



SED 511.01W

Adolescent Growth and Development COURSE SYLLABUS: Winter Mini 2015

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COURSE INFORMATION

Textbook(s) Required:

Selected articles from scholarly journals, ERIC Documents, and media sources will be used in this class in lieu of a textbook.

Selected Readings:

Brighton, Kenneth (2007) *Coming of Age: The Education and Development of Young Adolescents*, Westerville, Ohio, National Middle School Association. ISBN: 978-1-56090-211-9.

Farrington, Camille A., et.al. (2012). *Teaching Adolescents to Become Learners The Role of NonCognitive Factors in Shaping School Performance: A Critical Literature Review*. The University of Chicago Consortium on Chicago School Research. UChicago CCSR's Publisher.

- Case Study 1 NonCognitive Factors in the Middle Grades Context, pages 55-58
- Case Study 2 Supporting Positive Academic Behaviors in 9th Graders, 59-66

Wolfe, Pat. *Brain Matters: Translating the Research to Classroom Practice*. ASCD, Alexandria, VA., 1-207.

Kee, Ch'ng Lay. (July, 2014). *Mobile Devices: Toys or Learning Tools for the 21st Century Teenagers?* The Turkish Online Journal of Education Technology. 13:1-17.

McHugh, Rebecca M. et.al. (July, 2013). *Bridges and Barriers: Adolescent Perceptions of Student-Teacher Relationships.* Urban Education 48: 9-43.

Woolfolk, A., & Perry, N. (2015). Child and Adolescent Development (2nd ed.). Pearson.

Course Description Three (3) Hour Graduate Course

This course will focus on the physical, cognitive, socio-emotional, and moral stages of human development of adolescents between the ages of 11 and 19. Emphasis will be placed on individual differences and how educators can employ principles of curriculum and instruction to address the needs of adolescents. The impact of social and environmental factors on adolescents will be a key component of this course.

Student Learning Outcomes

- Students will describe the unique characteristics and stages of adolescent growth and development.
- Students will analyze physiological, cognitive, social and emotional problems and issues associated with adolescent growth and development.
- Students will create curricular and instructional solutions to address physiological, cognitive, social and emotional issues and problems associated with adolescent growth and development.

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COURSE REQUIREMENTS

1. Read and lead discussion of selected chapters: Physical Development, Brain Development, Cognitive Development in adolescence, and Socio Emotional Development in Adolescence.
2. Create curricular and instructional solutions to address physiological, cognitive, social and emotional issues and problems associated with adolescent growth and development.

GRADING

All assignments will be evaluated using a traditional grading scale:

90 – 100	A
79 – 89	B
70 – 78	C

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number

5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor may be reach by email, text or by telephone.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Enter the eCollege course and go to the Student Lounge located on the navigation bar on the left side of the screen and introduce yourself to the class. Complete the Student Information Form located under Doc Sharing and upload the Student Information Form to the DropBox. Click on the Sessions for directions for all course assignments.

Regular, weekly presence is expected for all students enrolled in this class. All assignments are due on Sunday of each week.

University Specific Procedures

ADA Statement

Students with Disabilities

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

December 15 – 19, 2014
December 29 - 30
January 5 – 12, 2015

All assignments are due on Sunday of each week.

December 15 Required Course Telephone Conference Call, at 9pm. Students are to call using the number, 1-712-775-7100; Access Code: 1068374.

December 17 Physical Development
December 18 Brain Development
December 29 Cognitive Development
December 30 Cognitive Development
January 5 Contexts for Cognitive Development and Part-Time Work
January 6 Social Emotional Development in Adolescence
January 7 Origins of Orientations
January 9 Storm and stress Across Cultures
January 10 Relating to Peers Through Technology
January 11 Emerging Adulthood
January 12 Closure Activity

References

- Barry, C. M., & Wentzel, K. R. (2006). Friend influence on prosocial behavior: The role of motivational factors and friendship characteristics. *Developmental Psychology, 42*(1), 153–163.
- Elliott, S. N. (1999). *A multiyear evaluation of the Responsive Classroom approach*. [Online]. Available: www.responsiveclassroom.org/about/research.html
- Hartup, W. W. (1996). The company they keep: Friendships and their developmental significance. *Child Development, 67*(1), 1–13.
- Lickona, T. (1997). The teacher's role in character education. *Journal of Education, 179*(2), 63–80.
- Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-school positive behavior support: Effects on student discipline problems and academic performance. *Educational Psychology, 25*(2/3), 183–198.
- Metzler, C. W., Biglan, A., Rusby, J. C., & Sprague, J. R. (2001). Evaluation of a comprehensive behavior management program to improve school-wide positive behavior support. *Education and Treatment of Children, 24*, 448–479.
- Osher, D., Dwyer, K., & Jackson, S. (2004). *Safe, supportive, and successful schools: Step by step*. Longmont, CO: Sopris West.
- Sagi, A., & Hoffman, M. L. (1994). Empathic distress in the newborn. In B. Puka (Ed.), *Reaching out: Caring, altruism, and prosocial behavior* (pp. 159–160). New York: Garland Publishing.
- Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the Child Development Project. *Social Psychology of Education, 4*, 3–51.
- Solomon, D., Watson, M. S., Delucchi, K. L., Schaps, E., & Battistich, V. (1988). Enhancing children's prosocial behavior in the classroom. *American Educational Research Journal, 25*(4), 527–554.
- Zhou, Q., Eisenberg, N., Losoya, S. H., Fabes, R. A., Reiser, M., Guthrie, I. K., et al. (2002). The relations of parental warmth and positive expressiveness to children's empathy-related responding and social functioning: A longitudinal study. *Child Development, 73*(3), 893–915.

Best Practices for Adolescent ELLs

- Batalova, J., Fix, M., & Murray, J. (2007). *Measures of change: The demography and literacy of adolescent English learners*. New York: Migration Policy Institute, Carnegie Corporation.
- Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). English learners in California schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives, 11*(36) [Online journal]. Available: <http://epaa.asu.edu/epaa/v11n36>

Lucas, T. (1997). *Influences on the educational experiences of immigrant students in U.S. schools*. (ERIC Document Reproduction Service No. ED406825).

Available:www.ncele.gwu.edu/pathways/immigration/influences.htm

Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59, 361–373.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York: New Press.

Rance-Roney, J. A. (2008). Creating intentional communities to support English language learners in the classroom. *English Journal*, 97(5), 17–22.

Ruiz-de-Velasco, J., & Fix, M. (2000). *Overlooked and underserved: Immigrant students in U.S. secondary schools*. Washington, DC: Urban Institute.

Rumberger, R. W., & Gándara, P. (2004). Seeking equity in the education of California's English learners. *Teachers College Record*, 106(10), 2,032–2,056.

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners—A report to the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education

The Middle/High Years/Demystifying the Adolescent Brain

Steinberg, L., Vandell, D., & Bornstein, M. (2011). *Development: Infancy through adolescence*. Belmont, CA: Wadsworth.

Mears, Derrick. Strategies: A Journal for Physical and Sport Educators, v25 n6 p32-34 Jul-Aug 2012. (EJ976365), Database: ERIC