

1. Course Information

Course Number: FOUN 3110, Summer 2010

Course Title: Adolescent Development, Learning, Motivation, & Assessment I

Credit Hours: 3

Prerequisites: Admission to Teacher Education; FOUN 3000; RSED 3000

Instructor: Brittney Mathies

Office: 1103 Student Center

Email: brm0002@auburn.edu

Phone: 844-4921

Office Hours: By appointment only

2. Date Syllabus Prepared: May 19, 2010

3. Required Text:

Assessment, Development, Learning, & Motivation of Children & Adolescents (2006). 2nd custom ed.

4. Recommended Materials:

2" 3-ring binder, highlighter

5. Course Description: An integrated approach to the effective instruction of the adolescent learner in context. The physical, cognitive, psychosocial, and moral aspects of adolescent development will be emphasized. Motivation and assessment strategies will be introduced.

6. Course Objectives: This course is designed based on the following instructional objectives, listed below by subject area.

In addition to these items listed below, 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.

Content Knowledge

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)

Diversity

Learning Styles

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

Professionalism

Local, State, and Federal Laws and Policies

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

7. Course Content

Week 1

Thursday, May 20, 2010

Introduction

“All About Me” email due via email by 5 p.m. Friday, May 21

Week 2

Tuesday, May 25, 2010

Service Learning Overview- Lisa Lively

Chapter 2: Biological Beginnings

Thursday, May 27, 2010

Chapter 3: Physical Development

Week 3

Tuesday, June 1, 2010

Chapter 3: Physical Development

Thursday, June 3, 2010

Chapter 4: Cognitive Development: Piaget & Vygotsky

Week 4

Tuesday, June 8, 2010

Chapter 5: Intelligence

Thursday, June 10, 2010

Chapter 6: Emotional Development

Week 5

Tuesday, June 15, 2010

Chapter 6: Emotional Development

Thursday, June 17, 2010

EXAM 1 (Chapters 1-6)

Week 6

Tuesday, June 22, 2010

Chapter 7: Development of Self & Social Understanding

Thursday, June 24, 2010

Chapter 8: Family, Culture, & Community

Week 7

Tuesday, June 29, 2010

Chapter 9: Peers, Schools, & Society

Thursday, July 1, 2010

Chapter 9: Peers, Schools, & Society

Week 8

Tuesday, July 6, 2010

Chapter 10: Behavioral Views of Learning

Thursday, July 8, 2010

Chapter 10: Behavioral Views of Learning

Week 9

Tuesday, July 13, 2010

Chapter 11: Cognitive Views of Learning

Thursday, July 15, 2010
Chapter 11: Cognitive Views of Learning

Week 10

Tuesday, July 20, 2010
Chapter 12: Social Cognitive and Constructivist Views of Learning

Thursday, July 22, 2010
EXAM 2 (Chapters 7-12)

Week 11

Tuesday, July 27, 2010
Review

Thursday, July 29, 2010
FINAL EXAM (Chapters 1-12)

8. Course Requirements & Evaluation

Grade Requirements:

A= 90-100% of possible points AND excellent attendance & participation
B= 80-89% of possible points AND at least good attendance & participation
C= 70-79% of possible points
D= 60-69% of possible points
F= less than 60% of possible points AND/OR more than 4 class absences

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond minimum course requirements and reflects a deep-level, conceptual understanding on the part of the learner. **It is possible to receive 90+ percent of the possible points in the course and receive a “B” or less due to less than excellent attendance and/or participation.** Similarly, it is possible to receive 80-89% of the possible points in the course and receive a “C” or less due to less than good attendance and/or participation. **Excellent attendance & participation is defined as having no more than one unexcused absence.** Good attendance & participation is defined as having no more than two unexcused absences. Tardiness to class and/or leaving class early may be counted as an unexcused absence. If a student is asked to leave class due to use of a cell phone or other, similar device, this may also count as an unexcused absence. Further, please note that success in this course is contingent upon the successful completion of the Service Learning requirements. Problems reported by your Service Learning site may also result in a reduction in your final course grade.

Evaluation Criteria:

"All About Me" email assignment	25 points
Exam I	100 points
Exam II	100 points
Comprehensive Exam	100 points
3 Service Learning Journal Entries (25 points each)	<u>75 points</u>
TOTAL	400 points

You MUST complete a minimum of 25 Service Learning hours in order to receive a passing grade in this course, regardless of how many points you have accumulated.

"All About Me" Assignment: Refer to the assignment handout for instructions. This assignment is worth 25 points.

Exams: Exams (including the comprehensive exam) will consist of multiple choice and may include matching questions taken from the text and class discussion/lectures. Exams will be worth 100 points. The comprehensive exam will be worth 100 points.

Service Learning Journal: You will be required to write about 2 of your visits to your designated Service Learning site. Specific requirements for this assignment will be provided separately. Each entry is worth 25 points. In addition to these 2 entries, you will be required to write a summative reflection at the end of your Service Learning experience. This entry will also be worth 25 points. All Service Learning Journals are due **NO LATER THAN Tuesday, July 20, 2010** to receive credit.

Service Learning: You will be expected to serve a minimum of 25 hours of service learning at the site assigned to you. This is mandated by the Alabama State Department of Education and is necessary for you to complete your degree/graduate from Auburn University and to receive credit for this course. Fulfilling this service learning requirement must be done and nothing else can be used as a replacement or substitute. The Service Learning Coordinator is Lisa Lively. Her contact information is livells@auburn.edu. Please refer to the Service Learning booklet for additional information regarding specific policies regarding this component of the course.

Alabama Quality Teaching Standards and Candidate Proficiencies: The Alabama State Board of Education requires that all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College's conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted on Attachment b. 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, local, state, and federal laws and policies and professionalism. For each of these targeted proficiencies, students will be assigned a holistic rating that reflects performance throughout the semester (1-poor; 2-approaching competence/marginal; 3-competent; 4-exemplary). The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor forwards a copy of the evaluation signed by the instructor and student to the students' department head and program coordinator to alert them to specific concerns that may require attention. The email is copied to the student.

9. Class Policy Statements

A. All assignments must be handed in by **Tuesday, July 20, 2010** to be graded.

B. Students are expected to attend all class meetings and participate in all classroom discussions as outlined in the Tiger Cub. **Students missing more than 3 absences for any reason (excused or unexcused) will not receive course credit.** Students absent from class are expected to contact the instructor at brm0002@auburn.edu.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up exams must be made in advance. All excuses must be documented and cleared in advance with the instructor. **An excuse should be provided to the instructor documenting the excuse on or before the next class meeting.** Arrangements to make-up the exam will be made at that time.

D. **Students who require accommodations should schedule a meeting with the instructor by Friday, May 21, 2010** or as soon as possible should accommodations be needed immediately. Students may arrange the meeting in person or via email by contacting the instructor at brm0002@auburn.edu. Please bring a copy of your Accommodations Memo and Instructor Verification Form to the meeting. If you do not have an Accommodations Memo but need accommodations, you may make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 334-844-2096.

E. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining cheating and plagiarism apply to this class.

F. As faculty, staff, and students interacting in professional settings, all are expected to demonstrate professional behaviors as defined by the College of Education's conceptual framework. These professional commitments or dispositions are as follows: (1) Engage in responsible and ethical professional practices), (2) Contribute to collaborative learning communities, (3) Demonstrate a commitment to diversity, and (4) Model and nurture intellectual vitality.

G. All late work will result in one letter grade deduction for each day it is late.

H. All work submitted must be typed.

I. **Absolutely no cell phones or similar devices should be used during class.** Students should ensure that these devices are programmed to **SILENT** during class. **No cell phones or other, similar devices should be visible during class.** They are to be stowed away. Only during allotted breaks will students be permitted to use these devices. Should this request be violated beyond an initial warning, the student will be notified that their behavior will result in an unexcused absence for that class day and all other days which their cell phone (or other unapproved device) is present for the duration of the semester.

J. **Students are expected to be present at the beginning of class and remain until class is dismissed.** Arriving late is a distraction to both the instructor and fellow students. Should this request be violated beyond an initial warning, the student will be notified that their behavior will result in an unexcused absence for that class day and all other days they are late for the duration of the semester.

K. During exams, students will be asked to place all materials and personal belongings in a designated place in the classroom. No materials or belongings besides a writing utensil should be on or around student desks. This includes caps and hats. Students may retrieve their belongings once their exam has been turned in.

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