EPSY 735 – Child and Adolescent Development and Learning

Dr. Daniela Syed  
Contact/E-mail: <access via course on D2L>  
Division of Counseling & Psychology in Education  
University of South Dakota  
Vermillion, SD 57069

Rationale and Course Goals:  
In this course, students will explore the social, cognitive, physical and emotional growth of children during the school age years, with an applied emphasis on using contemporary research and theory to create optimal learning environments. The cognitive approach will focus on understanding how individuals learn information and how classroom instruction can facilitate the academic processes that lead to self regulated learning. Future teachers will learn how to teach and support critical thinking and creative approaches to problem solving. The course will emphasize classrooms as communities of practice that promote natural and optimal learning for students. The developmental approach will familiarize students with classic and contemporary theories on how children and adolescents negotiate the transition from childhood to young adulthood and help future teachers apply research-based strategies to classroom, home, and community environments. This course will prepare future educators to create classroom environments that engage learners in deep processing and personal meaning, resulting in stronger learning and healthier development.

This course is intended for all graduate students who are interested in understanding the psychology of adolescent learning and development, especially as it relates to the classroom context. It is offered through the Division of Counseling and Psychology at USD and is consistent with the course numbering system of the state universities in South Dakota. See Objectives for a more detailed breakdown of student skills, knowledge and related assessments.

This course will be taught entirely through D2L (see Technical Requirements) with a required text and supplementary D2L readings and materials provided by the instructor. Lecture notes and study guides are available in D2L for each chapter covered from the text. These resources are designed to guide your reading and support your learning. Be sure you read these materials before you begin a unit and review them before you conclude your work in that part of the text. Please post questions as they arise in the appropriate discussion board. Learning resources are also provided by a textbook companion website provided by the publisher. Web address provided by the publisher, Wadsworth.com, and Cengage Learning.
Required Text:
Additional Required Readings and Resources will be provided on D2L.

Expectations.
To successfully complete this course, students are expected to:

- Thoughtfully and thoroughly read all assigned chapters and any supplemental required readings, and PP lectures and other posts for class.
- View all assigned videos and listen to all audios posted for class.
- Consult D2L and publishers’ online resources for the course.
- Participate in online partner chats as assigned by instructor.
- Participate in online class discussions.
- Complete 5 quizzes appropriate to various chapters.
- Evaluate and interpret research findings as related to child and adolescent development and learning.
- Develop knowledge and understanding in applying development and learning theories to the classroom, peer, and family contexts.

Requirements and Grading
Requirements are as follows:

- Quiz 1, Foundations of development and learning (Ch. 1-2) 125 points
- Quiz 2, Classic theories of learning and development (Ch. 3-5) 125 points
- Quiz 3, The emotional child (Ch. 6 -8) 125 points
- Quiz 4, The social child (Ch. 9-11) 125 points
- Quiz 5, The whole child (Ch. 12-14) 125 points
- Online chats 150 points
- Application Project 225 points

Total 200 points

92% = A, 82% = B; 72% = C; 60% = D

All assignments must be submitted electronically through D2L—quizzes through the online quiz, chat session are automatically recorded, and the Application Assignments will be submitted through individual D2L dropboxes. Scores will be privately posted in the system, under the "grades" section, as soon as they are ready. Quiz scores will be immediately available upon submission, whereas grading and feedback for the application assignment and chats will be completed within two weeks of submission. Students are required to electronically save all copies of completed coursework that are submitted. Assignments are handed in via Desire2Learn. Students are also responsible for making sure that they are able to access their chat room at least 48 hours before their scheduled chat sessions. If for any reason you are not able to access your chat room, notify your professor immediately via D2L e-mail.

Late Assignment Policy: Please work on your assignments ahead of the assigned due date so that your assignment may be submitted in a timely fashion on or before the due date and time. Assignments that are submitted after the assigned date and time will be deducted 10% for every day they are late. Absolutely no assignments will accepted one week after the assigned due date and time. The professor reserves the right to make exceptions for legitimate medical emergencies or other such crises on a case by case basis. If an extreme emergency arises, contact the instructor immediately. Excuses such as computer/internet problems will not be accepted. It is advised that students save their work on a pen drive as well as hard drive, locate alternate computing resources in the event of a problem, and arrange to complete assignments prior to the deadline.
Communication: If you have questions about course content, please post them on the Q/A discussion board on D2L. If you have a question that relates to your progress in this course specifically please e-mail your professor in D2L. Please allow up to 48 hours to return all email communication during the week. I will not be available over the weekend or on holidays. Although it is often used for personal or informal messages, email is also a professional means of communication (e.g., communication with instructors). What you say in an email and how you say it reflects on you professionally. All emails to the instructor are considered public information. The instructor will only respond to emails: (1) That seek assistance for which other sources are not available (e.g., textbook, Web, other students), (2) That are written respectfully and professionally (including grammar and capitalization). The instructor will not respond to emails that are: (1) Informal or too familiar, (2) Imperative, (3) Asking questions that have been previously addressed. Please utilize D2L mail for all communications regarding this course.

Course Objectives:

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<th>Specific Objective</th>
<th>Assessment</th>
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<tr>
<td>1. Identify, describe, and apply classic and current conceptual schemes and methodological approaches to social-scientific study of child and adolescent development and learning</td>
<td>Quizzes, application assignment</td>
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<td>2. Examine, discuss, and describe the interaction between family, school, and peer influences on child and adolescent achievement and social-emotional adjustment.</td>
<td>Quizzes, application assignment, chats</td>
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<td>2. Become good consumers of research on human development and learning BY identifying best practices in methodology related to research on children and adolescents.</td>
<td>Quizzes, application assignment, chats</td>
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<td>3. Appreciate the nature of development and learning in context BY evaluating goodness of fit between the child’s unique temperament, developmental capacities, and background and their home, school, community and societal learning environments.</td>
<td>Quizzes, application assignment, chats</td>
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Schedule: Specific due dates for various discussions, assessments and projects are posted on the course schedule. See content folder in D2L.

Contact: Remember that you can contact me through email within the D2L system with any questions or thoughts you have about the course. Please refer technical difficulties to the D2L support personnel at USD, available as the WebMaster on your D2L Homepage. For issues of registration, etc., please refer to the CE Online Orientation (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf).

Netiquette expectations: You should treat all communications in this class as you would in the business world. In other words, I expect communication to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf).

I expect you to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following sites, http://www.dtcc.edu/cs/rfc1855.html or http://www.albion.com/netiquette/corerules.html. If you are the world's worst speller and typist like I am you can download a browser based spell-check at http://www.iespell.com or use FireFox.
**Academic & Technical Resources**
For information about USD's technical, academic and student support services, as well as how to take advantages of these services, or if you are experiencing any technical problems or have questions about D2L, please refer to the CDE Online Orientation for all available resources to support you online learning (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

**Special Needs and Student with Disabilities**
The University of South Dakota recognizes its responsibility to create an institutional climate where students with disabilities can thrive. Before a student receives special services (e.g., extended exam time), the instructor must receive official verification through the Office of Disability Services. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and **Ernetta L. Fox, M.L.S., Director of Disability Services** as early as possible in the semester.

**Informed Participation**
Learners will be prepared to **actively participate** in class discussions and activities, including group work. Participation assumes that the learner has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and others’ learning. The instructor reserves the right to reduce a learner’s grade for consistent lack of informed participation.