**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 January 7, 2013

**3. Texts:**

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

   <http://ufdc.ufl.edu/files/AA00011698/00001/EducationalPsychology.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:**

**January 9, 2013. *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 evelopment and introduce Evolutionary perspectives on human development.

**January 16, 2013.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.

**January 23, 2013. *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.

**January 30, 2013. *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.

**February 6, 2013. *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.

**February 13, 2013. *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.

**February 20, 2013. *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.

 **February 27, 2013. *Midterm Exam***

**March 6, 2013. *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.

**March 20, 2013.*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.

**March 27, 2013.*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.

**April 3, 2013.*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.

**April 10, 2013*.* *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.

**April 17, 2013.*Lesson 13- Selected response Assessment.***

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.

**April 24, 2013. *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.

**May 1. *Final Project Due***

**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*:**

Final project………………………………. 40%

                       Midterm Exam…………….…………….....30%

                       Quizzes …………………………………….10%

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

**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 authorize 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.