

Mercer University Tift College of Education Course Syllabus – Summer ‘09

MAT Program: EMAT 620 Adolescent development and learning

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Required Text:

Developmental Discipline, 2009. [Available in the Mercer - Atlanta bookstore].

Recommended Text: Adolescence [Lawrence Steinberg]

LiveText account. See page 10 of the syllabus.

Course Description: The objective of this course is to integrate critical aspects of adolescent development, behavior, motivation, learning, and related learning theory. The course addresses adolescent cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to behavior and learning, and subsequent treatment approaches also are presented. Many utilitarian aspects of development are presented so that concepts can be easily incorporated by the practicing or future educator. Child advocacy and special needs issues also are discussed within the context of each session.

Purpose and Course Connection to the Conceptual Framework

The Department of Teacher Education has chosen the theme: “Problem based-solution building practitioner: To Know, To Do, To Be” for a curriculum and program that engages teachers in program processes, practices, skills, and attitudes which will enable them to become competent professionals. This course relates to each of the three major premises of the Conceptual Framework:

- I. TO KNOW the foundations of the education profession, content bases for curricula, and characteristics; and to gather information relevant to the educational problem.
- II. TO DO the work of a professional educator in planning and implementing well-integrated strategies, materials, and technology; and to test hypotheses for solution building of educational problems.
- III. TO BE a reflective a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environments, and to evaluate the results of educational problems and related applications.
- IV. **Disposition**: Disposition refers to the positive personal characteristics of a courteous, introspective, and respectful professional educator.

The goal of this course is to provide TCE/Mercer teacher graduates confidence, knowledge, and skills. These traits ultimately will enable TCE/Mercer graduates to effectively plan lessons, teach, and manage children in accordance with their developmental levels. This course is designed to:

- a. provide adolescent development and learning content knowledge appropriate for adolescent education. (to know)
- b. model developmentally appropriate teaching methods and enable you to actively experience developmental applications through various models of teaching. (to do)
- c. gain mastery as a professional educator relevant to adolescent education in a multicultural and diverse society. (to be)
- d. disposition: integrated in all aspects of the inquiry process.

Course Objectives -

The principle goals of the course are to enable students to:

To explore and apply learning theories as they relate to adolescents [I. a-c; II. a-c; III. a-c]

Critically study research-based principles of adolescent development and learning in order to make informed professional decisions about teaching, students, curriculum, and school policy (I. b; III. a-c).

Explain processes, values, and goals of adolescent development and learning both historically and currently. (I. a-c; II. a-c; III. a-c).

Plan and implement developmentally appropriate lessons based on the physical, motor and psychosocial development of adolescents ages 1-10. (I. c; II. a-c; III. a and b).

Understand the implication of teaching in a multicultural society, advocate for children, and understand the importance of creating an inclusive environment for all adolescents in the classroom. (I. c; II. b; III. a).

Align instructional practices appropriately with adolescent developmental levels. (I. c; II. c; III. a).

Identify the educational & developmental theories affecting contemporary education and relate those theories to strategies in today's classroom. (I. a-c; II. a-c; III. a-c).

Compare and contrast the developmental levels of adolescents in the classroom, including those with potential learning problems. . (I. c; II. c; III. a).

Discuss the varying purposes and techniques for evaluating adolescents' progress in content areas, processes, and attitudes. (I. b and c; II. a and c; III. a and b).

Work cooperatively in the planning and implementation of lessons and/or bibliography. (I. c; II. a-c; III. a-c; IV a-c).

Relate his/her understanding of how adolescents learn and develop through the microteaching of assigned lessons/presentations (I. b; II. a-c; III. a and b).

Incorporate technology into the research process of adolescent development and learning (II).

Course Requirements and Evaluation

HONOR POLICY: Academic integrity is maintained through the honor system. This system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By entering Mercer University, each student personally consents to Mercer's Honor System and thereby agrees to be governed by its rules (Taken from Mercer University's catalog).

DISABILITY STATEMENT: Mercer University is committed to the equal and excellent education of all students including students with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, "otherwise qualified" students with disabilities are protected from discrimination and may be entitled to certain reasonable accommodations intended to ensure equal access to higher education. All students requiring accommodations must register with Disability Support Services and provide appropriate documentation of their disability that supports the need for the requested accommodations.

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. If a student is not registered with Disability Support Services, the instructor will refer him/her to the Disability Support Services office for consultation regarding documentation of the disability and eligibility for accommodations under the ADA/504. In order to receive accommodations, eligible students must provide each instructor with a "Faculty Accommodation Form" from Disability Support Services (downloadable from the website). Students must return the completed and signed form to the Disability Support Services Coordinator (212 Sheffield Center). For convenience, anyone can send this information through Campus Mail or fax the form to (678) 547-6373.

Students with a documented disability who do not wish to use academic accommodations are also strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://www2.mercer.edu/StudentLife/Atlanta/default.htm>".

ATTENDANCE AND PARTICIPATION

Class attendance and participation are expected of graduate students. All students are expected to be in class at the beginning of each session. Arriving late for class is not acceptable and will result in a ½ point final grade reduction for each instance of late arrival. Absences are not permitted without the loss of one point reduction in final grade for each occurrence. Partial class attendance also will result in a

grade penalty of ½ point toward the final grade for each occurrence. Laptops and all recording devices are not permitted unless there is documentation of a disability.

Course Outline and Sequence of Topics by week

Reading Assignment

1 Introductions and Review of syllabus; sign-up sheets; begin topic discussions	
2 Critical issues of adolescent development; Begin Punishment reflection presentations	1-3
3 Cognitive development, markers of maturity; Punishment reflection presentations	10-11
4 midterm project <i>Presentation [the transforming practitioner]</i>	
5 midterm project <i>Presentation [the transforming practitioner]</i>	
6 Learning, motivation, and behavioral theories	4-5
7 Learning, motivation, and behavioral theories / applications	6-9
8 Learning, motivation, and behavioral theories / applications; Final due: Brief presentations of final if time permits	12

Evaluation measures / assignments

LATE ASSIGNMENTS are not accepted. Assignments which are not turned in or posted into Livetext on designated dates will be subjected to a one letter grade reduction [eg. A becomes a B]. Also, failure to create a Livetext portfolio and submit the proper requirements may result in an F because essential requirements were not met by the prescribed time limits.

3a. Punishment reflection assignment: Each graduate student is [as a Transforming Practitioner] to reflect on how humans have been conditioned to use or overuse punishment in our society. In other words, each student should identify ways in which a specific punishment practice was ineffective, and write about this

event or situation. The student should submit a short paper [3-4 paragraphs] and also briefly present their thoughts. The paper will be turned in to the professor.

3b. **Midterm assignment: Topic Analysis Abstract.** Graduate students will obtain at least two professional [peer-reviewed] journal articles toward a specific developmental topic of interest. Each graduate student will integrate their knowledge on the chosen topic and write a one page abstract [summary] of their findings. Each graduate student also will write two quiz questions based on their abstract. Both abstract and quiz questions will be shared with the class and turned in to the professor. Copies of articles will be turned in to the professor. The following list illustrates possible topics.

The following is a list of possible topics

Fetal development
Teratogens and their effects on early development
Specific developmental syndromes
Bullying
Peer Pressure
Depression/stress/ other psychological problems in children
Alcohol / smoking / drug use
Eating disorders
Family issues / dynamics
Sexual behavior
Sexual identity
Sports / physical fitness
Eating and health issues
Violence issues
Music / entertainment / effects of pop culture
Gangs
Cognitive growth and maturity
Brain development

This midterm assignment is a required artifact in your portfolio. As part of the requirements for this assignment, each student must place the artifact under the ‘Understanding’ section of the portfolio, and also write a reflection on how the

assignment contributed to transformation as a professional educator. The required reflection in the portfolio must address how the artifact demonstrates that the child development standard was met. In other words, briefly describe the project and how the project increased understanding of the topic, and finally how this understanding will increase professionalism as an educator [how the knowledge will help you better teach and deal with your students]. Please refer to the end of the syllabus for additional information regarding Livetext requirements.

3c. Final: Theory in practice: Report on practicing management skills. Each student will write a 2-3 page report which illustrates how they have adopted / practiced a new management skill presented in class. The report should 1] illustrate the situation or problem behavior, 2] what strategy was attempted, 3] and the result of the technique/strategy. Some manner of quantifying the results is to be included. For example: pre-intervention frequency of hand raising versus post-intervention frequency of hand raising by child.

If no opportunity is available to put strategies into practice, then graduate students should describe which strategy they will use in their classroom, and why they have come to this conclusion. This paper will be turned in to the professor. If time permits, each graduate student will briefly share their thoughts regarding their paper.

If implementing some form of BOSS, please complete survey on my website [drpeterross.com] and click the link for Classroom Management survey. If unable to do so, please print out and complete the following survey and turn it in with your final:

Name _____

Grade level _____

BOSS Classroom Management Strategy Questionnaire

Please take a few moments to reflect on each question regarding your intervention and circle the best response.

1. *Please rate the effect of the BOSS strategy on the number of your discipline referrals / problems [relative to before BOSS]*

No change	mild improvement			significant improvement
1	2	3	4	5

2. *Please rate the increase for instructional time as a result of using the BOSS strategy.*

No increase	mild increase			significant increase
1	2	3	4	5

3. *Please rate, on average, student behavioral changes observed during implementation of the BOSS strategy.*

No changes	mild improvements			significant improvements
1	2	3	4	5

4. *Please rate any generalization effects during implementation of the BOSS strategy [i.e. did you observe improvements in behavior in other settings besides your immediate classroom environment?]*

none	mild effects			significant effects
1	2	3	4	5

5. Please rate any changes on quality of student work [or grades] during implementation of the BOSS strategy.

No changes		some changes		significant changes
1	2	3	4	5

6. Please rate the effects on a positive classroom climate as a result of implementing the BOSS strategy.

No effects		some changes		significant changes
1	2	3	4	5

7. Please rate the overall ease of implementing the BOSS strategy as a behavior management tool.

Very difficult		Average		Very easy
1	2	3	4	5

Assessment of disposition: Each student is expected to conduct themselves in a courteous and professional manner.

Examples of positive disposition include:

- 1] Tolerant of other students' opinions during discussion
- 2] Attending class with adequate preparation
- 3] Providing participation and/or appropriate attentiveness [versus grading papers, reading books, magazines during class]
- 4] Not surfing the web on a laptop

Evaluation measures and grades:

Assignments and **“The Transforming Practitioner”** activities:

Evaluation	Point values
Assignment 3a: Punishment reflection	[10]
Assignment 3b: Midterm Topic Analysis	[15]
Assignment 3c: Report /management skills	[15]
Pop quizzes on reading assignments	[10]

Grading Rubric:

49-50	= A
48	= B+
47	= B
46	= C+
45	= C
44	= F

Important Notes: 1] no final course grades will be given until all of the livetext information is submitted. 2] No incomplete grades [IC] will be given [unless the student describes unusual extenuating circumstances].

PURCHASING A LIVETEXT ACCOUNT

Candidates in Mercer University's professional education programs are required to maintain an electronic portfolio for submission of standards-based assignments and to showcase their work. Mercer University uses the LiveText Portfolio platform to give students maximum access and flexibility in designing the portfolio. LiveText is also used extensively in all field experiences.

Each candidate will need to purchase a LiveText membership online to access and personalize their portfolio and to complete their field experience assignments.

LiveText Requirements

1. **A LiveText account.** If you do not already have a LiveText account, see separate handout for important instructions on purchasing and setting up your account. (Instructions are also online at <http://www2.mercer.edu/Education/LiveText/purchasing.htm>.)
2. **Candidate Information Form.** All Tift students must complete this form in LiveText. *Each semester*, please check the form to be sure the information is still correct – if you have changed programs, please update the form so that it contains the most current information. See specific directions for locating and completing this form at http://www2.mercer.edu/Education/LiveText/candidate_information_form.htm
3. **Dispositions Assessment.** At the end of the course, I will provide you with formative feedback on your development and demonstration of the professional dispositions that are important for Transforming Practitioners or Transformational Leaders. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. We will discuss the list of professional dispositions in class.
4. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active” – i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
 - a. Be sure this course section, with this instructor, appears in your list of courses.
 - b. Be sure that you are enrolled in all courses listed in your account.
 - c. If there are any discrepancies in your list of courses OR if you do not see the new LiveText interface or a list of courses when you login to your account, contact Jeff Osmus at osmus_ja@mercer.edu. Email him your name, your student id, your LiveText username, and a description of your problem (include course number and section number, if reporting course discrepancies).
5. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

6. **LiveText Portfolio Artifact Requirement(s).** Your midterm assignment in this class is a required artifact in your portfolio. As part of the requirements for this assignment, you must place your artifact in the understanding section of your portfolio.
7. **Portfolio Reflection Expectations:** The required reflection in your portfolio must address how the artifact demonstrates that you met the child development standard. In other words, briefly describe your project and how the project increased your understanding of the topic, and finally how this understanding will increase your professionalism as an educator [how the knowledge will help you better teach and deal with your students].
8. **How to submit required assignments in LiveText:**
Open your portfolio in the Documents tab. After attaching your project and writing your reflection, click 'send for review.' A dialogue box will open. Type in 'mgec or secc' in that box. Save your work. You are done.
9. **Student Training Sessions on the New LiveText.** Orientations to LiveText will be offered through all field work orientations. For students who are not in a field experience course this semester, other training sessions will be offered at each site. Watch the listserv for announcements of these training sessions – you will need to register to attend one.
10. **Use the Help section in LiveText – it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.