#### Adolescent Development, Learning, Motivation & Assessment I

##### Foundations 3110

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**Office Hours:**

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**Required Materials:**

Ryan, A. M., Urdan, T. C., & Anderman, E. M. (2017). *Adolescent development for educators.* Pearson.

All Access is the platform Auburn University uses to deliver course materials to students digitally (and often with a discount). For more information, see the last page of this syllabus. In courses where All Access is offered, including this one, students can accept the textbook digitally or they can opt out and order a hard copy of the textbook. Students are automatically opted in to All Access—please see the opt out instructions in Canvas if you prefer to order yourself a hardcopy of the required text.

All other course materials including any additional readings will be delivered via Canvas.

**Web access:** You must have access to a web browser and you must check your email accounts (Tiger Mail and Canvas) multiple times per week. This course is hosted in Canvas and may require students to download and employ third-party software programs as well as troubleshoot their own technology problems. Trouble shooting technology problems may involve working with the campus help desk, the LRC, and/or peers, etc. Since all assignments for this course are submitted electronically to Canvas, students have the sole responsibility both to save and to back up all coursework. If assignments are lost without being backed up or saved, it is the responsibility of the student to redo such assignments in accordance with posted due dates. [[1]](#footnote-1)

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

central to educational psychology: cognitive, psychosocial, and moral development as well as learning, motivation, measurement, and evaluation, all within the context of the adolescent learner. This course will be conducted using a case-based, project-based, and learner-centered approach to learning and instruction while modeling currently accepted best practices 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 and are aligned with the Alabama State Standards as of March 2007.

**Course Objectives:** continued

Human Development:

1. 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)
2. Knowledge of the role of language in learning. (2)(c)1.(ii)
3. Knowledge of developmentally appropriate instructional and management strategies. (2)(c)1.(iv)

Instructional Strategies:

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

Learning Styles:

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

Local, State, and Federal Laws and Policies:

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

**Course Format:** The material for this course has been grouped into 12 separate content modules. There are two additional modules including the introductory and service-learning module (Module 1) and the final exam module (Module 14). In general, one content module will be opened per week most weeks of the semester. The schedule has six content modules opening before Spring Break and six content modules opening after Spring Break. This course is online and asynchronous which means that you may complete the requirements for each module at your own pace once the module has been opened. You must complete each module sequentially before progressing on to the next available module.

Each module will include at least **four tasks** for you to complete based on the topics and sub-topics for that module. The activities you need to complete for each module include: **(1) reading(s), (2) recorded lecture(s), (3) an engagement activity, and (4) a quiz**. It is recommended that you complete the four activities in that order for every module unless otherwise indicated. All assignments including the four tasks for each module as well as your service-learning hours and assignments are due on the last day of classes, Friday, April 29, by 5pm central time. The final is due on Friday, May 6 by 5pm central time.

**Course Schedule:** The schedule for this semester is presented in a table on the following page. The table includes many of the important dates for our course but please also consult the Auburn University Academic Calendar as well for other important dates you may need to know. In the table the rows with a light gray background are days that Auburn University is not is session and the rows with a white background are due dates and other dates you need to know for our course.

**Overview of Module Content:** The following table also includes information on the topics and subtopics for each of the 14 modules. This guide is included for informational and planning purposes only. It is not intended to serve as a complete guide to the content we will cover this semester. We may not cover every subtopic listed and we may explore material not explicitly listed on the overview.

**Course Schedule and Overview of Module Content:**

|  |  |
| --- | --- |
| **Date** | **Note** |
| Wednesday, January 12 | Class Begins; Syllabus available |
| Thursday, January 13 | Module 1 Opens: Introduction and Service Learning |
| Monday, January 17 | No Classes, M.L. King, Jr. Day |
| Tuesday, January 18 | Module 2 Opens: Adolescence, Domains and Core Issues of Development |
| Tuesday, January 25 | Module 3 Opens: Physical Development |
| Tuesday, February 1 | Module 4 Opens: Cognitive Development |
| Tuesday, February 8 | Module 5 Opens: Social/Moral Development |
| Tuesday, February 15 | Module 6 Opens: Identity Development |
| Tuesday, February 22 | Module 7 Opens: Families and Parenting styles |
| Monday, March 7 | No Classes, Spring Break |
| Tuesday, March 8 | No Classes, Spring Break |
| Wednesday, March 9 | No Classes, Spring Break |
| Thursday, March 10 | No Classes, Spring Break |
| Friday, March 11 | No Classes, Spring Break |
| Monday, March 14 | Module 8 Opens: Peers |
| Tuesday, March 22 | Module 9 Opens: Romantic Relationships/Sexuality |
| Tuesday, March 29 | Module 10 Opens: Motivation and Learning Styles |
| Tuesday, April 5 | Module 11 Opens: Technology and Media |
| Tuesday, April 12 | Module 12 Opens: Mental Health |
| Tuesday, April 19 | Module 13 Opens: Lifespan Development |
| Tuesday, April 26 | Module 14 Opens: Final Exam |
| Friday, April 29 | Classes End, All Assignments Due by 5pm central |
| Monday, May 2 | Final Exam Period |
| Tuesday, May 3 | Final Exam Period |
| Wednesday, May 4 | Final Exam Period |
| Thursday, May 5 | Final Exam Period |
| Friday, May 6 | Final Exam Due by 5pm central |

**Course Requirements:**

There are 1,000 points possible in this course. Points can be earned through completing the service-learning requirements, participating in module activities, taking module quizzes, and taking the final exam. You will not specifically earn points for completing the require readings or for watching lectures in each module, but you will need to reference the readings and lectures in order to earn full credit on the tasks that have a point value (e.g., quizzes, activities, service-learning, and/or the final exam). Each requirement is broken down below.

**Service-Learning Assignments (15%, 150 points possible):** 100 of the total points will come from completing and documenting the hourly requirement of 25 service learning hours, and 50 of the points will come from the service-learning assignment.

As part of the College of Education’s assessment efforts, each student enrolled in FOUN 3110 must complete 25 hours of service learning. At the time this syllabus is being written, due to potential precautions around the Covid-19 pandemic, it has not yet been decided if service learning will be all virtual, all in-person, or some combination of the two for Spring 2022.

If in person, your task is to spend and document a minimum of 25 hours on-site volunteering with an eligible placement. Each hour in person is worth 4 points to the nearest .25 hour. For example, if you document 20 hours in person, that is worth 80/100 points.

If virtual, you will be able to choose from a menu of assignments that include an hour equivalency based on an estimation of time spent on that activity. For full credit, you can pick any assignments from the menu that total a minimum of 25 hours equivalency, and each hour earned will be worth 4 points. For example, if you complete assignments totaling 20 hours equivalency, you can earn a maximum of 80/100 points.

Service-Learning Assignment, 50 points: Regardless of the modality of service-learning, you will be expected to complete a written reflection assignment as part of Module 1. This is to be completed after all service learning hours are completed.

**Module Activities (30%, 300 points possible):** Each content module will include at least one activity. The activities in each of the 12 content modules will make up a combined total of 300 points by the end of the semester. Each module activity may be worth a different value according to the effort and time required to complete that activity but all of the activities combined will be worth 300 points.

**Module Quizzes (40%, 400 points possible):** Quizzes will be posted on Canvas as part of each content module. The quizzes will be based on the lecture and/or the required readings for the module and each content module may have a different number of quiz items to complete. There will be a total of 200 quiz questions over the course of the content modules this semester and each quiz item will be worth two points.

**Final Exam (15%, 150 points possible):** The final exam will be released as part of the 14th module on Tuesday, April 26, 2022. The final will be a written exam that will allow you to apply course content in a way that may support your future professional responsibilities. Guidelines will be posted to Canvas when the module opens. The final exam is due on Friday, May 6, 2022 by 5pm central time. Late submissions will not be accepted.

|  |  |  |
| --- | --- | --- |
| **Assignment** | | **Points Possible** |
| 25 Service-Learning Hours (4 points per hour) | | 100 |
| Service-Learning Assignment | | 50 |
| Content Module Activities | | 300 |
| Content Module Quizzes – 200 items | | 400 |
| Final Exam | | 150 |
| **Total** | | **1000** |
|  | | |
|  | **Points** | **Letter Grade** |
| 900-1000 | A |
| 800-899 | B |
| 700--799 | C |
| 600-699 | D |
| Below 600 | F |

**Course Policies:**

**A. Scaffolding (Instructional help)**: I encourage you to seek me out for

assistance with assignments or content with an understanding of the following: (1)

requests are expected to be specific, (2) requests are expected to be made more than 24 hours before an assignment is due [note that we really only have two due dates this semester so this is especially important], (3) requests are expected to be made with the understanding that my assistance will not guarantee a certain score on any assignment or in the course, and/or (4) requests for assistance may require more than one conversation and/or one-on-one virtual meetings.

**B.** **Ethics of Grading/Earning Grades:** I am happy to discuss the score you earn on any and all assignments. All scores will be calculated as either complete/incomplete or according to the relevant and posted rubric. Requesting a higher grade than earned is asking me to commit a violation of my professional responsibilities [see Alabama Educator Code of Ethics, (5)(c)5.(i)].

**C. Accommodations for Students with Disabilities**: Students who need accommodations are asked to arrange a virtual meeting the first week of classes or as soon as possible. Please provide a copy of your Accommodation Memo and an Instructor Verification Form before 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).

**D. Timely Submission of Materials.** Students are responsible for initiating arrangements for missed work due to excused reasons (see Tiger Cub). Late materials will only be accepted when possible and if arrangements are made at least 24 hours before the due date. Work that is missed for unexcused reasons will not be accepted. Work that is late with no excuse will not be accepted.

**E. 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.

**F. 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 2020-2021).

NOTE: This is a working syllabus. Any changes will be announced over email and in Canvas as soon as possible. Students are responsible for being aware of the changes made.

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, FOUN 3110, you’re getting access for the semester to Adolescent Development for Educators by Ryan, Urdan, & Anderman, and this is required content for the course.

**How do I find it?**

Totally easy to find….look on the lefthand side of the course page in Canvas and you’ll find the content under the RedShelf link.  If you have any trouble, check out this link:  <https://solve.redshelf.com/hc/en-us/articles/360007684453-How-to-Access-Through-Canvas>

**What does it cost?**

For the first two weeks of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $31.25.

If you want to opt out and not be charged, all you have to do is follow the instructions (see <https://www.aubookstore.com/t-txt_allaccessoptout1.aspx>). If you opt out, you’ll lose access at the end of the second week of class unless you’ve purchased it on your own.

**How do I pay?**

If you’re still opted in on February 2, then we’ll send the charge to your next ebill. This charge will be labeled as the course on your ebill. You’ll get a reminder on February 1, 2022 to remind you about the deadline.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore. Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email [MNH0016@auburn.edu](mailto:MNH0016@auburn.edu) and we can order print copies for you.  These are done as requested, and take three to five business days to arrive, and we will ship them to you. Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at <http://solve.redshelf.com>
* For most digital content in All Access, Google Chrome works best as a browser, and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right: **Russell Weldon,**[**books@auburn.edu**](mailto:books@auburn.edu)**or 844-1352**
* Also, <http://aub.ie/allaccess> has more info as well.
* You can access Pearson tech support on January 13, 14, 18, or 19 from 10:30am-12pm at <https://pearson.zoom.us/j/99843227366?pwd=dlR2TVpxYjRXRFBmV3I0YURBNC9tUT09>

1. This syllabus draws from syllabi written by Drs. Hannah Baggett, Sean Forbes, and Jessica Irons. [↑](#footnote-ref-1)