**Auburn University**

**Course Syllabus**

**1. Course Number:** FOUN 3120

 **Course Title:** Adolescent Development, Learning, Motivation and Assessment

 **Credit Hours:** 3 semester hours

 **Instructor:** Svetlana Chesser

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**2. Date Syllabus Prepared:** Updated August 5, 2012.

**3. Texts:**

* Assessment, Development, Learning, & Motivation of Children and Adolescents (2007) Custom Edition-**main text, use for chapter teaching presentation**
* Kelvin Seifert and Rosemary Sutton “Educational Psychology”- supplemental online text

 <http://docs.globaltext.terry.uga.edu:8095/anonymous/webdav/Educational%20Psychology/Educational%20Psychology.pdf>

**4. Course Description** This course explains the physical, cognitive, social, and moral development of individuals as well as individual and group differences. Psychological issues involved in the education and the practical application of psychological principles of teaching will be discussed from evolutionary perspective.

**5. Course Objectives**: By the end of the course, you should be able to describe (1) how students differ, (2) how students learn, (3) what motivates students' behavior, and (4) how to best assess student progress. You should be able to discuss the difficulties teachers face when putting educational/psychological theory into practice and should be able to use your knowledge and ingenuity to provide suggestions for improving classroom environments to promote learning.

In addition, course objectives include a subset of key indicators from the Alabama

Quality Teaching Standards. These indicators pertain to human development,

 organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state and federal laws and policies.

FOUN 3120 Objectives (aligned with the Alabama State Standards as of March 2007)

Content Knowledge

 Academic Discipline

* Knowledge of the ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). (1)(c)1.(ii)

 Organization and Management

* Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. (2)(c)2.(ii)

 Learning Environment

* Knowledge of factors and situations that promote or diminish intrinsic motivation. (2)(c)3.(ii)

Instructional Strategies

* Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)
* Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each. (2)(c)4.(ii)
* Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (2)(c)4.(iii)

 Assessment

* Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)
* Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. (2)(c)5.(ii)
* Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)
* Knowledge of current Alabama assessment requirements and procedures. (2)(c)5.(iv)

 Collaboration

* Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.(5)(c)1.(i)

 Continuous, Lifelong Professional Learning

* Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).(5)(c)2.(i)
* Knowledge of the processes and skills associated with peer coaching and mentoring. (5)(c)2.(iii)

 Alabama Specific Improvement Initiatives

* Knowledge of Alabama’s state assessment requirements and processes. (5)(c)3.(ii)

 School Improvement

* Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (5)(c)4.(i)

 Ethics

* Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. (5)(c)5.(i)

**6. Course Content:**

**August 22, 2012. *Lesson 1 - Introduction to Educational Psychology***

This lesson will summarize the principles that characterize human development as well

as describe the key principles and theories that guide teachers in their efforts to adapt

instruction to student’s cognitive abilities and promote their further cognitive development.

Additionally, the lesson will demonstrate how students differ from one another in their physical

cognitive and social-emotional development and introduce Evolutionary perspectives

on human development.

**August 29, 2012.Lesson *2- A biological window on psychological development***

This lesson will integrate Biology and Developmental Science; identify different ways by which a developmental study of psychological phenomena in their joint biological and behavioral aspects may shed new light on their organization in the individual.

**September 5, 2012. *Lesson 3-******Physical development***

This lesson focuses on how the physical growth and development of the brain relates to the emergence of new behavioral abilities during infancy and childhood.

The true understanding of the human brain, how it functions, and then working within the specific nuances of the brain will help future educators to develop more effective teaching. Brain-based learning techniques will be introduced and discussed.

**September 12, 2012. *Lesson 4-Cognitive development: Piaget and Vygotsky***

This lesson provides views on Piaget and Vygotsky theories of cognitive development and suggestions for merging Piagetian and Vygotskian psychology on the basis of their apparent similarity.

**September 19, 2012. *Lesson 5- Emotional Development***

This lesson will provide view on Erikson’s theory of psychosocial development and describe eight stages of psychosocial development as well as identify biological and psychological nature of emotions and explain how emotions influence cognitive processes. Additionally, the lesson will enable you to discriminate between temperament and personality.

**September 26, 2012. *Lesson 6****-* ***Self and self-understanding. Family, culture & community. Peers, school and society.***

This lesson will explain how self-concept and self-esteem affect the classroom performance of students as well as identify the strategies most likely to promote good relationships among diverse students.  This lesson will compare and contrast the ways in which students from various cultural and ethnic groups are alike and different from one another, and identify the implications of these differences for classroom practice.  Additionally, the lesson will enable you to compare and contrast the ways in which males and females are alike and different and identify what can be done to provide equitable educational opportunities for both genders.

**October 3, 2012.** ***Lesson 7. Intelligence.***

This lesson will introduce theoretical perspectives of intelligence as well as discuss various ways of measuring intelligence. This lesson will also compare and contrast the ways in which students from various cultural and ethnic groups are apt to be alike and different from one another, and identify the implications of these differences for classroom practice. Additionally, the lesson will enable you to compare and contrast the ways in which males and females are alike and different and identify what can be done to provide equitable educational opportunities for both genders.

**October 10, 2012. *Lesson 8 - Behaviorist Views of Learning***

This lesson will enable you to demonstrate an understanding of the basic principles of behaviorism as well as explain contiguity, classical and operant conditioning and describe how it can be used in the classroom. This lesson will also discuss how you could apply behavior analyses to solve common academic and behavior problems. Additionally, the lesson will summarize some of the strengths and potential weaknesses of behaviorist teaching techniques.

**October 17, 2012.*Lesson 9 - Cognitive Views of Learning***

This lesson will describe the role of knowledge and define declarative, procedural and conditional knowledge and introduce the information-processing model of memory as well as factors such as perception, attention, schemas and scripts that influence learning and memorization. Additionally, this lesson will identify the components of self-regulation and metacognition, and explain how teachers can promote these behaviors in their students.

**October 24, 2012.*Lesson 10– Social Cognitive and Constructivist Views of Learning***

This lesson will enable you to summarize the basic assumptions of social cognitive theory and explain reciprocal determinism, as well as describe the role played by self-efficacy in learning, and identify how teachers can enhance self-efficacy in students.

This lesson will evaluate constructivist perspectives on learning and give examples of incorporating some techniques in your teaching.

**October 31, 2012. *Lesson 11 – Motivation in Learning and Teaching.***

This lesson will enable you to define motivation and explain its role in learning, compare and contrast intrinsic and extrinsic motivation and explain how the basic human needs for self-worth and relatedness influence motivation. Additionally this lesson describes the role played by emotions in learning and discusses strategies for teaching your subject to uninterested students.

**November 7, 2012. *Lesson 12- Types of Achievement Targets. Selecting Proper Assessment Method.***

This lesson will enable you to differentiate between knowledge and understanding and define reasoning and problem solving proficiency as well as show relationship to other targets such as performance skills, product development and dispositional with emphasis on responsibility of the teacher to specify desired targets in the classroom for sound assessment. Emphasize responsibility of the teacher to specify desired targets in the classroom and importance of clear targets for future assessment.

**November 14, 2012*. Lesson 13- Selected response Assessment. Circuit***

This lesson will enable you to define characteristics of good assessment as well as understand 4 categories of assessment methods with focus on selected response assessment. The lesson will also explain the importance of matching the method of assessment with selected target and discuss when and how selected response assessment can be used most effectively as well as introduce the steps in the design of quality selected response assessment.

**November 28, 2012. *Lesson 14-Performance Assessment.***

This lesson will enable you to understand when and how to use performance assessment most effectively to help your students succeed. This lesson will discuss steps of development of good performance assessment and give you some ideas for student-involved assessment.

**December 5, 2012. *Final Exam***

**7. Course Requirements/Evaluation:**

Grade Requirements:

***A= 90-100 percent of possible points and excellent attendance and participation***

***B= 80-89 percent of possible points and at least good attendance and participation***

***C= 70-79 percent of possible points***

***D= 60-69 percent of possible points***

***F= below 60***

*Please note that excellent attendance and participation may be defined as having no more than one unexcused absence. Good attendance and participation may be defined as having no more than two unexcused absences.*

***Evaluation Criteria*:**

**Chapter(s) teaching presentation………………………………. 40%**

 Exam…………….…………………………………………..…….30%

 Quizzes ……………………………………………………………10%

 Take home assignments…………………………………………..20%

 **(\*)Chapter(s) teaching presentation:** For this assignment, you will choose one class andcomplete a group or individual presentation on a course topic. You are expected to facilitate a discussion of *all* major concepts covered in the assigned readings/chapters for that evening. You may want to develop discussion questions to help you to facilitate the discussion. Your objective is to make sure that the class develops a thorough, deep-level understanding of the readings through *active* participation and discussion. You must actively involve all of your classmates in your discussion.

 After you thoroughly cover the material from the reading(s), you are required to conduct a class activity to help your classmates to further apply this information. For example, you may choose to do a game such as Bingo, Jeopardy or Wheel of Fortune, etc. or you may wish to have the class engage in role-plays, debates, projects or any other type of learner-centered activity to help them to actively participate in learning the information. You have a lot of room to be creative for this part of your teaching presentation—please take advantage of that and try to be as creative as possible. Due to the final number of students enrolled in the course, you may do this teaching presentation in pairs.

 Finally, you will need to prepare a detailed outline of the major concepts from your readings for each class member so that they may later use it as a study guide. Please be thorough and comprehensive in your outline.

**8. Class Policy Statements**

A. All home assignments must be completed and submitted on the day of class.

B. Students are expected to attend all class meetings and participate in all classroom exercises complying with policy on classroom behavior as outlined on the University Policies site [https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://sn2prd0202.outlook.com/owa/redir.aspx?C=nTifVG8e7UifBiE0gH25UW14-3m-oM4IFMCG4qbM0rHW95eky3RB8o8z6XJVKmhJDvOwmnNiyIk.&URL=https%3a%2f%2fsites.auburn.edu%2fadmin%2funiversitypolicies%2fdefault.aspx).

 Should students need to be absent for any reasons, please contact the course instructor at ssc0004@tigermail.auburn.edu prior to missing that class meeting.

C. Make-up exams will be given only for University-approved excuses as outlined on the

 University Policies site in Policy on class attendance. Arrangement to make up missed

 major examinations (e.g. hour exams, midterm exams) due to properly authorized

 excused absences (as defined by the Tiger Cub) shall be initiated by the student within

 one week from the end of the period of the excused absence. Other unavoidable absences

 from class must be documented and cleared with the instructor **in advance**.

D. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

E. Student Academic Honesty Code behavior as outlined on the University Policies site [https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://sn2prd0202.outlook.com/owa/redir.aspx?C=nTifVG8e7UifBiE0gH25UW14-3m-oM4IFMCG4qbM0rHW95eky3RB8o8z6XJVKmhJDvOwmnNiyIk.&URL=https%3a%2f%2fsites.auburn.edu%2fadmin%2funiversitypolicies%2fdefault.aspx) will apply to this class.

F. All late work will be deducted using the following scale per day that it is late:

Home assignments -5 points per day

Take-home Exam sections- One letter grade per day

G. All work submitted for the course must be typed.

NOTE: This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of the changes made.