



**MLED 314.71W - Young Adolescent Development
COURSE SYLLABUS: Spring 2014**

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COURSE INFORMATION

Materials

Textbook Required:

Walsh, David (2005). Why Do They Act That Way? Free Press trade paperback edition.

ISBN: 978-0-7432-6077-0

Information from the following websites:

<http://www.nlm.nih.gov/medlineplus/ency/article/002003.htm>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1519930/>

http://www.pbs.org/wnet/gperf/education/ed_mi_overview.html

http://www.texas.ets.org/assets/pdf/testprep_manuals/83640_unlweb_revs_dj.pdf

Course Description:

MLED 314 is designed to provide preservice teachers with a knowledge base of the changes and issues that typically affect development in the years from age eight through adolescence. Students will examine and study the various domains of physical, cognitive, social and emotional development; and will consider how various learning theories, particularly multiple intelligence theory, can inform practices in middle level classroom. The effect of environmental factors on development will also be explored.

Pedagogy and Professional Responsibilities (PPR) Competencies Addressed:

Competency 001:

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

The beginning teacher:

- Recognizes that positive and productive environments for middle-level students involve creating a culture of high academic expectations, equity throughout the learning community, and developmental responsiveness.

- Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
- Knows the typical stages of cognitive, social, physical, and emotional development of middle-level students.
- Recognizes the wide range of individual developmental differences that characterizes middle-level students and the implications of this developmental variation for instructional planning.
- Demonstrates an understanding of physical changes associated with later childhood and adolescence and ways in which these changes impact development in other domains (i.e., cognitive, social, emotional).
- Recognizes challenges for students during later childhood and early adolescence (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness) and effective ways to help students address these challenges.
- Understands that student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
- Demonstrates knowledge of the importance of peers, peer acceptance, and conformity to peer group norms and expectations for middle-level students, and understands the significance of peer-related issues for teaching and learning.
- Recognizes that social and emotional factors in the family (e.g., parental divorce, homelessness) impact the development of middle-level students in different domains.
- Uses knowledge of cognitive changes in middle-level students (e.g., emergence and refinement of abstract thinking and reasoning, reflective thinking, and increased focus on the world beyond the school setting) to plan instruction and assessment that promote learning and development.
- Analyzes ways in which developmental characteristics of middle-level students impact learning and performance, and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- Recognizes the importance of helping middle-level students apply decision-making, organizational, and goal-setting skills.
- Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

Competency 002:

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

The beginning teacher:

- Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionalty) and the significance of student diversity for teaching, learning, and assessment.
- Accepts and respects students with diverse backgrounds and needs.
- Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
- Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.

- Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
- Understands the instructional significance of varied student learning needs and preferences.

Competency 004:

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The beginning teacher:

- Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children, and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).
- Applies knowledge of the implications for learning and instruction of middle-level students' wide range of thinking abilities.
- Stimulates reflection, critical thinking, and inquiry among middle-level students (e.g., engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication, and the respectful exchange of ideas).
- Enhances learning for middle-level students by providing instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning, and inquiry; promoting students' development of research skills).
- Teaches, models, and monitors organizational and time-management skills at an age-appropriate level (e.g., keeping related materials together, using organizational tools).
- Teaches, models, and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time management tools).
- Recognizes how social and emotional characteristics of middle-level students (e.g., interacting with peers, searching for identity, questioning principles and expectations) impact teaching and learning.
- Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.

- Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
- Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

Competency 005:

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The beginning teacher:

- Uses knowledge of the unique characteristics and needs of middle-level students to establish a positive, productive classroom environment (e.g., provides opportunities to collaborate with peers, promotes students' awareness of how their actions and attitudes affect others, includes kinesthetic experiences and active learning within a planned, structured environment).
- Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.
- Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- Presents instruction in ways that communicate the teacher's enthusiasm for learning.
- Uses a variety of means to convey high expectations for all students.
- Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- Creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 008:

The teacher provides appropriate instruction that actively engages students in the learning process.

The beginning teacher:

- Employs various instructional techniques (e.g., discussion, inquiry) and varies teacher and student roles in the instructional process, and provides instruction that promotes intellectual involvement and active student engagement and learning.
- Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).
- Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied characteristics and needs.
- Engages in continuous monitoring of instructional effectiveness.
- Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.
- Employs effective motivational strategies and encourages students' self-motivation.

Competency 011:

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

The beginning teacher:

- Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
- Engages families, parents, guardians, and other legal caregivers in various aspects of the educational program.
- Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.
- Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.
- Conducts effective conferences with parents, guardians, and other legal caregivers.
- Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

Course Objectives:

By the conclusion of the course, students will demonstrate the following outcomes:

- ✓ Students will understand the basic principles of development and how these principles impact student needs and learning.
- ✓ Students will recognize the developmental milestones in the major domains of development [cognitive, psycho-motor, social, and emotional], in concert with interactions of English language proficiency stages.
- ✓ Students will understand connections between adolescent development and the major learning theories.
- ✓ Students will gain awareness of societal issues currently impacting adolescent development [i.e., peer pressure, gangs, drugs, family structure, media impact, language differences, etc.].
- ✓ Students will learn to apply knowledge of development in interacting with adolescent students.
- ✓ Students will be able to apply developmental and language acquisition principles in determining reasonable expectations of the middle level students.
- ✓ Students will be able to support students in developing positive social relations and in dealing with conflict.

COURSE REQUIREMENTS

Assignments:

- **Introduction**
- **10 Discussions**
- **Research Paper (submitted in drop box via eCollege)**
- **Hot Topic Research/Electronic Presentation Assignment**
- **Comment/Critique of Two Peers' Presentations**
- **Dear Abbey Assignment and Reflection**
- **10 Quizzes**
- **Mid-Term and Final Exam**

All written assignments must be typed in a 12 point Times New Roman font with double spacing and one inch margins on all sides. APA format is required.

Introduction: Write an introduction about yourself covering the following areas: background information, relevant personal information pertaining to this class, and expectations of the course. The introduction should be **at least** 1 page in length.

Discussion Topics: A reflection of what has been read/reviewed throughout the course. These will be completed in eCollege and will vary week to week. For every discussion assignment, you will be responsible for commenting on two of your peers' responses. Discussion responses need to be at least 3-5 sentences in length, addressing the topic given for the week. When commenting on your peers' responses, also respond with 3-5 sentences. Points will be deducted if these are not done correctly. "I agree with your statement" does not constitute a thoughtful response.

Hot Topic Research/Electronic Presentation Assignment: You will become the class expert on the issue you choose. This assignment will have three parts: **1) A research paper** turned in to the eCollege drop box; **2) an electronic format** of your topic turned into eCollege via Doc Sharing and Drop Box; and **3) a critique/comment** on two different electronic presentations of your peers.

1. **The research paper** is to be 3-5 pages in length. Please refer to previous instructions on written assignments above. *Very important: Be sure to site sources at the end.* This paper should be more than just a regurgitation of facts or an explanation of an argument. All of the opinions stated in the paper should be backed up by an expert. When you write a research paper, you should build upon what you know about the subject and make a deliberate attempt to find out what experts know. A research paper is more than the sum of your sources, more than a collection of different pieces of information about a topic, and more than a review of literature in a field; a research paper analyzes a perspective or argues a point. It can be broad and address the entire issue or can focus on one aspect of your topic.

2. **An electronic format presentation** created by you will be available for all to view. Examples could include an Animoto, PowerPoint, or a brief video clip summarizing your topic and/or research paper. Please make sure all electronic presentations include your name. Points will be deducted if your name and sources are not included.

3. You will also be responsible for **commenting on and critiquing** two different electronic presentations from your classmates. You need to view all of the electronic presentations via Doc Sharing. Then, on the discussion board, comment/critique 2 of those presentations. Please be sure to reference whose presentations you are critiquing. These comments/critiques should be meaningful and reflect your true opinions, sometimes advice for the topics. These critiques should be 5-7 sentences in length. Points will be deducted if not.

Hot Topics to choose from: (Limit 2 students per topic)

- ✓ Media – Radio & TV
- ✓ Media – Social networking
- ✓ Cell phones (texting, sexting, etc.)
- ✓ Gothic tendencies
- ✓ Bullying
- ✓ Gangs
- ✓ Alcohol, tobacco & other drugs
- ✓ Adolescent suicide
- ✓ Peer relationships/cliques/social rejection
- ✓ Female & male body image (eating disorders, etc.)
- ✓ Adolescent/parent relationships
- ✓ Adolescent dating issues
- ✓ Adolescent stress/depression
- ✓ Family financial problems
- ✓ Teen pregnancy
- ✓ Absent or divorced parents
- ✓ Death or serious loss in the family
- ✓ Truancy
- ✓ Psychiatric disorders such as schizophrenia, manic-depressive disorder,
- ✓ conduct disorders
- ✓ Chronic illness in oneself or family

Dear Abbey Assignment and Reflection: Find/create a “Dear Abbey” adolescent scenario, typed in letter form. This scenario should deal with problems or issues that adolescents face today or any topic we have covered in this course. Cite or attach document event source [i.e. – newspaper article, internet article, etc.]. Write a short paragraph reflecting your personal discovery or reflection about the scenario. Do you agree with the advice given? Would you have given different advice? Is there any research found in the textbook to support your responses?

Please note: Examples of the assignments will be provided in DocSharing towards the due dates so you have correct guidelines to follow.

GRADING

Grades will be earned for activities, assignments, quizzes, and exams completed through e-college.

Product	Percentage of Final Grade
Introduction	5
ECollege Discussions/Comments	10
ECollege Quizzes	10
Research Paper	20
Electronic Presentation	20
Comment/Critiques of Peers' Presentations	10
<i>Dear Abbey</i>	5
Midterm Exam	10
Final Exam	10

A = 90% – 100%
B = 80% – 89%

C = 70% – 79%
D = 60% – 69%

F = 59% or lower

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course:

- High speed internet connection (Dial up is not recommended)
- Microsoft Office Word 2003, 2007, or 2010

- Access to eCollege
- Access to the university library site (online)
- Access to university email

A computer lab is located in the Bain Center and is available to students Monday-Friday between the hours of 8 am and 5 pm. The lab provides computers, internet access, and printers for student use.

ACCESS AND NAVIGATION

ECollege is a vital component to this class. Assignments, discussions, and quizzes will be completed through eCollege each week. Announcements related to assignments, exams, date changes, or class cancellations will be available through eCollege. To access your eCollege account:

- 1) Go to www.tamu-commerce.edu
- 2) Click on the myLEO link at the bottom of the page. This will take you to myLEO.
- 3) Login to your myLEO account. Your username is your eight digit campus wide identification number. Unless you have changed it, your password is your six digit birth date.
- 4) There is a Launch Pad on the left-hand side of the screen. To access online courses, click on the icon that has the graduation cap picture.
- 5) Click the My Courses tab in upper left corner.
- 6) Click on the white arrow next to the words Spring 2014-W1.
- 7) Click on MLED 314 71W – C. Smith Young Adolescent Development. You are now in the course.
- 8) Be sure to read the announcements on the homepage every time you log in.
- 9) You may find it helpful to complete the student orientation tutorial. Simply click on the orientation link on the My Courses page.

Texas A&M University Commerce offers an online library. To access available materials and databases, go to <http://web.tamu-commerce.edu> and click on “Current Students” at the top of the page. Then, click on the “Library” in the middle of the page.

Texas A&M University also offers an online Writing Center that may be beneficial to you when completing writing assignments. The web address is <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/default.aspx>.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

In addition to the information listed on page 1 of this syllabus, Carol Smith may be contacted using **home email: drCarolSmith@aol.com, home phone : 903.778.2207, or cell phone/text: 903.880.3222.**

Please note that you **MUST** use your university issued email account when contacting me for any issue related to this class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

COURSE OUTLINE / CALENDAR

Date	Topic & Assignments	Assignments Due By End of Week
Week 1: January 13-17	<ul style="list-style-type: none"> • Read Chapters 1 & 2 in <i>Why Do They Act That Way?</i> (WDTATW?) • Complete “Introduction” Assignment • Choose Hot Topic 	<ul style="list-style-type: none"> • Introduction • Discussion topic • Chapters 1 & 2 Quiz
Week 2: January 20-24	<ul style="list-style-type: none"> • Review PPR Competency 001 • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Competency 001 Quiz
Week 3: January 27-31	<ul style="list-style-type: none"> • Read Chapters 3 & 4 in <i>WDTATW?</i> • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Chapters 3 & 4 Quiz
Week 4: February 3-7	<ul style="list-style-type: none"> • Review PPR Competencies 002 and 004 • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Competencies 002 and 004 Quiz
Week 5: February 10-14:	<ul style="list-style-type: none"> • Read Chapters 5 & 6 in <i>WDTATW?</i> • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Chapters 5 & 6 Quiz
Week 6: Feb. 17-21	<ul style="list-style-type: none"> • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic
Week 7: February 24-28	<ul style="list-style-type: none"> • Review Chapters 1-6 in <i>WDTATW?</i> • Review Competencies 001, 002, and 004 • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Mid-Term Exam
Week 8: March 3-7	<ul style="list-style-type: none"> • Read Chapters 7 & 8 in <i>WDTATW?</i> • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Chapters 7 & 8 Quiz
Week 9: March 17-21	<ul style="list-style-type: none"> • Review PPR Competency 005 • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Competency 005 Quiz
Week 10: March 24-28	<ul style="list-style-type: none"> • Read Chapters 9 & 10 in <i>WDTATW?</i> • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Chapters 9 & 10 Quiz
Week 11: Mar. 31- April 4	<ul style="list-style-type: none"> • Review PPR Competencies 008 and 011 • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Competencies 008 and 011 Quiz
Week 12: April 7-11	<ul style="list-style-type: none"> • Read Chapters 11-13 in <i>WDTATW?</i> • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Discussion topic • Chapters 11-13 Quiz
Week 13: April 14-18	<ul style="list-style-type: none"> • Work on hot topics research paper/presentation 	<ul style="list-style-type: none"> • Hot topics research paper and electronic format presentations
Week 14: April 21-25	<ul style="list-style-type: none"> • View electronic presentations of peers 	<ul style="list-style-type: none"> • Comments/critiques of peers’ electronic presentations
Week 15: April 28- May 2	<ul style="list-style-type: none"> • Review Chapters 1-13 in <i>WDTATW?</i> & PPR Competencies 001, 002, 004, 005, 008, and 011 • Work on <i>Dear Abbey</i> assignment 	<ul style="list-style-type: none"> • <i>Dear Abbey</i> assignment • Final Exam