**FOUN 3120**

**Adolescent Development**

***Learning, Motivation & Assessment II***

**Spring 2012**

Department of Educational

Foundations, Leadership & Technology

College of Education

Instructor: Marte Kelley

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**Auburn University**

**Course Syllabus**

**1. Course Number:** FOUN 3120

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

**Credit Hours:** 3 semester hours

**Instructor:** Marte Kelley

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E-mail: kellemj@auburn.edu

**2. Date Syllabus Prepared:** December 2010.

**3. Texts:** Forbes, S. A., Ross, M. E., Salisbury-Glennon, J. D., & Strom, P. S. (2006).*Assessment, Development, Learning, & Motivation of Children and Adolescents*. (2nd Custom Ed). Pearson Custom Publishing, Boston, MA

**4. Course Description** This course explains the, cognitive, social, and moral development of individuals as well as individual and group differences. Psychological problems involved in the education and the practical application of psychological principles of teaching will be discussed. The course emphasizes theories of motivation and assessment principles.

**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:**

**January 11th, 2012. Introductions and Class Overview *- Introduction to Educational Psychology and the Field of Adolescent Development.***

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 students’ 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.   **.**

**January 18th, 2012. - Chapter 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.

**January 25th, 2012. - Chapter 5 - *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.

**February 1st, 2012. *Chapter 6 - 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.

**February 8th, 2012. *Chapters 7, 8 and 9*** *-* ***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.

**February 15th, 2012—No Class - conference**

**February 22nd, 2012. – *Chapter 10 - Behaviorist Views of Learning***

This lesson will enable you to demonstrate an understanding of the basic principles of behaviorism as well as explain contiguity (the association of two events because of pairing), 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.

**February 29th, 2012.  *– Chapter 11 - 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.

**March 7th, 2012.  *– Chapter12 - 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.

**March 12th – 16th , 2012. - *Spring Break***

**March 21st 2012 - Midterm**

**March 28th, 2012. *Chapter 13–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.

**April 4th, 2012. *Chapter 14 -Types of Achievement Targets.***

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.

**April 11th, 2012. Chapter *15 -Selecting Proper Assessment Method.***

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.

**April 16th, 2012. *Chapter 16 - Selected Response Assessment***

This lesson will enable you to understand how to best construct and use selected response assessments and give you some good ideas for developing your own selected response assessments in your classroom.

**April 25th , 2012. *Chapter 17 -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.

**April 25th, 2012. *Chapter 18 – Standardized Test Assessment***

This lesson will enable you to understand as a teacher some of the different standardized test assessments that your students will be taking and be able to explain results to parents and others.

**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 one unexcused absences.*

***Evaluation Criteria*:**

**Chapter(s) teaching presentations……………………………….25% 100 points**

Exams (midterm, final) …………………………………………. 25% 100 points

Quizzes ……………………………………………………………12.5% 50 points

Attendance and participation...........................................................5% 20 points

Take home assignments ...........................................................…..32.5% 130 points

**Chapter(s) team teaching presentation:** For this assignment, each team will choose two class chapters andcomplete a group 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. Each student will develop discussion questions to help you to facilitate the discussion. The requirements posted as a rubric on Blackboard pertain to each presenter, not the team. 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.

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.

All presentations must be professional and team members must dress appropriately...that is what you would wear to class when teaching. Material to be presented (powerpoints, handouts, etc.) must be submitted to me at least five days prior to presentation to the class for review and comments

**8. Class Policy Statements**

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

B. Students are expected to attend all class meetings and participate in all classroom exercises as outlined in [https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://sn2prd0202.outlook.com/owa/redir.aspx?C=84B3KG-g3UeEH7irA3rGIIwwjINXnM4I_Exdx6CUD0_a78OwhuxnjS1ombFSWbODdUGJZlB-oa8.&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 [kellemj@auburn.edu](mailto:kellemj@auburn.edu) prior to missing that class meeting.

C. Make-up exams will be given only for University-approved excuses as outlined in the [https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://sn2prd0202.outlook.com/owa/redir.aspx?C=84B3KG-g3UeEH7irA3rGIIwwjINXnM4I_Exdx6CUD0_a78OwhuxnjS1ombFSWbODdUGJZlB-oa8.&URL=https%3a%2f%2fsites.auburn.edu%2fadmin%2funiversitypolicies%2fdefault.aspx). Arrangements to take the make-up exams must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor on the day of the return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Unannounced quizzes cannot be made up under any circumstances.

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 PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).”

E. The Tiger Cub has been replaced with information at the following:  [https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://sn2prd0202.outlook.com/owa/redir.aspx?C=84B3KG-g3UeEH7irA3rGIIwwjINXnM4I_Exdx6CUD0_a78OwhuxnjS1ombFSWbODdUGJZlB-oa8.&URL=https%3a%2f%2fsites.auburn.edu%2fadmin%2funiversitypolicies%2fdefault.aspx). The University Academic Honesty Code and Rules pertaining to Cheating 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 in Times New Roman 12.

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