INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Mark S. Montgomery, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 2095</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:montgomems@sfasu.edu">montgomems@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-1697</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M: 9-10:30am; T: 9-10am; W: 9-10:30am; Th: 9-10am; (all online) additional by appt.</td>
</tr>
</tbody>
</table>

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Location</td>
<td>Online</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

Students can expect a response to emails within 24-48 hours, Monday - Friday.

I COURSE DESCRIPTION

ELED 5305 presents the factors in a learner's intellectual, psychological, emotional, social, and physical development and their implications for the elementary teacher.

II PREREQUISITES

Admitted to SFASU Graduate School

III DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

IV COURSE JUSTIFICATION

ELED 5305, “Elementary School Child Advance” (3 credits; fully online) spans across 5 weeks. Course content provided in a series of modules for student to engage independently and in discussion format by reading information and researching additional information for assignments a minimum of three hours per week and includes a final paper at the end of the course. Students are expected to complete weekly textbook readings and complete related quizzes in addition to various assignments over the course content to demonstrate knowledge of the content readings and related issues. Students will develop and conduct an appropriate research project related to Child and Adolescent growth and development as well as produce a publishable research paper following standard educational research protocol. For every credit hour, the student should expect two hours of class preparation outside of the course modules.

V PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

This course supports the college of Education’s Vision, Mission, and Core Values in that it addresses each of the six core values. The requirements in this course are designed to reinforce the shared vision and purpose of the SFASU Perkins of Education. This course provides coherence for our Education Studies curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the Perkins College of Education (PCOE). It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

Perkins College of Education’s Core Values | In this course, we will:
--- | ---
Academic excellence through critical, reflective, and creative thinking | pursue academic excellence through developing and implementing the skills of reading the world around us, continuously critically reflecting on our own praxis, and continuously attempting to be innovative facilitators;
Life-long learning | continue to construct new knowledge as it relates to pedagogy, mathematics and its' integration with other content areas to solve real-world problems, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;
Collaboration and shared decision-making | embrace the opportunity to work collaboratively in a learning community;
Openness to new ideas, to culturally diverse people, and to innovation and change

...explore culturally responsive pedagogy and current trends in mathematics education, including STEM:

Integrity, responsibility, diligence, and ethical behavior, and

...include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;

Service that enriches the community

...explore ideas about service learning and social justice projects that can be implemented in the elementary grades.

ASSIGNMENTS, PROJECTS & EVALUATION

VI COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

• QUIZZES (27 pts.)
  • The quizzes are assessments over the text reading, and the syllabus quiz is verification you have read and understand the syllabus/timeline.

• CONTENT PRESENTATION/PARTICIPATION (50 pts.)
  • Presentation (40 pts.) - You will be assigned one of three sections of the course text to read and prepare a
presentation on for the class. The sections include either: Section III: Early Childhood (Chapters 5-7), Section IV: Middle Childhood (Chapters 8-10), or Section V: Adolescence (Chapters 11-13).

- Participation (10 pts.) - A time will be agreed upon by the class to meet via ZOOM in Week 4 in order for each to present their section presentation. Participation in the discussion will be expected.

- DISCUSSION (2 pts.)
  - Introduction (2 pt.) - You will complete a discussion designed to introduce yourself to the class.

- FINAL EXAM (15 pts.)
  - Final Exam (15 pts.) - You will complete a final exam that will provide you with a time to reflect upon child/adolescent development.

- PROFESSIONALISM (6 pts.)
  - It is expected that each member of our class will bring their unique perspective and voice to this class. In the attempt to be “authentic,” it is critical to refrain from any form of hate actions, but crucial to contribute often and with depth while negotiating through caring dispositions. It is encouraged for each person to be open and honest through a critically and caring lens. Collegiality is an important disposition of all future teachers. Your active participation is expected and critical to our professional growth. Turning in assignments late, incomplete, or not at all will affect your authentic contributions percentage. All assignments must be completed to receive an “A” in this course. Any infringement of Academic Integrity may result in a grade of “F” in this course.

VII EVALUATION AND ASSESSMENTS (GRADING)

1. Attendance Policy: This course meets online. There is one meeting during week 4 that a ZOOM session will be scheduled in order to allow candidates to present assigned material to each other. You are expected to login often to view any course updates, emails, discussion postings, etc. that is associated with this course. The course week begins on Monday and ends on Sunday. Since this is a summer course, each day is similar to a week during a traditional semester. You are expected to review all content in the daily modules and to actively participate in the discussion board.

2. Participation: The quality of your participation demonstrates the seriousness with which you are approaching your chosen profession. You are expected to read all assigned materials and view any video clips prior to your discussion postings. All assignments must be completed to be eligible to receive an “A” in this course.

3. Weeks: ELED 5305 modules are current for one week beginning on Monday and continuing through Sunday; unless otherwise noted on the course timeline, assignments are not due until 11:30pm CST on Sunday evenings.

4. Late Work Policy: All work is expected by the assignment due date.
   a. First late assignment - accepted without penalty or loss of Authentic Contributions point.
   b. Every subsequent assignment will be accepted with a 15% late penalty as long as the assignment is submitted within 7 calendar days of original due date. Assignments not submitted within 7 days will not be accepted for grading.
   c. Every two late assignments submitted will result in the loss of one Authentic Contribution point.
   d. Loss of one Authentic Contribution point will occur for every assignment not attempted.
   e. Deduction of other Authentic Contribution points may be at the discretion of the instructor based on course participation or if the student engages in unethical practices (cheating, plagiarism, etc.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>27</td>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>Content Presentation/Participation</td>
<td>50</td>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>Discussion</td>
<td>2</td>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>Below 70</td>
<td>F</td>
</tr>
<tr>
<td>Authentic Contributions while Negotiating Active Participation &amp; Dispositions</td>
<td>6</td>
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</tbody>
</table>

VIII TENTATIVE COURSE TIMELINE

TENTATIVE COURSE TIMELINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Begin Here Module</td>
<td>• Read:</td>
</tr>
<tr>
<td>May 30-June 4</td>
<td>Part I: Understanding Children &amp; Adolescents:</td>
<td>o Course Syllabus &amp; Timeline</td>
</tr>
<tr>
<td></td>
<td>o Module 1: Introduction Dimensions of Development</td>
<td>o Begin Here Module, Module 1, and Module 2</td>
</tr>
<tr>
<td></td>
<td>o Module 2: Theory and Research in Child Development</td>
<td>o Part 1: Understanding Children &amp; Adolescents</td>
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<tr>
<td></td>
<td></td>
<td>• Chapters 1 &amp; 2 from Course Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assignments Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Syllabus Quiz (1 pt.)</td>
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<tr>
<td></td>
<td></td>
<td>o Introduction Discussion (2 pts.)</td>
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<tr>
<td></td>
<td></td>
<td>o Part I.1 Quiz (2 pts.)</td>
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<tr>
<td></td>
<td></td>
<td>o Part I.2 Quiz (2 pts.)</td>
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<tr>
<td>Week 2</td>
<td>June 5-11</td>
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<tr>
<td>---</td>
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<tr>
<td>• Part II: Birth, Infancy, and Toddlerhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Module 3: Genetics, Prenatal Development, and Birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Module 4: Infancy and Toddlerhood</td>
<td></td>
<td></td>
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<tr>
<td>• Read:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Module 3, and Module 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Part II: Birth, Infancy, and Toddlerhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Chapters 3 &amp; 4 from Course Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assignments Due:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Part II.3 Quiz (2 pts.)</td>
<td></td>
<td></td>
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<tr>
<td>o Part II.4 Quiz (2 pts.)</td>
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<thead>
<tr>
<th>Week 3</th>
<th>June 12-18</th>
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</thead>
<tbody>
<tr>
<td>No assignments to do this week. Use this week to prepare your assigned section (Part III, IV, or V) and presentation for next week’s ZOOM meeting and presentation to the class.</td>
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</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>June 19-25</th>
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</thead>
<tbody>
<tr>
<td>• Part III: Early Childhood</td>
<td></td>
</tr>
<tr>
<td>o Module 5: Physical Development in Early Childhood</td>
<td></td>
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<tr>
<td>o Module 6: Cognitive Development in Early Childhood</td>
<td></td>
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<tr>
<td>o Module 7: Social Emotional Development in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>• Part IV: Middle Childhood</td>
<td></td>
</tr>
<tr>
<td>o Module 8: Physical Development in Middle Childhood</td>
<td></td>
</tr>
<tr>
<td>o Module 9: Cognitive Development in Middle Childhood</td>
<td></td>
</tr>
<tr>
<td>o Module 10: Social Emotional Development in Middle Childhood</td>
<td></td>
</tr>
<tr>
<td>• Part V: Adolescence</td>
<td></td>
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<tr>
<td>o Module 11: Physical Development in Adolescence</td>
<td></td>
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<tr>
<td>o Module 12: Cognitive Development in Adolescence</td>
<td></td>
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<tr>
<td>o Module 13: Social Emotional Development in Adolescence</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>June 26-30</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Module 14: Final Exam</td>
<td></td>
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<tr>
<td>• Final Exam (15 pts.)</td>
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</tbody>
</table>

*Additional 6 pts will be assessed for Professionalism throughout the course.

### ADDITIONAL RESOURCES TO SUPPORT LEARNING

### IX READINGS

**REQUIRED**


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**Supplemental Resources/Suggested Readings:**

i) **Online Resources**

a. Internet4Classrooms — [www.internet4classrooms.com](http://www.internet4classrooms.com)
d. Texas Education Agency, TEKS - [www.tea.state.tx.us/teks/index.html](http://www.tea.state.tx.us/teks/index.html)

ii) **Journals**

d. *Young Children*, National Association for the Education of Young Children — [www.naeyc.org/](http://www.naeyc.org/)

iii) **Books**

END OF COURSE

X COURSE EVALUATIONS
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

UNIVERSITY POLICIES

XI STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

- **CLASS ATTENDANCE AND EXCUSED ABSENCE (POLICY 6.7)**
  Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

- **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)**
  To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

- **STUDENT ACADEMIC DISHONESTY (POLICY 4.1)**
  Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

  - **DEFINITION OF ACADEMIC DISHONESTY**
    - Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
      - using or attempting to use unauthorized materials on any class assignment or exam;
      - falsifying or inventing of any information, including citations, on an assignment; and/or;
      - helping or attempting to help another in an act of cheating or plagiarism.

  - **PLAGIARISM**
    - Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
      - submitting an assignment as one’s own work when it is at least partly the work of another person;

• submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
• incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

○ PENALTIES FOR ACADEMIC DISHONESTY
  ▪ Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

○ STUDENT APPEALS
  ▪ A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

• WITHEHELD GRADES (POLICY 5.5)
  At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

• STUDENT CODE OF CONDUCT: POLICY 10.4
  Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf  The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

• STUDENT SUPPORT
  SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
  ○ On-campus Resources:
    ▪ SFASU Counseling Services, www.sfasu.edu/counselingservices, 3rd Floor Rusk Building, 936-468-2401
    ▪ SFASU Human Services Counseling Clinic, www.sfasu.edu/humanservices/139.asp, Human Services Room 202, 936-468-1041
  ○ Crisis Resources:
    ▪ Burke 24-hour crisis line: 1-800-392-8343
    ▪ Suicide Prevention Lifeline: 1-800-273-TALK (8255)
    ▪ Crisis Text Line: Text HELLO to 741-741

ADDITIONAL INFORMATION FOR EDUCATOR PREPARATION

XII CODE OF ETHICS FOR THE TEXAS EDUCATOR
  The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 - Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac?view=tac_view=4&ti=19&pt=78&ch=247&rl=Y.

ADDITIONAL COURSE INFORMATION

XIII ADDITIONAL RELEVANT COURSE INFORMATION

• REPEATING THIS COURSE POLICY:
  If you are repeating ELED 5305, then ALL of your work must be original to the repeated course. That means work from a previous semester of ELED 5305 may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available.

• PROFESSIONALISM
Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

- **Nondiscrimination**
  
  “No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)