

**FOUN 3500\_SE2**

**Development, Learning, and Motivation**

**Fall 2025**

**PROFESSOR: Kailea Q. Manning**

**OFFICE: COE #3323**

**OFFICE HOURS: Wednesdays – 10:30am-12:30pm, Zoom meetings available by appointment.**

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**MEETING TIMES: Wednesday 5:00pm-7:50pm @ COE #2108**

**Course Description:** The course will cover physical, cognitive, psychosocial and moral aspects of development. In addition, the course will cover behavioral, cognitive, learner-centered constructivist and more contemporary theories of learning with emphasis on applications to classroom instruction. Finally, the course will cover various theories of motivation with educational applications.

**Course Objectives:**

1. Students will understand the physical, cognitive, psychosocial and moral aspects of development.
2. Students will understand the behavioral, cognitive, learner-centered constructivist and more contemporary theories of learning.
3. Students will apply the behavioral, cognitive and learner-centered constructivist theories of learning to develop effective instruction.
4. Students will understand various theories of motivation.
5. Students will be able to apply the motivational theories into the classroom by developing effective lessons that motivate students to learn.

**Course Text:**

* Kuther, T. L. (2020). Child and Adolescent Development in Context (1st ed.). Sage Publications.
* Supplemental readings will be provided in Canvas as needed.

**Reading Expectations:** Students are expected to complete assigned readings prior to class to support active participation and success on weekly content quizzes. Readings will serve as the foundation for class discussions, case studies, and projects, so coming prepared is essential.

**Course Assignments and Grades.**

Activity Points Each (Total points=600) % of Final Grade

Content Quiz 10 quizzes @ 10 points each 17%

Case-Study Reflection 10 assignments @ 10 points each 17%

Class Participation 12 sessions @ 5 points each 10%

Project 1 120 points 20%

Project 2 220 points 36%

**Letter Grade Scale.**

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| **Grade** | **Points** |
| A | 540-600 (90–100%) |
| B | 480-539 (80-89%) |
| C | 420-479 (70-79%) |
| D | 360-410 (60-69%) |
| F | Below 360 (<60%) |

***Major Assignments***

1. **Class Participation/Discussion**. Active participation is an essential part of this course. You are expected to attend class, contribute thoughtfully to discussions, engage respectfully with peers, and take part in group activities. Participation will be assessed through 12 participation checks across the semester, each worth 5 points for a total of 60 points.

Participation Scoring

* *Full Credit (5 points*): Present, prepared (readings completed), and actively engaged in class discussions and activities. Contributions are thoughtful, respectful, and support peers’ learning.
* *Partial Credit (2-4 points)*: Present but only somewhat prepared or inconsistently engaged. Contributions are minimal, off-task at times, or show limited connection to readings/discussion.
* *No Credit (0–1 points)*: Absent, very late, or present but disengaged (e.g., not participating, using devices inappropriately, or distracting others).
1. **Content Quiz.** Throughout the semester 10 quizzes will be assigned to check-in on the students’ understanding of the covered content. The quizzes are meant to be a low stake, low stress, assessment.
2. **Case Study Reflection.** Each week case studies will be discussed in class. Students will be responsible for submitting a reflection of what they learned from the case study that week (500 word minimum).
3. **Project 1.** Students will work in small groups to explore a current issue facing adolescents (e.g., cyberbullying, social media, peer pressure, mental health, substance use). Groups will research their selected issue and connect it to adolescent developmental theory. Each group will design and deliver a presentation that explains the issue, highlights developmental connections, and engages peers in a brief interactive activity. In addition, students will create a resource list (articles, organizations, or tools) that educators could use when addressing this issue with students.
4. **Project 2.** Students will work in pairs or trios to create three mini-lesson plans for middle or high school students on a self-selected topic (approved by the instructor). Each lesson plan will be designed through a different lens: Behaviorist, Cognitive, and Constructivist learning theories. Students will also write a brief individual reflection comparing the three approaches and considering their developmental appropriateness. In a final presentation, groups will share their lesson plans with the class and demonstrate one activity, addressing how their instructional strategies support multiple types of learners.

**Important Notes:**

* All assignments must be submitted via Canvas assignment modules
* *Please note that this syllabus is subject to change as needed.*

**Course Policies:**

**Excused Absences.** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor before the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Assignment Due Dates.**

* Case study reflections will be due by 11:59pm on the immediate Sunday following the class meeting. For example, if the class meets on 8/27/25, the case study reflection will be due by 11:59pm on 8/31/25.
* Content quizzes will take place in-person at the start of the class period.
* All other assignments/projects will have designated due dates in Canvas as they are posted.

**Late and Make-Up Assignments*.***

*Any assignment submitted after the due date will incur an automatic 20% grade reduction. Assignments will not be accepted more than 14 calendar days after the original due date and time****.*** *Arrangements for late or make-up assignments must be made in advance unless due to emergency and will be subject to the policies as outlined in the in the Student Policy eHandbook (**www.auburn.edu/studentpolicies) and this syllabus. No make-up work will be accepted for unexcused absences.* These requests will be evaluated on a case-by-case basis by the instructor.

**Accommodations.**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to 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). If you do not have an established accommodation but would like to discuss possible accommodations while seeking or in lieu of an established accommodation, please the instructor directly.

**Use of Artificial Intelligence Policy.**

*In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor.* To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “I would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**Technology and Communication.**

Students are responsible for checking university email and the Canvas site regularly. Phones, tablets, and laptops are welcome in the classroom for use in course-related activities, determined by the instructor. Regular, subtle use of devices (text, social media, etc.) should be avoided. Distractions, resulting from the use of electronic devices will result in a grade penalty (participation points). The instructor will communicate with students individually and/or as a group via email.

**Academic Honesty.**

All portions of the Auburn University Student Academic Honesty Code (Title XII), found in the Student Policy eHandbook, apply to this course. Violations will be reported to the Office of the Provost, which refers cases to the Academic Honesty Committee. Sanctions may be applied as outlined in University policy.

**Violations include, but are not limited to:**

* Plagiarism (using another’s words or ideas without proper citation).
* Unauthorized assistance during examinations.
* Submitting another’s work as your own.
* Sharing unauthorized exam materials.
* Altering or attempting to alter assigned grades.

**Plagiarism Resources:**

* [Auburn Plagiarism Resource Guide](https://auburn.app.box.com/s/6joocey6sylos3y9g1eosvqf77a1qgya)
* [Purdue OWL: Avoiding Plagiarism](https://owl.purdue.edu/owl/avoiding_plagiarism/index.html)

***Classroom Behavior.***

*The Auburn University Classroom Behavior Policy will be strictly followed in this course. Please review the Student Policy eHandbook for details. Respectful conduct and active engagement are expected at all times to ensure a productive learning environment.*

***Emergency Contingency.***

If normal class activities are disrupted due to illness, emergency, or crisis situations, 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.

***Mental Health.***

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123.  Learn more about mental health information on campus at auburn.edu/scps.

***Basic Needs.***

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or [auburn.edu/auburncaresLinks to an external site.](https://auburn.edu/auburncares) for resources and support.

**Sexual Misconduct Resources Statement.**

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

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| FOUN 3500 – Tentative Weekly Course Schedule |
| Date | **Topics** |
| 8/20 | Introduction/Syllabus |
| 8/27 | Foundations of Development |
| 9/3 | Physical Development |
| 9/10 | Cognitive Development |
| 9/17 | Socioemotional Development |
| 9/24 | Adolescent Issues (Project 1) In-class Prep |
| 10/1 | In-Class Presentations |
| 10/8 | Behavioral Views of Learning |
| 10/15 | Cognitive Views of Learning |
| 10/22 | Cognitive Processes and Learning |
| 10/29 | Constructivism & Learning Environments |
| 11/5 | Social Cognitive Theory |
| 11/12 | Motivation in Learning & Teaching |
| 11/19 | Project 2 In-class Prep |
| 11/26 | **No Class – Thanksgiving Break** |
| 12/3 | Lesson Planning (Project 2) Presentations/Reflection |
| NOTE: The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given.Updated 8/22/2025 |