

**EDUC 3303 Adolescent Psychology**

**Fall - 2018**

**Monday – Wednesday - Friday**

**9:30 – 10:20**

**Goodhue 211**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………EDUC 3303 Adolescent Psychology**

**Summer 2017**

|  |  |
| --- | --- |
| **Part of Term 3** | **May 13 - July 07 (8 weeks)** |

**Professor: Dr. Gera Nelson**

**Office: 208 Goodhue**

**Phone: 270-384-7331**

**E-mail: nelsong@lindsey.edu**

**Class time: Monday – Wednesday – Friday - 9:30 – 10:20**

**Room: 211**

**Office Hours: M-W-F: 11:20 – 1:30 & 2:20 - 4:20**

 **T-TR: By appointment only**

**Required Text: *Adolescence* 15th edition, John W. Santrock, (2014), McGraw Hill.**

**Required Materials:**

* **1 - 3-Ring Binder**
* **Tab Dividers**
* **1 GB jump drive (minimum)**

**Course Description:** Study of developmental processes, behavior, and thinking of children during adolescence.

**Course Prerequisites:** PSYC 1003 and junior standing or instructor’s permission.

**Conceptual Framework:** The Division of Education and the Unit for Teacher Preparation incorporates the theme “Teacher as Leader For the 21st Century” in each course. The ability for teachers to provide leadership in the middle and high school is based on their knowledge of adolescent development and learning needs. In this course, teacher candidates will develop the knowledge, skills, and dispositions to teach the adolescent student in the 21st century environment.

**Course Objectives:**

The goal of this course is to prepare teacher candidates to work successively with the adolescent learner.

**At the completion of this course students will meet the following objectives**:

1. Explain the relationship of the period of adolescence to the concept of life span development.
2. Demonstrate an understanding of developmental theories and understand their application to adolescent learning.
3. Describe the development of the adolescent physically, cognitively, socially, morally, and emotionally.
4. Apply an understanding of adolescent development in educational planning, instructional practices and use of technology. Learning Activities, Observations, Interviews, Case Studies, Comprehension Checks, Final Performance Task
5. Explain the developmental basis and methods for assisting adolescents in dealing with diversity and special adolescent concerns.

**Grading Policy:**

|  |  |  |
| --- | --- | --- |
| 1. **Learning Activities**
2. **Concept Presentation**
3. **Comprehension Checks**
4. **Final Research Task**
5. **Mid-Term Exam**
6. **Final Exam**

**Grades are lowered one letter grade or 8% after due date. Late work will not be accepted later than 1 week after due date. NO LATE WORK ACCEPTED FINAL WEEK.** The school policy on plagiarism will be enforced |  | **Grading Scale**A = 94 - 100%A- = 90 - 93%B+ = 87 - 89%B = 83 - 86%B- = 80 - 82%C+ = 78 - 79%C = 73 - 77%D = 60 - 72%F = 0 - 59% |

**Course Assessment Tasks**

In order to show your mastery of the objectives you will have to do the following:

**Learning Activities 15% of Grade**

A basic tenet of learning theory is that people learn by doing. So, in this course we will master the course objectives through reading and application of theory through interaction with the adolescent learner. In and out of class there will be learning activity assignments that will help you internalize what we are learning.

**These will involve:**

1. Reading – textbook, articles, online resources
2. Chapter Presentations
3. Writing to Learn / Written Responses – these will be made with the individual reading assignments
4. Practical Applications of readings

These assignments will be scored by a rubric with 10 points for each criteria:

Criteria scoring scale:

 10 points – Exceeds Expectations

 9 points - Target

 8 points - Acceptable

 7 points – more work needed

 1-6 points – unacceptable until fully revised or redone

**Comprehension Checks**

During the semester comprehension checks of the knowledge base will be given as outlined. The purpose is to encourage you to learn the material during the semester (instead of waiting for a final) so that the knowledge can be utilized as you apply the concepts learned in course activities and assignments. The comprehension checks will included a mixture of short answer, objective, and open response (or essay) questions. They type of question will depend on the material covered and the type of mastery you need to demonstrate.

**Concept Presentation**

You will be assigned 1 chapter each for concept presentation

       Please craft a PPT presentation on your assigned chapters (Between 10-15 slides per presentation)

       Create 3 questions (one for each chapter﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿ per presentation).

       Post it on BB and email me a copy to be shared﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿.

**Exams and Quizzes**

**Case Studies**

**Final Research Task**

The ***Research Task*** will give you the opportunity to explore a topic of adolescent development that interests you and will allow you to integrate and apply what you have learned during the semester. The emphasis is on your ability to independently research an area that interests you and will measure your capability to integrate knowledge gained in ***Adolescent Psychology***.

**Senate Bill 1 Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, literacy and assessment *for* learning,. As students carry out projects and complete assignments that involve instructional activities for P-5 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

 **Technology**

 Candidates are required to use technology for class assignments, lesson plan design and preparation, class presentations and record keeping. Candidates are required to successfully complete course work that focuses on using technology. Candidates are required to communicate via electronic mail, access the Internet and online databases, and use digital texts and modes for projects and presentations.

**Policy Statements**

**Education Division Policies**

**Cell Phone Policy**

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period.” Therefore, no cell phones are to be visible or turned on during class sessions or in public school classrooms during all clinical field experiences. First offence will receive a warning. For the second offence, the phone will be confiscated. For the third offence, the student will be asked to leave class and counted as an unexcused absence. Violation of LWC policy is grounds for dismissal from class. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the instructor.

**Attendance Policy:**

Students are expected to attend class. Due to the nature of this course you should avoid being absent whenever possible. You are preparing for the teaching profession where attendance is crucial to the effectiveness of instruction. Therefore, you should miss only for emergencies and illness. (Skipping because you don’t have an assignment ready only makes it worse. The assignment will be counted late and you will be counted absent. You lose twice. Better to come without the assignment and talk to me.) All sections of the school's attendance policy will be enforced.

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. *In this course that includes the Thursday sessions that are either online, in the field, or completed through Blackboard. Participation in these sessions will be documented for attendance.* *Students will not be allowed to make up class points lost due to unexcused absences.* Excused absences for illness or school functions still count as absences from class, but require prior arrangements to make up the work. Excessive tardiness especially those students who habitually arrive to class late, either in class or online, will result in being counted absent from the class. Tardiness is not compatible with effective teaching. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the professor for prior approval. The approval is at the discretion of the professor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

### LINDSEY WILSON COLLEGE

### STATEMENTS FOR INCLUSION IN THE SYLLABUS

### 2018-2019

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following honor code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs at any time in the student’s academic career, the Academic Affairs Office may, in consultation with the dean of students, refer the case to the Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the college, depending on the severity of the violation involved. **Note:** The college has access to a web product to detect plagiarized documents. Faculty members are encouraged to use this tool.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the Registrar’s Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the academic unit/division chair/director in which the grade was assigned. Upon receipt of such request, that chair/director will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the chair/director will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the chair/director, the student or faculty member may, within seven (7) days by written request to the chair/director, ask that the matter be reviewed by a Grade Appeals Panel\* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.\*

*\*The grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling,* *and thedirector/chair of the academic unit/division that houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

        c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at: <http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g., MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at https://phrp.nihtraining.com/users/login.php.

**Statement on Disabilities**

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the learning & physical disabilities coordinator. It is the responsibility of the student to provide the learning & physical disabilities coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at (270) 384-7479.

**Academic Success Center**

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students’ academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Maretta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

**Writing Center and Mathematics Center**

The Writing Center (located in the W. W. Slider Humanities Center), and the Mathematics Center (located in the Jim & Helen Lee Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, writing center coordinator, at 270-384-8209 or Linda Kessler, math tutor coordinator, at 270-384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. (Check with instructors of eight-week long courses for finals dates.) The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** final exams. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

**Email Policy**

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the A.P. White Campus in Columbia and for online students, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Drop/Add Form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add/Drop, which may be obtained from the Registrar's Office or online. For courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville enrollment manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the site enrollment coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75 percent of the instructional days for a course are completed, as indicated by the college’s academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

**Alignment of Course Objectives to Competency Standards**

In this and all education courses, the course objectives are aligned with learning outcomes from the Education Division, Lindsey Wilson College, and standards from Kentucky Department of Education and agencies that set guidelines and standards for teacher preparation. These outcomes are addressed in course assessment tasks to demonstrate that each student in the course meets the identified standards and outcomes. These standards are:

|  |  |
| --- | --- |
| **Lindsey Wilson College Essential Learning Outcomes**1. Communicate Effectively
2. Effective Skills of Inquiry and Analysis
3. Engaged, culturally aware citizen of the nation and the world
4. Apply and Integrate Knowledge
 | **Division of Education Candidate Learning Outcomes**1. Knowledge
2. Pedagogy
3. Leadership
4. Reflective Best Practice
 |
| **21st Century Skills**1. Core Subjects and 21st Century Themes
2. Learning and Innovation Skills
3. Information, Media and Technology Skills
4. Life and Career Skills
 | **Kentucky Teacher Standards:**1. The teacher demonstrates applied content knowledge.2. The teacher designs and plans instruction.3. The teacher creates and maintains learning climate.4. The teacher implements and manages instruction.5. The teacher assesses and communicates learning results.6. The teacher demonstrates the implementation of technology.7. Reflects on and evaluates teaching and learning.8. Collaborates with colleagues/parents/others.9. Evaluates teaching and implements professional development.10. Provides leadership within school/community/profession. |
| **EPSB Themes:*** Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity)
* Assessment (developing skills to assess student learning)
* Literacy/Reading
* Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap)
 |
| **ISTE National Educational Technology Standards:*****For Students:***1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts
 | ***For Teachers:***1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership
 |
| **Council for Accreditation of Educator Programs (*CAEP*)**Standard 1 Content and Pedagogical Knowledge Standard 2 Clinical Partnerships and Practice Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact Standard 5 Provider Quality Assurance and Continuous Improvement | **Interstate Teacher Assessment and Support Consortium** (***InTASC***) **InTASC 1** Learner Development **InTASC 2** Learner Differences **InTASC 3** Learning Environments **InTASC 4** Content Knowledge **InTASC 5** Application of Content **InTASC 6** Assessment **InTASC 7** Planning for Instruction **InTASK 8** Instructional Strategies **InTASC 9** Professional Learning and Ethical Practice **InTASC 10** Leadership and Collaboration |

**The table below overviews the alignment of course objectives to standards and assessment tasks:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **SPA Name****AMLA** | **SPA Name****ILA** | **Assessment****Description** | **CAEP Diversity Theme****Yes/No** | **CAEP Technology Theme****Yes/No** |
| **1. Explain the relationship of the period of adolescence to the concept of life span development.**  | KTS 1, 3 |  1, 2,3, 7, 8, 9, 10    | 1.1, 1.2, 1.3, 1.4, 1.5  |   1, 2,3, 4, 5  |  2.1,2.2,2.34.1, 4.2, 4.3,  | **Learning Activities, Observations, Interviews, Case Studies, Comprehension Checks, Final Performance Task** | Yes | Yes |
| **2. Demonstrate an understanding of developmental theories and understand their application to adolescent learning.** | KTS 1 |  1, 2,3, 7, 8, 9, 10    |  1.1, 1.2, 1.3, 1.4, 1.5 |    1, 2,3, 4, 5 |  2.1,2.2,2.34.1, 4.2, 4.3,  | **Learning Activities, Observations, Interviews, Case Studies, Comprehension Checks, Final Performance Task** | Yes | Yes |
| **3. Describe the development of the adolescent physically, cognitively, socially, morally, and emotionally.** |   KTS 1 & 3 |  1, 2,3, 7, 8, 9, 10  |  1.1, 1.2, 1.3, 1.4, 1.5 |    1, 2,3, 4, 5 |  2.1,2.2,2.34.1, 4.2, 4.3,   | **Learning Activities, Observations, Interviews, Case Studies, Comprehension Checks, Final Performance Task** | Yes | Yes |
| **4. Apply an understanding of adolescent development in educational planning, instructional practices and use of technology.** |   KTS 1 & 2 |  1, 2,3, 4, 5, 6, 7, 8, 9, 10   |  1.1, 1.2, 1.3, 1.4, 1.5 |    1, 2,3, 4, 5 |  2.1,2.2,2.34.1, 4.2, 4.3,   | **Learning Activities, Observations, Interviews, Case Studies, Comprehension Checks, Final Performance Task** | Yes | Yes |
|  |   |   |   |   |   |  |  |  |
| **5. Explain the developmental basis and methods for assisting adolescents in dealing with diversity and special adolescent concerns.**  | KTS 1 & 3 | 1, 2,3, , 8, 9, 10  | 1.1, 1.2, 1.3, 1.4, 1.5 |   1, 2,3, 4, 5 |  2.1,2.2,2.34.1, 4.2, 4.3,  | **Learning Activities, Observations, Interviews, Case Studies, Comprehension Checks, Final Performance Task** | Yes | Yes |

|  |  |
| --- | --- |
| **Required ILA Elements** | **Assessment** |
| **1.1**: Understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading- writing connections.  | * Learning Activities,
* Observations,
* Interviews,
* Case Studies,
* Comprehension Checks,
* Final Performance Task
 |
| **4.1:** Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. | * Learning Activities,
* Observations,
* Interviews,
* Case Studies,
* Comprehension Checks,
* Final Performance Task
 |
| **4.2**: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity | * Learning Activities,
* Observations,
* Interviews,
* Case Studies,
* Comprehension Checks,
* Final Performance Task
 |

EDUC 3303 Adolescent Psychology

**Tentative Schedule:**

**Fall - 2018**

Changes in these guidelines and plans will be announced as appropriate in class and/or Blackboard.

 PLEASE REMEMBER, THIS COURSE SCHEDULE IS TENTATIVE AND IS SUBJECT TO CHANGE WITH OR WITHOUT NOTICE.

|  |  |  |
| --- | --- | --- |
| **Week** | **Content** | **Other Information** |
| **Week 1**Aug – 22-24 | SyllabusGet to Know You* **Assignment Dates**
* Intro
 |  |
| **Week 2**Aug – 27-31 | OverviewWho Is the Adolescent?* Ages & Stages through the Life Span: Developmental
* Tasks (Havinghurst, Erikson & Piaget)
* Developmental Theory
 |  |
| **Week 3** Aug – 04-7 | * Methodology
* Heredity & Environment
 |  |
| **Week 4** September 10-14 | * Physical Development
* Early & Late Maturation
* Observation How to. . .
* Assign Observation 1
 | Malvina FarkleWednesdaySeptember 12 |
| **Week 5** September 17-21 | * Cognitive Development: Early
* Stages: Sensorimotor & Preoperational
* Language Acquisition Theory
* Comprehension Check #1
 |  |
| **Week 6**September 24-28 | * Cognitive Development: Concrete Operations
* Overview of Research Project
* Assignment: research proposal
* Work on research proposal
 |  |
| **Week 7** October 1-5 | * Cognitive Development:
* Formal Operations
* Cognitive Development: IQ & Multiple Intelligences
* Topic & proposal Due for Research Project
* Assign Research
 |  |
| **Week 8** October 08-12 | * Cognitive Development:
* Information Processing Theory & Memory
* Creativity & Gifted
* Diverse Learner
 |  |
| October 15-19 | ***LWC - Fall BREAK******☺*** |  |
| **Week 9** October 22-26 | * Psychosocial: Family, Attachment & Parenting Styles
 |  |
| **Week 10** October 29-31November 1-2 | Psychosocial Development: * Friendship & Peers, Cliques
* Assign: Observation 2
 |  |
| **Week 11** November 5-9 | Psychosocial Development:* Identity Formation
* Psychosocial Development:
* Identity Formation & Self Esteem
 |  |
| **Week 12** November 12-16 | 4 Psychosocial Development:  Gender Identity * Adolescent Sexuality
* Moral Developmental:
* Values & Theory
* Violence and the Adolescent
* Aggression & Antisocial / Behavior / Media
* Morality / Ethics
* Assignment: analysis of moral dilemma – case study
 |  |
| **Week 13** November 19-23 | * Cultural Implications
* Diversity & Development
* Career Development
* Share Research
 |  |
| **Week 14**November 26-30 | * Share Research
* Prepare for Final
 |  |
| **Week 16** December 10-14 | **Finals**  |  |
| **Dec. 15** | **Fall 2018 - Commencement (10:00 a.m. CDT)** |  |

**Bibliography**

Anderson, J. R. (1993). Problem solving and learning. *American Psychologist, 48,* 35-44.

Anderson, J. R. (1995). *Learning and memory: An integrated approach.* New York: Wiley.

Bem, A. (1987). Youth Suicide. *Adolescence*, 22(86), 271-90.

Bosma, H. A., & Kunnen, E. S. (2008) Identity-in-context is not yet identity development-in-context.

 *Journal of Adolescence, 31,* 281-289.

Brown, B.B. (1990). Peer groups and peer cultures. In S. Feldman and G. Elliot (Eds.),

 *At The Threshold: The Developing Adolescent*. Cambridge, MA:

 Harvard University Press.

Carnegie Corporation. (1990). Adolescence: Path to a productive life or a diminished

 future? *Carnegie Quarterly* XXXV (1,2).

Davidson, J. & Davidson, B., (2004). *Genius denied: How to stop wasting our brightest young minds.*

New York: Simon & Schuster.

Drysdale, M. & Rye, B. J., (2007). *Taking sides: Clashing views in adolescence.*

 Dubuque: McGraw-Hill.

Elkind, D. (1988*). The Hurried Child: Growing Up Too Fast Too Soon*. New York: Addison-Wesley Publishing Co.

Elkind, D. (1987). Miseducation: Preschoolers at Risk. New York: Knopf.

Gardner. H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century.* New York: Basic

 Books.

Jung, C.G. (1933). *Modern Man In Search Of A Soul*. New York: Harcourt,

 Brace & World.

Piirto, J. (2004). *Understanding creativity.* Scottsdale, AZ: Great Potential Press, Inc.

Rotheram-Borus, M.J. & Koopman, C. (1991). HIV and adolescents. *Journal Of*

 *Primary Prevention*, 12(1), 65-82.

Slavin, R. E. (2009). *Educational Psychology: Theory and practice.* Boston: Allyn & Bacon.

Sternberg, R. J., Jarvin, L., & Grigorenko, E. L. (2009) *Teaching for Intelligence, creativity, and wisdom.*

Thousand Oaks, CA: Corwin

Stipek, D. J. (1993). *Motivaton to learn: From theory to practice* (2nd edition). Boston:

 Allyn & Bacon.

Wertsch, J.V. & Tulviste, P. (1992). L.S. Vygotsky and contemporary developmental

 psychology*. Developmental Psychology*, 28(4), 548-57.

**Textbooks** Chapter Presentations

**Rubric Criteria**

***Here are some instructions on how to present the book chapters:***

**You will be assigned 1 chapter each for concept presentation**

       **Please craft a PPT presentation on your assigned chapters (Between 10-15 slides per presentation)**

       **Create 3 questions (one for each chapter﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿ per presentation).**

       **Post it on BB and email me a copy to be shared﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿.**

**I will then, post the 3 questions on BB**

**If you presented, then you should post a note informing me that you presented the chapters.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Emerging** **(20 Points)** | **Developing****(30 Points)** | **Accomplished (45 Points)** | **Exemplary****(60 Points)** |
| **Textbooks Chapter Presentation** | No important content from the chapter is highlighted. | Little important content from the chapter is highlighted. | Some important content from the chapter is highlighted. | Important content from the chapter is significantly highlighted.  |
| **Content/Creativity** | No creativity is evidence in the presentation of the chapter. | Little creativity is exhibited during the presentation. | Information is presented in a somewhat creative way. | Information is presented in a creative and interesting way. |
| **Group Cohesion****Contribution to class review** | Little evidence of group cohesion.The presentation did not help students in the class to review the information in the chapter. | One or two group members dominated the presentation.The presentation had limited evidence that helped students in the class to review the information in the chapters. | Some group members contributed to the presentation.The presentation somewhat help students in the class to review the information in the chapter.in the chapter. | All group members contributed equally to the design and presentation of the chapter.The presentation significantly helped students in the class to review the information in the chapter. |
|  |

Scoring Criteria / Rubric Adolescent Research Project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary93 - 100 | **Accomplished****85 - 92** | **Developing****76 - 84** | **Emerging****70 - 75** | **Deficient****0 - 69** |
| Research question is interesting, timely | Research question is good | Research question is average | Research question is weak but is answerable | Research question is not appropriate |
| Research question is fully answered and/or introduces opportunity for further research | Research question is answered and/or introduces opportunity for further research | Research question is answered | Research question is partially answered | Research question is not answered  |
| Demonstrates in depth knowledge | Demonstrates sound knowledge | Demonstrates basic knowledge and understanding | Demonstrates little knowledge or understanding | Demonstrates lack of knowledge or understanding |
| Strong organization | Good organization | Average organization | Weak organization | Little or no organization |
| Effective introduction and conclusion | Good introduction and conclusion | Average introduction and conclusion | Weak introduction and conclusion | Ineffective introduction and conclusion |
| Full support and development | Good support and development | Average support and development | Weak support and development with minimal use of sources relying primarily on opinion | Little support from sources or little development with excessive use of opinion |
| Exceptional insight to question | Good insight to question | Adequate insight to question | Minimal insight to question | Inadequate insight to question |
| Argument is clearly articulated | Argument / reasoning is clear with a few lapses | Argument / reasoning is basically clear but needs some work | Argument / reasoning has major lapses in clarity | Argument / reasoning lacks clarity |
| Tone (voice) engages reader, & demonstrates a scholarly approach | Tone (voice) engages reader but lapses in scholarly approach in spots | Tone (voice) reflects individual but a little informal | Tone (voice) reflects individual lacks scholarly tone | Tone (voice) is absent / informal using slang and cliché |
| Clear use of language that demonstrates a high level of thinking / insight | Good use of language that demonstrates a good level of thinking /insight | Average use of language that demonstrates an average level of thinking /insight | Weak use of language that demonstrates a below average level of thinking and insight. | Ineffective use of language that demonstrates little insight |
| Effective choice of words that convey full meaning intended | Good use of words for meaning and understanding | Some vague or inappropriate words but overall acceptable | Uses vague or inappropriate words | Wording ineffective |
| Creative use of sentence structure | Good use of sentence structure that engages the reader | Average use of sentence structure | Weak use of sentence structure | Poor use of sentence structure |
| Use of grammatical conventions is at level for publication | Use of grammatical conventions is at good level | Use of grammatical conventions is at average level | Use of grammatical conventions is not at level for graduate work | Use of grammatical conventions is poor |
| Sources are strong, credible, and give a balanced answer | Sources are good & credible | Sources are average | Sources are weak | Sources are inappropriate |
| Effective use of sources | Good use of sources | Basic integration of sources / some unsupported opinion | Does not use sources fully | Does not use sources |
| Bibliography is complete | Bibliography is complete with minor lapses | Bibliography is complete but some problems | Bibliography is incomplete | Bibliography is inaccurate |
| All citations in order | All citations are in order with only minor omissions | Most citations are in order with some omissions | Citations need work | Incorrect or incomplete citations |

**Research Presentation Grade Sheet**

Scoring Criteria & Rubric –

* **Clearly states research question**
* **Gives clear informative summary of research**
* **Demonstrates depth of knowledge on subject**
* **Shows exceptional insight to question**
* **Attends both sessions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary****50 pts** | **Accomplished****40 pts** | **Developing****30 pts** | **Emerging****20 pts** | **Deficient****10 pt** |
| **Research Question** | Clear statement | General statement | Stated but not clear | Ambiguous questions | No question |
| **Summary** | In depth informative summary | Informative summary | General summary | Comments but not a clear summary | No summary |
| **Knowledge** | Full depth of knowledge | General depth of knowledge | Some knowledge on subject | Little knowledge shared | No knowledge |
| **Insight** | Exceptional insight | General insight | Some insight | Little insight | No insight |
| **Attendance** | Attends both sessions |   | 1 session |   |   |