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

**Summer 2020**

**FOUN 3110, CRN 10198, 3 credit hours**

**Instructor:** Svetlana Chesser, PhD

**Office Hours and Location:** Thursday 3:00 p.m.- 4:00 p.m., via Zoom

**Course Meeting Days, Time, and Location:** Thursdays, 4:00 pm - 7:50 pm, via Zoom,

eService-Learning

**Phone and Email:** (334) 844-3052(office); 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          20 %

Discussion Quizzes 30 %

Tests                            40 %

e-Service-Learning   10 %

**Total                                                        100%**

**Quizzes.** You will complete **6 quizzes online in Canvas**. The questions on these quizzes will relate to your readings and lectures. You are welcome to use resources that are provided on course website. These quizzes will help to ensure that you keep up with the readings and learning materials. If you do not submit a completed quiz by the deadline, you will not receive a credit for that quiz until you make it up. **Please consider that I will deduct 10 points from your grade each day your submission is late.**

**Discussion Quizzes.** You will complete **6 Discussion Quizzes** based on provided case studies or readings. The cases are designed to engage you in critical thinking, perspective-taking, analysis, problem solving and decision-making. While the cases do not replace actual classroom experience, they present a way to immerse in the classroom’s culture via real-life teaching examples. If you do not submit a completed discussion quiz by the deadline, you will not receive a credit for that quiz until you make it up. **Please consider that I will deduct 10 points from your grade each day your submission is late.**

**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 the Zoom classroom, during the class time on the assigned dates.**

**Service-Learning:** 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 **10% of your final grade**.

You will get involved with [Auburn Day School](https://www.auburndayschool.com/#/) - Alabama’s first STEM preschool and [AO Discover!](https://www.aodiscover.org/) - East Alabama’s first hands-on science museum that are opening this Summer.

You will have an opportunity in:

* Social media content creation (Instagram @ao\_discover and Facebook @AODiscover)
* Social media execution
* Grant-writing assistance
* Video editing for virtual tours and to assist with exhibit donation
* Online/virtual fundraising
* Community outreach
* Engagement with local colleges and universities (Auburn, Southern Union, Tuskegee, Troy)
* Blogging about STEM education, progress updates, hands-on learning, supporting nonprofits, etc.
* Outreach to local preschools, elementary and middle schools to help with outreach for mobile field trips for Fall 2020
* Outreach to local businesses to help arrange AO Discover! STEM Community Pop-ups for Fall and Winter 2020 (Free for families)

**More information about organization of e-service learning will be provided during Zoom class meetings and in Canvas.**

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 4:00 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 all assignments, their due dates and our Zoom meetings:

**May 21 -** Adolescents’ Physical and Cognitive Development

* Welcome to FOUN 3110, syllabus overview.
* **Quiz 1 -** Adolescents’ Physical and Cognitive Development **due** **by May 28** at 4 p.m.
* **Discussion Quiz -** Feeling Mature - **due by May 28** at 4 p.m.

**May 28 and June 4–** Brain Structure, Function and Development

* **Quiz 2 -** Brain structure, function and development **due** **by June 11** at 4 p.m.
* **Discussion Quiz -** Banes and Brains - **due** **by June 11** at 4 p.m.

**June 11 -** All About Executive Functions

* **Quiz 3 -** Executive Functions **due** **by June 18** at 4 p.m.
* **No Discussion Quiz -** class discussion

**June 18 and July 2 –** Basic Mechanisms of Learning and Memory

* **Quiz 4 -** Basic Mechanisms of Learning and Memory - **due by July 9** at 4 p.m.
* **Discussion Quiz -** Short Term Memory - **due by July 2** at 4 p.m.
* **Discussion Quiz -** Long Term Memory - **due by July 9** at 4 p.m.

**July 9** – Test 1

**July 16 –** Risk Taking, Rewards, and Relationships |

* **Quiz 5 -** Risk Taking, Rewards, and Relationships - **due** **by July 23** at 4 p.m.
* **Discussion Quiz - due** **by July 23** at 4 p.m.

**July 23 –** Valuing Culture, Experiences, and Environments

* **Quiz 6 due** **by July 30** at 4 p.m.
* **Discussion Quiz - due** **by July 30** at 4 p.m.

**July 30** - Test 2

NOTE:  This is a tentative syllabus. Any changes will be announced during class Zoom meetings or on the course website. Students are responsible for being aware of the changes made.