

**FOUN 3110 Syllabus**

**Adolescent Development I**

**Spring 2022**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Hyun Sung Jang

**E-Mail:** hzj0046@auburn.edu

**Office Hours**: By email appointment

**Office Location:** Haley Center 2320

**Class Location:** Haley Center 2435

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

**Foundations 3110**

**Meeting Time: Thursdays 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**

**Office Hours: By email appointment**

**Texts:** Woolfolk, A. (2019). *Educational Psychology. Fourteenth Edition*. Pearson.Paris, J., Ricardo, A., Rymond, D., & Johnson, A. (2019). *Child growth and development*. College of the Canyons.

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

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| **1. Research Skill** |
| * **Article Review Discussion:** You will choose **one** article about adolescent issues (e.g., 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 write a short summary and reflection on Canvas discussion. You will be asked to review and comment on at least 2 colleagues’ discussion posts. Further instructions will be provided on Canvas and discussed in class.
* **Article Review Presentation:** You will present the **same** article that you chose for Canvas discussion 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 **20 minutes**. You may reflect your colleagues’ feedback from your previous article review assignment in your presentation. 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. Further instructions will be provided on Canvas and discussed in class.
* **YouTube/Movie Analysis:** You will pick a teen movie or any YouTube videos about adolescence and write a **4-6 page** paper describing adolescent life and the course concepts presented in the movies. The purpose of this assignment is to help you closely observe adolescents’ lives and analyze their cognitive and behavioral aspects. Further instructions will be provided on Canvas and discussed in class.
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| **2. Teaching/Collaboration Skills** |
| * **Group Presentation:** You will pair up and choose a specific section to “teach” the class for **1 hour**. The purpose of this presentation is to help you develop your collaboration and teaching skills. Also, you will be expected to develop your professionalism while preparing for your presentation. Your presentation should incorporate discussion questions and have some sort of virtual or in-person activity for the other students to engage with (e.g., Kahoot, Jeopardy, Quizzizz). Further instructions will be provided on Canvas and discussed in class.
* **Informal Assessment Project:** 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, 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. In class, you will be asked to briefly share your informal assessment. Further instructions will be provided on Canvas and discussed in class.
* **Class participation:** 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**: You will be asked to write **10 journal entries** during your service learning at each designated time (See below). In each entry, you will be provided with specific questions and guidance that ask you about your experiences, thoughts, and feelings toward your service learning. **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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Before service learning | Beginning of service learning | Middle of service learning | End of service learning |
| Number ofEntries | 1 | 4 | 4 | 1 |

**Service Learning Presentation:** For the final project of this course, you will be asked to share your service learning experiences with the entire class. During this presentation, you will be asked to share the following questions from each section. **Section 1. Integration of course content with service learning experience**Q1. Please integrate the knowledge of content that you learned during the lecture from your service learning. Which topic/content has been observed in your service learning? What was the connection between the class content and your experience? How has this course prepared you for your service learning?**Section 2. Developing my teaching philosophy** Q2. During your service learning, what values of teaching did you recognize? Based on your experience, what do you think is important about teaching?**Section 3. Reflecting on my growth as a future educator.** Q3. How have you changed since the beginning of your service learning? What was the most important takeaway from this experience? Each of you will present your responses to the above questions for **8 minutes** during the last day of class, and 2 minutes should be reserved for your audience’s questions. Therefore, it is expected that you time your presentation and practice enough to make it concise but empowering. Further instructions will be provided on Canvas and discussed in class.  |

**Total Possible Points:**

|  |  |
| --- | --- |
| Article Review Discussion | 40 points |
| Article Review PresentationYouTube/Movie Analysis | 60 points100 points |
| Group Presentation | 100 points |
| Informal Assessment ProjectClass Participation | 50 points120 points |
| Service Learning JournalService Learning Presentation25 Service Learning HoursSurvey About Me | 100 points50 pointsComplete/Incomplete10 points |
| **Total** | **630 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 must 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: 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 April 20. Any time after this date will be late and likely will result in a failure in the course.**

**Course Schedule**

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| **Weeks** | **Topics** | **Assignment****Due Dates** |
| 1(01/13/21) | * **Couse Introduction**
	1. Syllabus
	2. Service Learning
	3. Google Doc
* **Themes in the study of human development(Shaffer & Kipp, 2010, pp. 68-72)**
1. Nature vs Nurture
2. Active vs Passive
3. Continuity vs Discontinuity
4. Holistic nature of development theme
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| 2(01/20/21) | * **Physical development (Paris et al., Ch 13)**
1. Physical & brain growth
2. Teenage pregnancy, birth control, sexual health
3. Drug and substance abuse
4. Mental health issues for teens
 | Survey About MeService Learning Journal #1(Pre-Service Learning) |
| 3(01/27/21) | * **Cognitive development (Paris et al., Ch 14)**
1. Cognitive Theorists: Piaget, Elkind, Kohlberg, and Gilligan
2. Information Processing Theory
3. Strategies for memory storage
4. Areas of transition for adolescence
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| 4(02/03/21) | * **Complex cognitive processes (Woolfolk, Ch 9)**
1. Metacognition
2. Learning strategies
3. Problem solving
4. Critical thinking and argumentation
5. Teaching for transfer
6. Teaching for complex learning and robust knowledge
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| 5(02/10/21) | * **Assessment in adolescent education**
1. Selected response assessment
2. Performance response assessment
 | Article Review Discussion |
| 6(02/17/21) | * **Social emotional development (Woolfolk, Ch 3)**[Group Presentation 1 – pp. 80-107]
1. Bronfenbrenner: The social context for

development1. Identity and self-concept
 |  |
| 7(02/24/21) | * **Culture & Diversity I (Woolfolk, Ch 6)**

[Group Presentation 2 – pp. 218-239]1. Today's diverse classroom
2. Economic and social class differences
3. Ethnicity and race in teaching and learning
 | Service Learning Journal #2(Beginning of Service Learning) |
| 8(03/03/21) | * **Culture & Diversity II (Woolfolk, Ch 6)**

[Group Presentation 3 – pp. 239-256]1. Gender in teaching and learning
2. Creating culturally compatible classrooms
 | Informal Assessment Project |
| 9(03/10/21) | SPRING BREAK(No class work! Enjoy your break!) |
| 10(03/17/21) | * **Borderline Personality Disorder (BPD) in Adolescence**
1. Phenomenology of adolescent BPD
2. Genetic factors
3. Social factors
4. Assessment for early identification, prevention, and treatment
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| 11(03/24/21) | * **Emotionality in Adolescence: Storm and Stress**
1. Brain Development
2. Environmental Factors
3. Genetic Factors
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| 12(03/31/21) | * **Learner differences and learning needs I (Woolfolk, Ch 4)**
1. Intelligence & Creativity
* **Adolescent issue article presentations 1-3**
 | Movie/YouTube Analysis |
| 13(04/07/21) | * **Learner differences and learning needs II(Woolfolk, Ch 4)**
1. Students with learning challenges (ADHD, Autism, Asperger Syndrome)
* **Adolescent issue article presentations 4-6**
 | Service Learning Journal #3(Middle of Service Learning) |
| 14(04/14/21) | * **Language Development, Language Diversity, and Immigrant Education** **(Woolfolk, Ch 5)**
1. Development of language
2. Diversity in language development
3. Teaching immigrant students
4. Special challenges
* **Adolescent issue article presentation 7-9**
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| 15(04/21/21) | * **Course Review**
* **Adolescent issue article presentation 10-12**
 | Service Learning Journal #4(End of Service Learning) |
| 16(04/28/21) | * **Service learning presentation**
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| 17(05/05/21) | FINAL EXAM |

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