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**FOUN 3110 Syllabus**

**Adolescent Development I**

**Fall 2022**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Hyun Sung Jang

**E-Mail:** [hzj0046@auburn.edu](mailto:hzj0046@auburn.edu)

**Office Hours**: By email appointment

**Office Location:** Haley Center 2320

**Class Location:** Haley Center 2442

**Adolescent Development, Learning, Motivation, and Assessment I**

**Foundations 3110**

**Meeting Time: Tuesdays from 5:00pm – 7:50pm**

**Credits: 3 hours**

**Prerequisites: Admission to Teacher Education; FOUN 3000; RSED 3000/03**

**Instructor: Hyun Sung Jang**

**Office: HC 2320**

**E-mail** [**hzj0046@auburn.edu**](mailto:hzj0046@auburn.edu)

**Office Hours: By email appointment**

**Texts:** Any potential supplementary readings, cases, hand-outs and projects to be assigned throughout the course will be provided through 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.

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| **Areas** | **Standards** |
| 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) |

**Communication:** Please be sure to check your email and our canvas page regularly. The following will be posted on canvas: course information, announcements, assignment feedback, dates for assignments; and information on readings that are due. Again, it is highly recommended that you refer to the course canvas page regularly and frequently as there may be information that pertains to you and/or the completion of assignments. **If you have any questions regarding this course, please do not hesitate to email me.**

**Course Requirements:** The main purpose of the following course activities is to help you cultivate your (1) research, (2) teaching, and (3) reflection skills. These skills will become the baseline for understanding adolescents’ lives including their developmental process, nature of motivation, and relationships between learning and assessment. Further instructions will be provided on Canvas and discussed in class.

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| **1. Research Skill** |
| * **Article Review Discussion**   + **Purpose:** Students will elaborate on one adolescent issue, improve their understanding of how to support their students facing it, and develop their academic reading skills by analyzing academic articles.   + **Description:** Depending on your research interest, you will be assigned a group. Then, **y**ou will choose **one** article about one specific adolescent issue (e.g., mental health, drug, bullying, cyberbullying, sexual assault…etc.). By doing this, you will explore what kinds of issues your future students might experience and brainstorm how to help them resolve these issues. You will analyze and summarize the article by yourself, but you will share your work with your group. Then, you and your group members will perform peer review where each member reviews/comments on other people’s work. Even though you are working with a group, the grade for this assignment is based on your individual work.   + **Instructions:**     - Step 1. Be assigned a group based on your topic interest.     - Step 2. Write a short summary and reflection on Canvas discussion.     - Step 3. Review and comment your group members’ discussion posts. * **Article Review Presentation**   + **Purpose:** Students will be asked to verbally share their research article with the class to demonstrate their knowledge on a specific adolescent issue and to develop their public speaking skills.   + **Description:** You will present the **same** article that you chose for the Canvas discussion (See above) to the entire class. In this presentation, you need to briefly cover the main idea of the article and facilitate class discussions or activities for **10** **minutes**. The purpose of this presentation is to not only discuss what you learned from your article but also facilitate activities where you and your colleagues can collaboratively share perspectives about the adolescent issue that you chose. Even though you are working with a group, the grade for this assignment is based on your individual work.   + **Instructions:**     - Step 1. Review the article that you chose for your previous assignment as well as your colleagues’ feedback     - Step 2. Prepare a concise synopsis of the article and reflection questions or activities * **YouTube Analysis**   + **Purpose:** Students will apply the storm and stress theory to their future classroom by analyzing and discussing YouTube videos that describe conflicts between adolescents, parents, and teachers.   + **Description:** In class, you will watch YouTube videos that describe the conflicts between adolescents, parents, and teachers. After watching them, you will be asked to complete activities in which you will demonstrate your knowledge of adolescents’ cognitive and behavioral development and explain how you as a teacher can utilize this knowledge to minimize conflicts and facilitate optimal relationships with your students.   + **Instructions:**     - Step 1. Watch the assigned YouTube videos.     - Step 2. Deeply contemplate and engage in the provided activities. |

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| **2. Teaching Skill: Lesson Plan, Assessment, and Collaboration** |
| * **Lesson Plan Modification**   + **Purpose:** Students will develop their insight into how to help English learners or students with special needsby incorporating specific support in their lesson plans.   + **Description:** As a part of your service learning requirement, you will be asked to modify your previous lesson plan from other education classes or the one that you will create for this course on behalf of specific student groups (e.g., ESL learners or students with special education needs).Then, you will record a 10 minute presentation that explains (1) the overview of your lesson, (2) your modifications and the rationale for them, and (3) your reflection about how this modified lesson plan is different from your previous lesson plan and what this modification means to you and your students. Finally, you will be assigned to a group and asked to review/comment on your group members’ presentations. Even though you are working with a group, the grade for this assignment is based on your individual work.   + **Instructions:**     - Step 1. Select and review your previous lesson plan or create one for this class.     - Step 2. Modify your lesson plan.     - Step 3. Record your presentation using Zoom or other software and upload it on Canvas discussion.     - Step 4. Review and comment your group members’ presentations. * **Informal Assessment Project**   + **Purpose:** Students will create an informal assessment by applying the knowledge of selected response assessment and course materials.   + **Description:** You will be asked to create test items that are relevant to your subject area. In this project, you will need to include state standards, your lesson plan, and the rationale for how your test items fulfill these standards. The purpose of this project is to help you develop your insight into how to create informal assessments within your content area.   + **Instructions:**     - Step 1. Review lecture notes.     - Step 2. Create an assessment by following the provided guidelines.      * **Class Participation**    + **Purpose:** Students will create meaningful learning outcomes by deeply engaging in course activities and collaborating with colleagues.   + **Description:** In each class, there will be class activities/discussions that you or your group needs to complete. Therefore, it is expected that you attend every class unless you have emergency situations. Participation points weigh 120 points in total, but if you come to every class and show active participation, you may earn 130 points. In this case, these extra 10 points will be added to your final points.  **You are allowed to miss one day without penalty unless you are not scheduled to have your presentation in class—however, each absence thereafter, excused or not, will result in a one letter-grade deduction. Students are responsible for initiating arrangements for content related to missed classes due to excused absences. 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.** |

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| **3. Reflection skill** |
| * **Service Learning Journal**    + **Purpose:** Students will demonstrate their course content knowledge, develop their understanding of how to support community and students, and enhance their reflective skills.   + **Description:** You will be asked to write **3** **journal projects** throughout this semester at a specific designated time. In each project, you will be provided with specific questions and guidance that ask you about your experiences, thoughts, and feelings toward your service learning. Failure to complete any components will result in the deduction of your points. **You need to create a Google Doc for your journal entries and share it with me so that I can share my feedback with you. In class, you will be asked to choose some parts of your projects and share them with the class so that your colleagues will have an opportunity to learn about your deep reflections.**   + **Instructions:**     - Step 1. Create a Google Doc for your service learning journal and share it with the instructor.     - Step 2. Visit the Canvas module called “Service Learning” for each designated time and click the corresponding project.     - Step 3. Copy and paste the entire guidelines and prompt questions on to your document.     - Step 4. Complete the journal project.     - Step 5. Choose the parts that you would like to share with the class. * **Weekly Reflective Questions**    + **Purpose:** Students will develop their reflective skills for the course and make connections from what they are learning to what they will be doing in their future classroom to become better and prepared educators.   + **Description:** At the end of each week, students will be asked to contemplate what they have learned from the course and think about how to utilize it for their future classroom   + **Instructions:**     - Step 1. Take notes and paying attention to the lecture and course activities each week.     - Step 2. Read weekly reflective questions     - Step 3. Contemplate your answers to these questions and share them with the class. * **Survey About Me**   + **Purpose:** Students will reflect on their past educational life and express their learning needs and goals to optimize learning in this course.   + **Description:** In the beginning of the class, you will be asked to complete a survey that helps me understand what kind of challenges you have had and what your learning needs and goals are to adequately support you throughout this semester.   + **Instructions:**     - Step 1. Access the survey on Canvas.     - Step 2. Honestly answer survey items. * **Mid-Semester Check-In**    + **Purpose:** Students will evaluate their learning from this course and contribute to the development of their future learning activities and course design.   + **Description:** In the middle of the semester, you will be asked to complete a survey that helps me understand how your learning has been, any topics that you wished to have investigated, and your concerns that you could not express to me for any reason. By doing this, we will create a more responsive and student-centered class.   + **Instructions:**     - Step 1. Access the survey on Canvas.     - Step 2. Honestly answer survey items. |

**Total Possible Points:**

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| Article Review Discussion | 50 points |
| Article Review Presentation  YouTube Analysis | 50 points  100 points |
| Lesson Plan Modification | 100 points |
| Informal Assessment Project  Class Participation | 50 points  120 points |
| Service Learning Journal  Weekly Reflective Questions  Survey About Me  Mid-Semester Check In  25 Service Learning Hours | 100 points  120 points  30 points  30 points  Complete/Incomplete |
| **Total** | **750 points** |

**Grading Scale**:

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60 %

F = below 60%

**A (90-100%)**

A student obtaining a participation grade of “A” will be one who comes to class prepared and is constantly seeking to share experiences and engage professionally in interactions with the class. An “A” grade means all homework/discussion assignments are completed.

**B (80-89%)**

A student receiving a “B” will be prepared and active within the class, but at times take less than a leadership role in pursuing the issues which arise.

**C (70-79%)**

A student receiving a “C” will play an inconsistent or limited role in the life of the class.

**D/F (60-69% or below 60%)**

The grades of “D” or “F” will be given to those students not regularly participating in class discussions/activities or consistently unprepared for class.

**Face-covering policy:** For the purposes of this class, **all students may be asked to wear a proper face covering or face mask at all times**. Appropriate facial coverings include surgical masks, KN-95 or N95 masks, or cloth face masks made of a minimum of two layers of fabric. Your facial covering or face mask must fully cover your nose and mouth at all times when in the classroom. The instructor may revisit this policy if the public health situation substantially changes, and this classroom policy is in place regardless of whether and campus-wide, local, or state mask mandate are in place (Please see the following website for more detailed information: <https://auburn.edu/covid-resource-center/policies/safe-practices/>)

**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 for all synchronous classes. **When on Zoom, your camera should be on and you should be in view at all times.** If you need to turn your camera off momentarily, that is fine. Your enrollment in this class is taken by me as an act of good faith in your efforts to become an effective practitioner.

**Extension and Late work:** All assignments are due before (submitted via Canvas) the start of class on the dates below. Students are encouraged to request extensions via email on course assignments when needed. These requests will be evaluated on a case-by-case basis. Except in extraordinary circumstances (determined by the instructor), no late or make-up work will be accepted. Late work and associated penalties will be accepted and determined at the discretion of the instructor.

**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 2020-2021 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 2017-2018).

**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

**Service Learning Requirements**

**(Coordinator: Ms. Jessi Riel, jmr0039@auburn.edu)**

**General Information:** All service learning requirements **must be completely met** in order to get full credit for this course. This is mandated by our college and most importantly by the Alabama State Department of Education. Service learning serves as a helpful “primer” to your subsequent practicum/labs and internship. The experience can help give context and reinforce concepts discussed in the class.

Please note that our college and the Alabama State Department of Education define service learning with the following essential qualifiers or conditions. Service learning must include 25 hours of onsite, unpaid work (service) and learning in a setting which is educational to the student servers and provides relevant experience and practice toward preparation for their future job setting of teaching children. Unless specified otherwise, service learning must be done at an educational program site where the EFLT service learning coordinator has secured school district permission for placements for students in the program. **Please note:** **these 25 hours will not count toward fulfillment of a teaching internship or for lab hours for other courses**. Furthermore, **no** **other service learning or lab experience, volunteer work, internship or job, (paid or unpaid) will count towards the fulfillment of these 25 hours.**

**Documenting Hours:** You will log your service learning hours either electronically or via hard copy. You must remember to sign in and out on each service learning session day you serve. It is recommended, but not required, that you keep your own separate record of the days and times you have served.

**Service Learning Site:** Your site may be at a local school or through a virtual alternative in the case there are restrictive COVID-19 parameters in place at the school setting. You will be provided an orientation with respect to the assigned site. Details on rules and expectations for each site (conduct, attire, and helping the children as directed) will be explicitly communicated to you.

**Missing & Making up Service Learning Hours:** You are required to contact the service learning coordinator and me to **promptly** via email to communicate any absences or reschedule at your site. If a service learning session is missed, you will have to make it up by attending another one at a later time. In this case, **please email me ASAP as well.**

If you choose to make-up hours at the sites we have provided, you will still need to contact the service learning coordinator in advance via email, with me cc’d, to detail your plan for making up your time.

**Please be mindful that the last day you can complete makeup service learning hours is November 29. Any time after this date will be late and likely will result in a failure in the course.**

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

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| **Weeks** | **Topics** | **Assignment**  **Due Dates** |
| 1  (08/16/22) | * **Course Introduction**   + Syllabus   + Service Learning   + Google Doc   + Time Travel Activity |  |
| *Reflective Question*  *Q1. Why do I want to become a teacher?* | | |
| 2  (08/23/22) | * **Physical Development I (Paris et al., Ch 13)**   + Physical & Brain Growth | Survey About Me |
| *Reflective Question*  *Q2. Why do physical and brain growth matter to us?* | | |
| 3  (08/30/22) | * **Physical Development II (Paris et al., Ch 13)**   + Teenage Pregnancy, Birth Control,  Sexual Health   + Drug and Substance Abuse   + Mental Health Issues for Teens   + Maslow's hierarchy of needs | Service Learning Journal #1 |
| *Reflective Question*  *Q3. How do physical issues affect your students’ lives both in and out of school?* | | |
| 4  (09/06/22) | **NO CLASS**  **Note: Work on activity 2: Application for Mental Health. Further instructions will be provided.** | Article Review Discussion |
| *Reflective Question*  *Q4. How do you ease your stress?* | | |
| 5  (09/13/22) | * **Cognitive Development I (Paris et al., Ch 14)**   + Cognitive Theorists: Piaget, Kohlberg, and Gilligan * **Article Review Presentation (1-3)** |  |
| *Reflective Question*  *Q5. What are some classroom examples that reflect on Piaget’s, Kohlberg’s and Gilligan’s views?* | | |
| 6  (09/20/22) | * **Cognitive Development II (Paris et al., Ch 14)**   + Information Processing Theory   + Strategies for Memory Storage * **Article Review Presentation (4-6)** |  |
| *Reflective Question*  *Q6. Why should we consider information processing theory in teaching?* | | |
| 7  (09/27/22) | * **Social Emotional Development (Woolfolk, Ch 3)**   + Bronfenbrenner: The Social Context for   Development   * **Article Review Presentation (7-9)** | Mid-Semester Check In Survey |
| *Reflective Question*  *Q7. How did your surroundings affect you while growing up?* | | |
| 8  (10/04/22) | * **Self-Determination Theory**    + Basic Psychological Needs   + Intrinsic, Extrinsic, Amotivation * **Article Review Presentation (10-13)** | Service Learning Journal #2 |
| *Reflective Question*  *Q8. How can you facilitate your classroom in a way that satisfies your students’ basic psychological needs?* | | |
| 9  (10/11/22) | * **Emotionality in Adolescence: Storm and Stress**    + Brain Development   + Environmental Factors   + Classroom Application * **Article Review Presentation (14-16)** | YouTube Analysis |
| *Reflective Question*  *Q9. What will you do if your students show behaviors that reflect the theory of storm and stress?* | | |
| 10  (10/18/22) | * **Personality & Adolescent Education**    + Big Five vs MBTI   + Borderline Personality Disorder   + Classroom Application * **Article Review Presentation (17-19)** |  |
| *Reflective Question*  *Q10. How can you help students who have a different personality from you?* | | |
| 11  (10/25/22) | * **Learner Differences and Learning Needs II (Woolfolk, Ch 4)**   + Students with learning challenges (ADHD, Autism, Asperger Syndrome)   + Classroom Application * **Article Review Presentation (20-21)** |  |
| *Reflective Question*  *Q11. How can you increase your support for students with special needs?* | | |
| 12  (11/01/22) | * **Complex Cognitive Processes (Woolfolk, Ch 9)**   + Metacognition   + Learning Strategies * **Article Review Presentation (21-23)** | Service Learning Journal #3 |
| *Reflective Question*  *Q12. How can you promote your students’ metacognition?* | | |
| 13  (11/08/22) | * **Assessment in Adolescent Education**   + Selected Response Assessment | Informal Assessment Project |
| *Reflective Question*  *Q13. What is your perspective on assessment?* | | |
| 14  (11/15/21) | * **Professional Development Conference** | Lesson Plan Modification |
| *Reflective Question*  *Q14. What are takeaways from this conference/course?* | | |
| 15  (11/22/22) | THANKSGIVING BREAK  NO CLASS |  |
| 16  (11/29/22) | TBA |  |
| 17  (12/06/22) | FINAL EXAM | |