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

**Summer 2019**

**FOUN 3110, CRN 10207, 3 credit hours**

**Instructor:** Svetlana Chesser, PhD

**Office Hours and Location:** Monday 3:00 p.m.-4:00 p.m., Haley 4076

**Course Meeting Days, Time, and Location:** Mondays, 4:00 pm - 5:50 pm, Haley Center 3328

3 Saturdays (May 25th, June 15th, July 27th) for 6 hours at Opelika Grows.

**Phone and Email:** (334) 844-3052; email: [svetlana-chesser@auburn.edu](mailto:ssc0004@auburn.edu). Response time is 24 hours.

**Course Description:** This course will provide an overview of integrated approaches to the effective instructions of the adolescent learner in context.

**Course Prerequisites:** EDUC 3000 or (FOUN 3000 and RSED 3000 or RSED 3003).

Admission to Teacher Education.

**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.

**Objectives continuing through the block experience:**

1. To engage in self-reflection regarding your abilities as a teacher and develop strategies for improvement
2. To learn and recognize effective classroom and behavior management techniques {2.d.1(i)}
3. To communicate optimal expectations for each student {2.d.2(iii)}

(As a part of modeling in the block experience itself and helping preservice teacher learn to engage in this behavior as practicing teachers . . .)

1. To synthesize research from journals, the web and books to help address a question about teaching and learning
2. To communicate your research findings through an appropriate medium of your choice, such as through a workshop, poster, brochure, web page, presentation etc.
3. To assemble a portfolio to demonstrate learning over the semester including structured reflections

Objectives focusing on developmental issues:

1. To understand the synergy of the cognitive, psychosocial and moral aspects of development
2. To understand and recognize expected developmental progressions during the preschool, elementary, middle and high school years {2.a.1(ii)}
3. To draw educational implications from each developmental level of students
4. To understand the importance of language development and recognize the role language plays in the learning process {2.a.1(iv)}
5. To recognize students= level of readiness and different learning styles {2.a.1(i)}
6. To learn and recognize ways to stimulate critical thinking and problem solving {2.a.1(iii)}
7. To construct developmentally-appropriate goals and objectives for learners {2.c.1(ii)}
8. To learn how to develop a print and language-rich classroom that fosters interest and growth in all aspects of literacy {2.a.1 (viii)}

Objectives focusing on planning and improvement of teaching-learning experiences:

1. To learn and use strategies to help students become self-motivated {2.a.1(v)}
2. To develop motivational strategies which promote student learning and increase student self-esteem {2.a.2(ii)}
3. To learn strategies which help individuals work productively and cooperatively with others (2.a.1(vii)}
4. To encourage students to assume increasing responsibility for themselves and their learning {2.d.2(i)}
5. To recognize when and how plans need to be adjusted based on student responses and other contingencies {2.c.1(iv)}
6. To recognize the advantages and disadvantages associated with various instructional strategies {2.c.1(iii)}
7. To incorporate a variety of appropriate instructional and assessment strategies when preparing instructional plans {2.c.2(ii)}
8. To develop developmentally appropriate activities based on goals and objectives and the cognitive theories of learning
9. To develop developmentally appropriate activities based on goals and objectives and the student‑centered constructivist theories of learning
10. To incorporate students’ misconceptions, ideas, and experiences when planning instructional activities (2.a.2(i)}
11. To assess the instructional activities on the basis of theories of motivation, Ames' Target model and the APA Learner‑centered principles and to determine how the activities can be adapted to better foster challenge, intrinsic motivation, and student learning goals

Objectives directly associated with assessment and evaluation tasks:

1. To learn and recognize uses, advantages, and limitations of a variety of traditional and alternative assessment methods {2.e.1(i)}
2. To learn and apply guidelines for the selection and construction of a variety of traditional and alternative assessment methods {2.e.1(ii)}
3. To understand and apply measurement properties such reliability and validity to a variety of traditional and alternative assessment methods {2. e.1.(iii)}
4. To learn strategies which are used to evaluate teachers {2.e.1(iv)}
5. To construct a variety of traditional and alternative assessment methods for informal and formal purposes {2.e.2(i)}
6. To use feedback obtained from observation and student responses to improve practice {2.e.2(ii)}
7. To learn assessment tools to monitor the acquisition of reading strategies, improve reading instruction, and identify students who require additional instruction {2.c.1(vi)}
8. To describe classroom environments and instruction that develops and extends students’ competence in reading, writing, speaking, and listening {2.c.1(vi)}

**List of assignments and a brief overview of each:**

Quizzes          (6 @ 4% each)                            24 %

Tests                            (2 @ 20% each)                         40 %

Service-Learning Project (1 @ 36 % each)                        36 %

**Total                                                                                100%**

**Quizzes.** You will complete **6 quizzes online in Canvas**.  The questions on these quizzes will relate to your readings and our class discussions. You are welcome to use resources that are provided on course website.  If you do not submit a completed quiz by the deadline, you will not receive a credit for that quiz. **There will not be any opportunities for making up the quiz.** These quizzes will help to ensure that you keep up with the readings and learning material.

**Tests.** There will be 2 non-cumulative tests. These tests will contain 50/33 multiple-choice questions, 2/3 points each, drawn randomly from a large pool of questions and **will be completed in class during the class time on the assigned dates.**

**Service-Learning Project:** As part of the College of Education’s assessment efforts each student enrolled in FOUN 3110 **must complete 25 hours** of service learning. **Service-learning** is a required component of this course and will constitute **36% of your final grade**.

The purpose of this project is to develop and implement appropriate educational environment for students that will attend Career and Technical Education (CTE) Inspired class at Opelika Learning Center. This class employs positive youth development approach and working with young people at “Opelika Grows” Auburn University initiative site, providing opportunities for high school at risk students to explore real work activities with real consequences.

Your task is to choose **one** of three cites at Opelika Grows (animal yard, greenhouse, or woodshop), **develop proposal** (due by June 17th) how to organize this site making it attractive and safe for upcoming students in CTE Inspired class, and **implement your ideas**. We will meet and work on the site of your service-learning project **3 times** throughout this semester for about **6 hours: May 25th**-site exploration and preparation; **June 15th**- site preparation and implementation of your ideas, and **July 27th**- implementation of your ideas and finishing touches.

Your proposal (due by June 17th via email) should include (1) ideas for making your site attractive and safe for upcoming students. You may include pictures of your site “before and after”; (2) list of materials needed to implement your ideas; (3) cost of the materials you need. Each group will have a budget of approximately $100. **Service-Learning Project** **will be evaluated** on (1) Opelika Grows site attendance (10%), timely submission of the proposal (10%), creativity of the ideas (10%), timely implementation of the ideas (70%).

Grading Scale:

A = 90% to 100%

B = 80% to 89%

C = 70%to 79%

D = 60% to 69%

F < 60%.

# Text: There is no required text for this class. Reading materials are provided on the class website in Canvas.

**Course Website:** You can find the course website in **Canvas**.  At this site all **readings,** **PowerPoint slides, quizzes,** **class announcements**, and **your grades** will be posted.

**Classroom Policies:** You may **withdraw** without grade penalty until the 15th class day, and until mid-semester (although a W will appear on your transcript if you withdraw between the 16th and 36th class day). If you withdraw from the course between the 6th class day and the 15th class day you will pay a course drop fee of $100.

**Attendance Policy:**  You are expected to attend all scheduled classes. Please refer to the [Policy on Class Attendance](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf) for a list of excused absences.

**Policy for Late/Missing Work:** No late quizzes will be accepted. There will be no **make-up** exams unless you contact me **PRIOR** to the scheduled exam or **immediately after** **emergency occurs on the day of the exam** and provide a note from a doctor, or an obituary of a lost family member.

Accommodation Statement**:** Students who need accommodations make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. 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).

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class (<http://www.auburn.edu/student_info/student_policies/>). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

**An Emergency Contingency statement:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Course Calendar/Schedule:** **VERY IMPORTANT**

Submissions of quizzes, and assignments must be done by 11:59 pm Central-Standard Time on the due date. It is **your responsibility** to learn the posted course content each week.  It is also your responsibility to **plan ahead** so that assignments/assessments can be turned in on time.

This calendar lists the assignments that are due and our meetings:

**May 20 -** How Body and Brain Development Affect Student Learning

* Welcome to FOUN 3110, syllabus overview.
* Overview of Adolescents’ Physical and Cognitive Development – PPT
* **Quiz 1 -** Adolescents’ Physical and Cognitive Development **due** **by June 3** at 11:59 p.m.

**June 3 –** How Body and Brain Development Affect Student Learning

* Read How Body and Brain Development Affect Student Learning
* Brain Structure, Function and Development - PPT
* **Quiz 2 -** Brain structure, function and development **due** **by June 10** at 11:59 p.m.

**June 10 -** All About Executive Function

* Read “Executive Function 101” before class
* **Quiz 3 -** Executive Function **due** **by June 17** at 11:59 p.m.

**June 17–** Learning and Memory-Basic Mechanisms

* Read excerpt from Brain Rules – “Survival Brain” before class

**June 24** – Learning and Memory-Basic Mechanisms

* Read excerpts from Brain Rules – “Short -Term Memory” and “Long -Term Memory” before class
* **Quiz 4 -** Learning and Memory-Basic Mechanisms **due by July 1 at 11:59 p.m.**

**July 1** – Test 1

**July 8 –** Risk Taking, Rewards, and Relationships |

* Read “Risk Taking, Rewards, and Relationships” before class
* **Quiz 5 due** **by July 15** at 11:59 p.m.

**July 15 –** Valuing Culture, Experiences, and Environments

* Read “Valuing Culture, Experiences, and Environments” before class
* **Quiz 6 due** **by July 22** at 11:59 p.m.

**July 22**– Student-Centered Approaches to Learning

* Read “Students at the Center” before class

**July 31 -** Test 2

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