



**Course Name: EDEC 3307 Child and Adolescent Development as it Impacts Instruction
Spring 2025**

**Department Name: Department of Educator and
Leadership Preparation
Program Name Early Childhood Education**

INSTRUCTOR INFORMATION

| | |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Instructor Name: Abraham Moreno | A&M-San Antonio email: abraham.moreno@tamusa.edu |
| Adjunct Early Childhood Education | |
| Office Hours by appointment | Class Meeting Times: This is a face-to-face course. Where: 237 Madla Tuesday from 11-1:45 |

Please do not hesitate to send an email to set up a convenient and agreed upon appointment time for a virtual session or face-to-face meeting. Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK:

McDevitt, T. & Ormrod, J. (2020). *Child Development and Education, 7th ed.* Hoboken, Pearson.

Required Readings as assigned in Blackboard

COLLEGE OF EDUCATION AND PROGRAM POLICIES

COURSE DESCRIPTION:

In this course, students will study the physical, cognitive, language, social, and emotional development of children from birth through adolescence. Students will apply developmental knowledge in planning individually and culturally appropriate lessons and assessments. This course is taken prior to entering the A&M-SA Educator Preparation Program. Formerly listed as EDEC 3303.

PROGRAM STUDENT LEARNING OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. SLO 1. Write a 5E Lesson plan for Early Childhood that includes a summary of children's development, differentiation strategies for ESL and disabilities, connection to theory, developmentally appropriate practice, and culturally relevant teaching. Students must use appropriate writing conventions (grammar, spelling, sentence, and paragraph construction). SLO 2. Students develop skills in providing peer feedback through discussion posts.
2. SLO 3. Identify the changes, challenges, significance, and academic implications in the developmental domains as well as interactions between developmental domains in early childhood (EC), middle childhood (MC) and adolescence (AD).
3. SLO 4. Describe how development affects instructional decisions.
4. SLO 5. Describe how culture impacts instruction and assessment then analyze effective strategies to teach and assess culturally diverse children.
5. SLO 6. Reflect on developmental changes in the domains using the appropriate content and writing conventions (grammar, spelling, sentence, and paragraph construction).
6. SLO 7. Provide meaningful feedback to peers on writing conventions (grammar, spelling, sentence, and paragraph construction).
7. SLO 8. Summarize details about developmental changes, challenges, significance, and academic implications about specific age groups using appropriate writing conventions (grammar, spelling, and sentence and paragraph construction).

TECHNOLOGY REQUIREMENTS**COMPUTER HARDWARE:**

To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL.

STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE:

Mozilla's Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe's Flash Player & Reader plug-in (latest version)
Apple's QuickTime plug-in (latest version)
Project Software – Optional
Microsoft Office 365

BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: *Visit the Blackboard Student Help Site
https://help.blackboard.com/Learn/Student?utm_medium=Learn&utm_campaign=Product_link&utm_content=Student?mode=cpview

COURSE POLICIES

ATTENDANCE:

Spring 2025

This course is offered in a face-to-face format on campus with assignments in the Blackboard course shell. We will meet on campus once a week and complete assignments in the Blackboard course weekly. Students are required to participate in the online course weekly in addition to attending face-to-face classes.

The student is expected to attend regularly through discussions, assignments, and journals and in the face-to-face classes on campus. It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; therefore, **a student cannot earn an A in the course with more than two unexcused absences from class.** Time spent on Blackboard can be monitored by the professor. A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

STUDENT REQUIREMENTS:

1. In-class & Online participation:

- a. Students are expected to demonstrate active participation via face-to-face class meetings, discussions, assignments, and other activities as assigned.

- b. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in on-line discussions.
- c. Participation in class activities is weighed heavily; therefore, a student cannot earn an A in the course with more than two unexcused absences from class. This includes accessing the Blackboard course and participation in course activities.

2. **Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins in order to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

3. **Group projects and Activities:** Active participation is expected in group activities in order to organize, plan, develop and present group projects of high quality in class in cooperation with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student who is absent on the day of the presentation.

4. **Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and completion of individual/group assignments and projects.

PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and the instructor on campus and with students and teachers in school settings.

LATE WORK POLICY:

Any papers not turned in by the date due will be designated late and will receive a **10 % deduction per day**. Late work will be accepted at the discretion of the professor and may not receive full credit.

ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. **The content of tests and assignments will be evaluated based on the level of higher-order thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard, and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor. **Please submit assignments in the following format:**
lastname_assignmentname.doc

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

NETIQUETTE:

15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source:

<https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

SCHOLASTIC INTEGRITY:

As a member in an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University-San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic

misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery. For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - a. Copying from another student’s paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams;
 - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
 - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE STRUCTURE:

The instructional methods for this course will include face-to-face meetings in whole group as well as course work in the Blackboard course.

| Competency-PPR Standards | Course Assignment |
|--------------------------|-------------------|
|--------------------------|-------------------|

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Competencies: Lesson planning-format 1.1k; 1.2k; 1.3k; 1.4k; 1.5k; 1.7k; 1.8k; 1.9k; 1.10k; 1.11k; 1.17k; 1.18k; 1.20k; 1.22k; 1.23k; 1.25k Lesson planning-objectives 1.7k; 1.23k Lesson planning-approaches 1.4k; 1.5k;1.11k; 1.16k Lesson planning-procedures 1.1k; 1.2k; 1.16k</p> | <p>Lesson Plan Assignment The lesson plan assignment will contain a section about prior knowledge, accommodations, teacher expectations, procedures, culture and materials. It will provide information about the intended outcomes (TEKS), and contain sections about developmental issues, cultural and linguistic needs, and adjustments that consider the child’s home culture and community. It will also contain sections about the each of the developmental domains and instructional procedures.</p> |
| <p>Competencies: 1.24k; 1.25k; 1.26k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.14k; 1.15k; 1.7 1.24k; 1.25k; 1.26k; 1.27k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.19k; 1.8k; 1,21k 1.18K</p> | <p>Discussion Board The Discussion Board postings will reflect the students’ overall comprehension of the theories, definitions, and concepts of the course as well as the dynamics of student interactions and shared understandings.</p> |
| <p>Competencies: 1.24k; 1.25k; 1.26k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.14k; 1.15k; 1.7 1.24k; 1.25k; 1.26k; 1.27k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.19k; 1.8k; 1,21k 1.18K</p> | <p>Journal The journal entries will portray the individual student reflections of case studies and how the vignettes relate to the theories, definitions, and concepts of the course as well as each student’s interpretations.</p> |
| <p>Competencies: Formative Assessment 1.24k; 1.25k; 1.26k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.14k; 1.15k; 1.7</p> | <p>Quizzes Quizzes will serve as a formative assessment of the learning from the course. Each quiz will assess the terminology of the most recent chapters and lectures and will provide feedback to the instructor.</p> |
| <p>Competencies: 1.24k; 1.25k; 1.26k; 1.27k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.19k; 1.8k; 1,21k 1.18K</p> | <p>Final Exam The Final Exam in EDEC 3307 is a comprehensive assessment tool that reflects the students’ overall understanding of the theories, definitions, and concepts.</p> |

ASSIGNMENTS:

Lesson Plan Assignment 100 points

Lesson Plan Assignment
Understanding the process of planning for instruction is central to the overall objective of this course. By developing comprehension of the rationale for including the essential components of the EDEC program lesson plan template, students will gain insight into the ways that skilled teachers address all of the domains of development during the implementation of a carefully planned lesson.

Discussion Board 100 points (10 points each)

Discussion Board
Questions and prompts for the weekly postings are listed for each topic in the

Blackboard Discussion Board forums. Log in each week to participate in the discussions including initial board posts and peer responses. Students must post their own entry and then respond to at least two classmates' postings each week. To maximize your impact on the learning community, alternate responses among classmates.

Reflection on Development Journal Assignment 50 points

5 Journal entries, each worth 10 points

Rubric available on Blackboard.

Journal

Each journal entry assignment pertains to a specific developmental domain and period: Early Childhood, Middle Childhood, and Adolescence. The entries portray individual student reflections and tell how the content relates to the theories, definitions, and concepts of the course.

Quizzes 40 points

Four quizzes, each worth 10 points

Quizzes

The quizzes will assess comprehension of the terms of the course. Prior to each quiz, the instructor will conduct a review. Each quiz will feature 25 multiple choice questions.

Final Exam 50 points

Scheduled during the week of finals.

The Final Exam is a comprehensive assessment of the students' overall understanding of the theories, definitions, and concepts. The instructor will conduct a review prior to the exam.

Participation and attendance: 10 points (Syllabus acknowledgement and Meet and greet)

Total Course Points: 350

GRADING POLICIES

Evaluations will be made with numbers. Final course grades of "A" through "F" will be awarded based on the TAMUSA grading Policy (see below):

| Letter Grade | Percentage Range | Grade Points |
|---------------------|-------------------------|---------------------|
| A | 90-100 | 4.0 |
| B | 80-89 | 3.0 |

| Letter Grade | Percentage Range | Grade Points |
|---------------------|-------------------------|---------------------|
| C | 70-79 | 2.0 |
| D | 60-69 | 1.0 |
| F | 59 & Below | 0.0 |

CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio Spring 2025 academic calendar can be found at:
<https://www.tamusa.edu/academics/documents/AY2025-Academic-Calendar.pdf>

October 21 Monday Registration opens
December 23-January 1 Monday-Wednesday Winter Break
January 14 Tuesday Tuition & fee payment deadline
January 16 Thursday Drop for non-payment
January 17 Friday Last day for students withdrawing to receive 100% refund (0% responsibility) for tuition
January 20 Monday Martin Luther King, Jr. Day - No classes
January 21 Tuesday First class day
January 28 Tuesday Last day to register
February 5 Wednesday Census Date
February 6 Thursday Drop for non-payment
February 24-March 7 Monday-Friday Midterm grading period
March 10-March 15 Monday-Saturday Spring Break
April 18 Friday Study Day - No classes
April 21 Monday Last day to drop with an automatic grade of "W"
April 28 Monday Last day to withdraw from the university
May 5 Monday Last day of scheduled classes for weekday classes
May 6 Tuesday Study Day - No classes
May 7-May 13 Wednesday-Tuesday Final examinations
May 13 Tuesday End of term
May 16 Friday All grades due by noon
May 19 Monday Grades available in JagWire
May 20 Tuesday Commencement

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be

provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

No Use of Generative AI Permitted

This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

MANDATORY COURSE EVALUATION PERIOD

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC DISHONESTY:

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

COURSE SCHEDULE FOR EDEC 3307

| Module | Week of | Review materials BEFORE class | Topics covered | Assignments due |
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| 1 | 1/21 W1 | Syllabus/ Course Schedule Module 1 materials | Intro to Child and Adolescent Development as it Impacts Instruction Getting to know your cooperative base group | Read syllabus- Acknowledgement in DB due 1/26 Meet and Greet in DB (5 points) Due 01/24 Meet and Greet with Group Members (5 points) Group Contracts Due by 1/28 |
| 2 | 1/28 W2 | Module 2 Materials <i>Instructional Impact: Connection to Theory</i> | Ch. Dev. Theory (Cognitive, cognitive processing, biological, behaviorism, psychodynamic, sociocultural, and developmental systems) | Developmental Theories DB activity Group Post due 2/2 (10 points) |
| 3 | 2/4 W3 | Module 3 Materials NAEYC PS on Advancing Equity Anti-Bias Education article <i>Instructional Impact: Culturally Sustainable Pedagogy</i> | Cultural Relevance Equity/Diversity Anti-Bias Education | Review Chapter 3 Reading NAEYC PS on Advancing Equity Anti-Bias Education article Culturally Relevant Teaching DB- Initial post due Responses due 2/7 (10 points) QUIZ 1 ONLINE due 2/3 by 11:59 pm 10 points |
| 4 | 2/11 W4 | Module 4 materials McDevitt/Ormrod: (Ch. 5) pp. 147-190 <i>Instructional Impact: Developmental Characteristics- Physical</i> | Physical Development | Physical Development DB activity Initial post due 2/14 Responses due 2/17 by 11:59 pm (10 points) <i>Reflection on Development Journal 1: Due 2/17 by 11:59 pm. (10 points)</i> |

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| 5 | 2/18 W5 | Module 5 Materials, McDevitt/Ormrod: (Ch. 6) pp. 191-232 <i>Instructional Impact: Connection to Theory/Cognitive Development</i> | Piagetian theory/ Vygotskian Theory | <i>Reflections on Development Journal 2: BB due 2/24 by 11:59 pm (10 points)</i> |
| 6 | 2/25 W6 | Module 6 Materials McDevitt/Ormrod: (Ch. 7) pp. 233-270 <i>Instructional Impact: Developmental Characteristics - Cognitive</i> | Cog. Processes Dev. Trends in Cognition | DB: Brain Matters (documentary) Initial post due: 2/28, Respond by 3/3 (10 points) QUIZ 2 ONLINE due 3/3 by 11:59 pm (10 points) |
| 7 | 3/4 W7 | Module 7 Materials McDevitt/Ormrod: (Ch. 8) pp. 271-310 <i>Instructional Impact: DAP: Developmentally Appropriate Practice/Effective teaching</i> | Intelligence, Curriculum Development | Chapter Reading DAP Position Statement MI Assessment Group DB: Multiple intelligence Graphic Organizer Due: 3/7 Respond by 3/10 (10 points) <i>Reflections on Development Journal 3: due 3/11 (10 points)</i> |
| 8 | 3/18 W8 | Module 8 Materials McDevitt/Ormrod: (Ch. 9) pp. 311-354 <i>Instructional Impact: Differentiation for individual learners</i> | Language Development ESL Lesson Planning | Chapter Reading Look up ELPS & TEKS DB: Differentiation Initial post due: 3/21, Respond by 3/24 (10 points) <i>Reflections on Development Journal 4: due 3/24 by 11:59 (10 points)</i> |

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| 9 | 3/25 W9 | Module 9 Materials McDevitt/Ormrod: (Ch.11) pp. 399- 433 <i>Instructional Impact: Developmental Characteristics: Social Emotional Learning</i> | Emotional Dev. Trauma-Informed Care-ACES motivation | DB: Emotional Intelligence Initial Post due: 3/28, Respond by 3/31 (10 points) |
| 10 | 4/1 W10 | Module 10 Materials McDevitt/Ormrod: (Ch. 13) pp. 484-522 <i>Instructional Impact: Conscious Discipline/Differentiation for individual learners</i> | Self-regulation | QUIZ 3 ONLINE due 4/7 by 11:59 pm (10 points) |
| 11 | 4/8 W11 | Module 11 materials McDevitt/Ormrod: (Ch. 12) pp. 444- 483 | Social Dev. | DB: Community Building Activity Due 4/11 (10 points) Response due 4/14 |
| 12 | 4/15 W12 | Module 12 Materials Introduction to Lesson planning with 5E format | Lesson Plan Module (Resources) | 5E Lesson Plan Draft due in DB Initial Post due 4/18, respond to 1 peer by 4/21 (10 points) |
| 13 | 4/22 W13 | Module 13 Materials Work on Lesson Plan reflection <i>Meet with instructor for feedback if needed</i> | Lesson Plan Reflection | Final Lesson Plan and Reflection due 4/28 by 11:59 pm (100 points) |
| 14 | 4/29 W14 | Module 14 Materials McDevitt/Ormrod: (14) pp. 523-558 <i>Instructional Impact: Moral reasoning</i> | Moral Dev. Prosocial behavior | DB: Prosocial Behavior Due 5/2 by 11:59- Respond by 5/5 (10 points) <i>Reflections on Development Journal 5: BB due 5/5 by 11:59 pm (10 points)</i> |
| 15 | 5/6 W15 | Module 15 Materials McDevitt/Ormrod: (15) pp. 559- 603 | Peers Society | QUIZ 4 ONLINE due 5/12 by 11:59 pm (10 points) |

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| 16 | 5/13 | Study Days | | Review for Final |
| 16 | 5/13 W16 | Final Examinations | | Final Exam due Exam Day 5/13 11:59 (50 points) |