

EPSY 3413.503
Child and Adolescent Development (Online)
Summer 2006

Course Instructor

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Office Hours: By appointment, or via e-mail. I generally check e-mail several times a day, and will typically respond within 12-24 hours.

Course Text

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

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.

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 7am-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 am to 10 pm. If you have content or format problems ask your peers first (send your problem to the listserv) and then, if you get no useable response email kaybull@okstate.edu. The CIS Help Desk is available to answer Blackboard questions call 1-877-951-4836 (toll free). If you have questions the Help Desk cannot answer, please call or email Bill Elliot (744-6757, belliot@okstate.edu).

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 Professionalism; **A**cademics and Professional 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 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.

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 (alignment 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 and attended 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.***

Course Outline

Week 1: June 5 - 9

Introduction: Studying Human Development (Chapter 1)
Theories of Development (Chapter 2)

Week 2: June 12 - 16

Genetics (Chapter 3)
Prenatal Development and Birth (Chapter 4)

Week 3: June 19 - 23

Test 1: Chapters 1-4
First Two Years: Physical Development (Chapter 5)
First Two Years: Cognitive Development (Chapter 6)

Week 4: June 26 - 30

First Two Years: Psychosocial Development (Chapter 7)
Early Childhood: Physical Development (Chapter 8)

Week 5: July 3 - 7

Test 2: Chapter 5-8
Early Childhood: Cognitive Development (Chapter 9)

Early Childhood: Psychosocial Development (Chapter 10)

Week 6: July 10 - 14

Middle Childhood: Physical Development (Chapter 11)

Middle Childhood: Cognitive Development (Chapter 12)

Week 7: July 17 - 21

Test 3: Chapters 9-12

Middle Childhood: Psychosocial (Chapter 13)

Adolescence: Physical Development (Chapter 14)

Week 8: July 24 - 28

Adolescence: Cognitive Development (Chapter 15)

Adolescence: Psychosocial Development (Chapter 16)

Final Exam: Chapters 1 - 16

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 your summer plans (are you a full-time student, or are you taking this course in addition to other responsibilities), and 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. Please 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 responses 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. There are 16 chapters within the text. All of them contain a section entitled “Working with...” that is a short reading within each chapter followed by questions. The page numbers for the “Working with” in each chapter can be found on page xi of your text. Completion of the “Working with” reading for one chapter and thoughtful answers to the questions following the reading equals one completed performance objective. You may choose the chapters from which you would like to complete your performance objectives. Performance objectives should be posted under your name in the Performance Objectives section of the Discussion Board. Performance Objectives are due by 5:00 p.m. on Friday of the week after the chapter was assigned. ***Please put the objective number and the chapter 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 tests and a final exam that covers the content of the book and the discussions. The review tests will each comprise 7.5% of the course grade, and the final exam comprises 10% of your course grade. All exams will be taken online. Details of examination procedures will be given later in the semester.

6. **End of Course Evaluation:** Near the end of the course 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 names 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 we are in agreement before grades are posted.) A template for the assignment table is posted on Blackboard under Course Documents.

Grading Procedures

* Chapter discussion questions / responses (16 chapters at 25 pts each: 10 pts for DQ responses, 10 pts for peer responses, 5 pts for timely posting)	400 pts.
* Performance Objectives (3 at 75 pts each)	225 pts.
* Exams (3 review exams: 75 points each; 1 final exam: 100 pts.)	325 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 may be opportunities to earn “bonus points” at the instructor’s discretion. These opportunities will be announced on the Blackboard Announcements page.

Students Rights and Responsibilities

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

Drop and Add Policy

The standard drop/add policy for summer 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. In order to ensure that you understand and will abide by university policy, you will be asked to sign an Academic Integrity Pledge at the beginning of the semester.

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.