

# MLED 314: Young Adolescent Development

Summer II, 2015

100% Online Course

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<b>Office Hours</b>	• Tuesdays 9:00-noon and Wednesdays noon -3:00
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<b>Teaching Schedule</b>	<u>MLED 314</u> – Summer II  • Advisor for Dept. of C&I

**Class motto:** "You were given two eyes, two ears and one mouth.....use them in that ratio" —*author unknown, but wise*

## Course Description:

MLED 314 is designed to provide pre-service teachers with a knowledge base of the changes and issues (including specific behaviors of non-English speaking students) that typically affect development in the years from 8 through adolescence. Students will examine and study the various domains of physical, cognitive, social, and emotional development, and will consider how various learning theories can inform practices in the middle level classroom. The effect of environmental factors operating on development will also be explored. ELL strategies will be modeled and made visible through discussion.

## Course Objectives:

The following principles will guide the coursework in MLED 314:

- 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

## Text:

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

Additional readings as required via e-college and other hand-outs.

## **Assignments:**

See below. More specific information is on the course calendar in e-college.

**Evaluation:**

See attached grade sheet (printed from e-college)

Student work will be expected to show evidence of creativity and the use of critical thinking skills. Copying or merely restating someone else's work is not adequate for college level assignments. If an original work is directly or indirectly quoted, it must be so noted. In other words, please cite your references carefully and consistently. To do otherwise is plagiarism. **Any plagiarism** is grounds for a zero on the submitted work.

Remember that you are responsible for your learning. I will help you as much as possible, but you must let me know that you are having problems or questions that you cannot answer. As your instructor, I am available to help you in any way possible. Please feel free to call me at home or on my cell (before 10:00 p.m. please).

**Written assignments:**

- All written assignments are to be typed and are expected to exhibit professional quality.
- You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive errors in grammar, spelling, and vocabulary will result in the **reduction of your score by at most a letter grade.**
- Student work is expected to be well-written, logical, and easy-to-read and follow.
- Assignments should be double spaced, use 12 pt. font size, and saved on a computer disk or copied on paper for your records and are to be turned in at the beginning of class on the due date. Assignments e-mailed or otherwise submitted after the beginning of class on the due date will be considered late.

**Professionalism:**

- As we proceed through the course, we will disagree from time to time about a variety of subjects. It's okay to disagree; it's not okay to be disagreeable. Prepare to present your disagreements in reasoned and reasonable ways.
- Thoughtful participation in class discussions in e-college is expected. This requires reading the assignments and thinking about them (**before posting**). It also requires being open-minded to other students as well as the instructor. For each deviation from professional behavior, your final grade and/or assignment will be lowered by 15%.

**Assignment due dates:**

- All assignments will be submitted on time. Assignment due dates will be listed on the course calendar found in e-college for this course. You are more than welcome to turn in assignments early.
- Late assignments will not be accepted without my prior approval. If they are accepted, they will be reduced by a letter grade for each class period they are late.

**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 Student's Guide Handbook, Policies and Procedures, Conduct)

**Any changes in this syllabus will be communicated to you via e-college by the instructor.**

# PPR Competencies addressed in MLED 314

## 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, exceptionality) 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.

### **Assignment Descriptions:**

- 8 Quizzes via e-college
- 12 Discussions via e-college
- Research paper- submitted in drop box via e-college
- Research presentation - presented online via [www.weebly.com](http://www.weebly.com)
- Dear Abbey or current event - submitted via discussion in ecollege.
  
- **Hot Topic Research/Presentation Assignment:** You will become our class expert on the issue you choose, and you will be expected to answer questions from classmates and instructor on the topic online. This assignment will have two parts (each part being worth 100 points): 1) A research paper (suggested length 2-4 pp double-spaced) turned in to the e-college drop box (see calendar in e-college for due date); and 2) online on a webpage via [www.weebly.com](http://www.weebly.com) The purpose of your research paper and your weebly is for you to become the expert on your selected topic. Your grade will be posted through e-college.
  - **The research paper is to be researched, written & then submitted via e-college.** Research paper is to be 2-4 pages in length – double spaced. Be sure to site sources at the end. A grading rubric will be provided.
  - Weebly Presentation expectations:
  - When perusing your weebly, we want to be engaged and actively involved with your topic. Consider developing questions on your topic to pose to our class via <http://thinkature.com/about/> or [www.todaysmeet.com](http://www.todaysmeet.com) or other online collaborative tools..... – show us a brief video clip regarding your topic – create a wordle on your topic – or an animoto - -or a voki - you will use several web 2.0 tools to make your weebly interactive – informative – and interesting. Great resource: <http://www.cooltoolsforschool.com/> A grading rubric will be provided. More information on course calendar in e-college.

## Hot Topics to choose from.....

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  
Sexual or physical abuse patterns in the family

### **Dear Abbey or Current Event:**

Present in e-college via self-made video or web 2.0 tool and submit in dropbox in e-college..... either a Dear Abbey adolescent scenario (typed in paragraph form) OR an adolescent current event (submit event source [i.e. - newspaper article, internet article, etc.] or if seen on TV - you can type a paragraph about it) -

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

*The following technology is required to be successful in this course. Internet connection – high speed recommended (not dial-up) Word Processor (Microsoft Office Word – 2003 or 2007)  
Access to University Library site  
Access to an Email*

*Additionally, the following hardware and software are necessary to use eCollege:*

*Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).*

*Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.*

*It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.*

## ACCESS AND NAVIGATION

### Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.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@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu)

## COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

### **Interaction with Instructor Statement:**

I will be available to students before, during, and after seminar as well as in the schools. I also may be contacted through email and phone.

**Instructor:** Becky Adams, M.Ed.

**E-mail:** [becky.adams@tamuc.edu](mailto:becky.adams@tamuc.edu)

**US Mail:** Curriculum & Instruction Department, A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429

**Office:** Education South 212

**Office Telephone:** 903.886.5887

**FAX:** 903.886.5581

**Office Hours:** see above.....-- Or by appointment

## **Course Policies**

### **Professionalism:**

*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

#### *1. Respect*

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.
- In interpreting others' comments, we should be fair-minded and understanding.

#### *2. Comfort*

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

#### *3. Honesty*

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

#### *4. Netiquette*

5. Threaded discussion participation expectations
6. Feel free to contact the Help Desk for technical help
7. The majority of assignments will be submitted to the drop box, discussion threads & journaling via e-college.
8. Above rules regarding honesty, comfort and respect apply to all online communications via e-college - as well as to in-person communications in class.

If you would like to review an exam set up an appointment with me. If you are having problems with this class, please call me or come and talk to me immediately. I will be better able to help you if you come to me early. Do not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. I cannot randomly change grades because of "guilt trips".

**Late Assignments.** Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

### Written Assignments

**All assignments** must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. **If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the Department of Literature and Languages.** They will not assist with spelling. Please make sure someone proofs your assignments. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

### **Withdrawal Policy**

Every student has the right to drop the course without penalty until the drop date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled

'Drop a class' from among the choices found under the myLEO section of the Web page.

### **Student Conduct**

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

### **Academic Integrity**

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further 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.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## **University Specific Procedures:**

### *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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

### *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*).

## **Undergraduate Graduation Checklist**

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

- 1. Total Hours for degree met? (Must be at least 120 hrs)**
- 2. Required Institutional-25% of course work taken at TAMU-Commerce?**
- 3. Last Number Institutional Required-24 out of last 30 hrs?**
- 4. Overall GPA at least 2.00 (2.50 for Certification Students)?**
- 5. University Studies Met?**
- 6. Major (plus support if applicable) Course Requirements Met?**
- 7. Major GPA is at least 2.00 (2.50 for Certification Students)?**
- 8. Major Required courses have C's or better?**
- 9. At least 6 hours are advanced in Major?**
- 10. All Certification Requirements Met? (Internship/Residency/Etc.)**
- 11. 2nd Major (plus support if applicable) Course Requirements Met?**
- 12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?**
- 13. Minor (plus support if applicable) Requirements Met?**
- 14. Minor GPA is at least 2.00 (2.50 for Certification Students)?**
- 15. Junior Level Essay Met?**
- 16. Senior Level Check Met (minimum 60 hrs)?**
- 17. Advanced Hour Check Met?**
- 18. 24 Advanced Hours taken at TAMU-Commerce?**

A&M Commerce GPA 2.00 Met (2.50 for Certification Students)