

Syllabus

FOUN 3120 ADOLESCENT DEVELOPMENT, LEARNING, MOTIVATION AND ASSESSMENT II

Instructor: Daniel Henry, Ph.D.
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Class Meets: M 3-6:50

Note: I am a net head. If you really want to get in touch with me, e-mail is most likely to succeed.

Office Hours: Monday 12-4 pm, Wednesday 1-3 pm.

Required materials:

1. Slavin, R.E. (2006) *Educational psychology, theory and practice*, (8th ed.) Needham Heights, MA: Allyn and Bacon.
2. Nitko, A. & Brookhart, S. (2007). *Educational assessment of students* (5th ed.) Upper Saddle River NJ: Pearson.
3. Patience and a sense of humor.

EDU 3120 Course Overview.

I hope that EDU 3120 is one of the most useful classes you'll take at Auburn. The focus of the course is on learning and teaching. It basically involves trying to answer these two questions: How do students learn? How can teachers best help them learn?

This class provides a beginning point for understanding how to be an effective teacher (and perhaps an effective human being) while teaching adolescents. The major topics to be covered include: the role of psychology in schools, theories of how students learn and develop, strategies for effective classroom management and evaluation, learning environments, students with differences, and motivation.

This course in particular, will provide teacher candidates with an opportunity to construct an understanding of psychological factors and related teaching practices that impact on adolescent learning, development and psychological adjustment.

Course Objectives:

- To develop thinking professionals who will be problems solvers in their classrooms and in their school communities
- To understand and utilize best practices in the fields of learning, teaching, motivation, and the classroom environment
- To develop and articulate a personal theory of learning and teaching

- To understand mental health issues as they relate to classroom teaching
- To demonstrate knowledge of the subject matter through a variety of means.
- To understand the role of Educational Psychology in your future classrooms.

Course Policies:

This course has been designed to give you, a pre-service teacher, the background to understand the most fundamental components of teaching and learning. In addition, I expect professional behavior from you in all aspects of the course. Keeping this in mind, I offer the following class policies:

1. Professionals show up on time, prepared, every day for work. Yes, teachers occasionally have to take sick days (or personal days), but the best teachers are always there. If you have to miss a class, you will be responsible for the notes, assignments, and other duties that have been discussed. **Missing more than one classes will result in your not being able to pass this class.**
2. Professionals complete assignments on time. If you think I'm demanding, try telling a class of juniors you don't have their papers graded. **I do not accept late work.**
3. Professionals use appropriate means for discussing disagreements. If you don't understand something, ask during class. If you still don't understand, e-mail, phone, or catch me in the building. If you think you deserve a different grade, please contact me within 48 hours, otherwise my poor memory will become even poorer. Please don't be so unprofessional as to take class time to discuss grades or other points of contention.
4. Professionals take responsibility for their own learning.
5. Professionals understand that teaching and learning are ongoing processes for everyone. There are things I haven't thought of here. Understand that I am learning along with you and your classmates. Please help me take a collaborative approach to solving any problems that may arise.
6. Professionals make others aware of what they need to be successful. Please inform me within the first week of class if you require adaptations or modifications to any assignment or exam procedure or due date because of special needs (disabilities, religious observances, and so on).

Evaluation Procedures:

Because one of the aims of this course is teach evaluation procedures, and because people learn and demonstrate their learning in different ways, a variety of evaluation procedures will be used.

Grading Structure

Total Possible Points: 500

Major Tests/Assignments:

Exam I (in class)	100 points	20% of grade
Exam II (in class)	100 points	20% of grade
Quizzes/Short Thinks (unannounced- 5 @ 10 points each)	50 points	10% of grade
Group Assessment Presentation	50 points	10% of grade
Constructivism Presentation	50 points	10% of grade
Final Examination	100 points	15% of grade
Participation*	50 points	10% of grade

*a specific rubric for grading these evaluative aspects is attached or will be distributed at the appropriate time

Grading Scale

Percentages	Letter Grade	Points	Quality of Work
90 to 100%	A	448+	Outstanding; excellent command of course content
80 to 89%	B	398+	Good performance; solid work; good command of course content
70 to 79%	C	348+	Satisfactory performance; average command of course content
60 to 69%	D	298+	Marginal performance; below average command of course content
Below 60%	F	<297	Unsatisfactory performance

Class Participation:

Interaction within the classroom setting is a vital part of not only this class, but also your future professional life. Since there are few easy answers in the field of education, we will need every mind and voice and perspective as we grapple with issues and develop our individual ideas. In order to encourage the natural tendency to share ideas in discussion as well as contribute to on-line forums, I offer a participation grade that is a major part of your overall grade. Participation entails actively contributing not only to your own learning, but to the learning of others as well.

The rubric for participation is as follows:

A

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. In addition, this person will be a frequent contributor to online forums, and will seek to test his/her ideas against his/her colleagues. An “A” grade means all homework/discussion assignments are completed.

B

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

A student receiving a “C” will play an inconsistent or limited role in the life of the class.

D/F

The grades of “D” or “F” will be given to those students not regularly participating in class discussions/activities or consistently unprepared for class.

Class Schedule:

Schedule of Topics

Class Schedule

May

24 Introductions, Syllabus, Etc. Introduction to Development

31 **No Class, Memorial Day**

June

7 Development, Slavin, Chapter 3 Piaget, Slavin, Chapter 2 (teen Brain, Piaget’s learning theories)

14 Constructivism, Slavin Chapters and 8. Constructivism Presentations

21 Behaviorism and Motivation Theories Slavin Chapter 5 and Chapter 10

28 **Exam 1 In Class.** Nitko Chapters 1-3

July

5 **Independence Day, No Class**

12 Reliability and Validity of Testing, Nitko Chapters 1-5

19 Multiple Choice, Essay, True/False, Essay Testing, Short and Long Answer. Nitko Chapters 7-10.

26 Exam 2, Assessment, In Class.

August

2 Last Day of Class Standardized Tests, Nitko Chapter 13-15.

August 4th, Final Exam Due, 12:00 PM My Office NO EXCEPTIONS

***I believe in constructivist teaching practices. This means that we will decide together which topics might take more time or garner more discussion or interest. This also means that everything on this syllabus with regard to readings and discussion topics is open to change at any time. You have been warned. However: Major assignment due dates and requirements will not change.**