#### Adolescent Development, Learning, Motivation, and Assessment

##### Foundations 3110

**Credits:** 2 lecture; 1 lab

# Instructor: Eric Hogan

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**Office Hours: By appointment**

**Readings: On Canvas**

**Course Description:** This course will provide an integrated overview of issues

central to educational psychology: cognitive, psychosocial, and moral development

and measurement and evaluation in the context of instructional planning. It will be

conducted using a case and project based approach to learning and instruction that can be

used in the learners’ classrooms.

**Course Objectives**: This course is designed with instructional objectives continuing

Throughout the block experience as well as objectives designed for specific content

areas. The objectives for each group are listed below separately, **aligned with the**

**Alabama State Standards as of March 2007**

Human Development

Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. (2)(c)1.(i)

Knowledge of the role of language in learning. (2)(c)1.(ii)

Knowledge of developmentally appropriate instructional and management strategies. (2)(c)1.(iv)

Instructional Strategies

Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (2)(c)4.(iv)

Learning Styles

Knowledge of research and theory related to learning styles and multiple intelligences. (4)(c)4.(i)

Local, State and Federal Laws and Policies

Ability to access school, community, state, and other resources and referral services.(5)(c)6.(ii)

**Course Content**

**Week Content**

**The Phenomenon of Adolescent Development**

1 (8/16) An Adolescent’s Nature: Identifying the parameters of our consideration of Grade 6-12 student development

2 (8/23) Informal Assessment:An overview of methods and sources of information used to make informal judgments on the biological, psychological and socio-emotional development of students

(Service-Learning Journal 1 Assigned)

**The Whole Adolescent: Biological, Psychological and Socio-Emotional Development**

3 (8/30) General Development: Age norms and developmental continuums that inform our understanding of the causes of development and effect on learning

(Service-Learning Journal Prompt #1 Due)

4 (9/6) Biological Beginnings: Distal influences of adolescent development and learning

(Development Discussion #1 Due)

5 (9/13) Physical Development: Proximal influences and patterns of physical change during adolescence and the effects on learning

6 (9/20) Cognitive Development: Proximal influences and patterns of psychological change during adolescence and the effects on learning

7 (9/27) Intelligence and Learning Styles: Classic and contemporary measurement of cognitive ability and achievement and the effects on learning

(Development Discussion #2 Due)

8 (10/4) Socio-Emotional Development: Proximal influences and patterns of social and emotional change during adolescence

9 (10/11) Midterm

**The Adolescent as Individual: Interplay between Self and Society**

10 (10/18) Identity Development: Crises and commitments (or lack thereof) that define the individual and the effect on learning

(Development Discussion #3 Due)

11 (10/25) Schools, Community and Culture: Distal influences of adolescent identity and academic achievement

12 (11/1) Family and Peers: Proximal influences of adolescent identity and academic achievement

13 (11/8) Adolescent Issues and Academic Achievement I: Incidence and impact of sexuality and sexual exploration

(Service-Learning Journal 2 Assigned)

14 (11/15) Adolescent Issues and Academic Achievement II: Incidence and impact of substance use and abuse

(Development Discussion #4 Due)

15 (11/29) Adolescent Issues and Academic Achievement III: Incidence and impact of depression and anxiety

(Service-Learning Journal Prompt #2 Due)

16 (12/6) Final Exam

**Course Requirements**

**Service-Learning:** As part of the College of Education’s assessment efforts each student enrolled in FOUN 3110 must complete 25 hours of service-learning. Though your participation is a required component to this course your performance will not affect your final grade.

**Exams (50%):** **Two examinations of the different theories of development and assessment will be completed.** The exams will be graded on a 100-point scale.

**Development Discussions (20%):** Throughout the semester we will be considering information that will require you to produce four discussion based on you and your student’s development. A particular focus will be on how you social justice.

**Service Learning Reflective Journal (20%):** You will berequired to complete a Service Learning Reflective Journal as part of the course. For this journal, you will complete two entries.

**Weekly Reading/Video Responses (5%):** You will be asked to submit questions, comments, or ideas regarding the weekly readings and/or videos so they can be incorporated into class.

**In Class Assignments/Participation (5%):** As a future educator, it is important to learn about and engage things that will help you with your craft. Engagement is a way to help understand concepts you will see every day in your classroom. The rubric is on Canvas.

**Grading Scale**:

A = Average grade of at least 90

B = 80

C = 70

D = 60

F = Average below 60

**Accommodations for Students with Disabilities**: 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 alternative time can be arranged to set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodation, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TTY).

**Attendance**: Your attendance, inasmuch as it is related to participation, is expected. Your enrollment in this class is taken by me as an act of good faith in your efforts to become an effective practitioner. You are allowed to miss one day without penalty—however, each absence thereafter, excused or not, will result in a one letter-grade deduction. If you miss four days you will receive a failing grade for the course. Repeated tardiness will constitute ½ of an absence after the second tardy. Courtesy to those who are speaking is expected at all times. Participation points are different than attendance. Take note that even with an excused absence, you can still earn a 0 for participation for that day. You can make the participation credit if you schedule an appointment.

Work that is missed for unexcused absences will not be accepted. Late materials will not be accepted unless you have a documented excuse for the entire period in which the assignment was distributed to the class. (see Tiger Cub).

**Academic Misconduct**: The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for 2014-2015 for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the code.

**Incompletes and Withdrawals**: Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin 2014-2015).

**Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow for completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

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