed an experiment, you need to log on once again and apply the credit that you have earned to the class that you would like the credit to go towards. **If you do not do this step you will not receive credit.**

Undergraduate Research Colloquia

A second means of earning Research Experience extra credit is to attend Undergraduate Research Colloquia. You are required to bring a SCANTRON SHEET, which will be the instrument by which attendance and participation are recorded. I will announce the time, place, and topics of discussion to be presented later in the semester. (10 points)

Research Papers

You may earn extra-credit points by reading scholarly articles that are pre-approved by the instructor. To earn 10 points, you will read the designated article and write a *letter* (1 page, single-spaced, 1-inch margins, 12-point font) to a friend or relative that describes that article. (10 points)