The Adolescent Learner – Fall 2018

Instructor: Dr. D. Michelle Williams
Course Time & Location: Mon/Wed 1:00-
Office: ECRC 209 AA Credits: 3 hours
Office Phone: 936-468-1597 Email: williamsdm@sfasu.edu
Other Contact Information: Office Hours:
Fax: 936-468-1701

Monday: By Appointment
Tuesday: 11:00-12:00 and 1:00-2:00
Wednesday: 12:00-1:00
Thursday: 11:00-12:00 and 1:00-2:00
Friday: By Appointment

Prerequisites: None – Recommended to be taken with MLG 402

I. Course Description:

Assessment of fourth-eighth grade learners in several contexts will facilitate the future teacher’s understanding of the relationship between social, emotional, psychological and physical development and the early adolescent’s behavior, motivation and learning.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and the TExES PPR and 4/8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

PLOs and SLOs and corresponding Assessments
PLO 1 The teacher candidates will demonstrate understanding of the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1)

- **Element A: Knowledge of Young Adolescent Development**
  - SLO 1.1 Candidates will develop an understanding of the physical, cognitive, social including cultural/socioeconomic differences, and emotional development of the early adolescents and analyze the influence of peers, family, home, school, community and media on adolescent development. (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.1 Assessment – PLO 1 Middle Level Assessment Pre (SPA #6)
    - SLO 1.1.2 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.3. Assessment - Service Learning/Case Study Project (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
    - SLO 1.1.4 Assessment - Midterm Exam (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.1.5 Assessment - Middle School Autobiography Assignment (EC12 Texas PPR ST I – 1k, 2k, 3k, 4k, 5k, 5s; TS2C i, ii)
  - SLO 1.2 Candidates will identify at-risk behaviors, their antecedents, their prevention, and appropriate responses to them (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.1 Assessment - Service Learning/Case Study Project (same as SLO 1.1.3) (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.2 Assessment - Weekly Reflections (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)
    - SLO 1.2.3 Assessment - Final Exam (EC12 Texas PPR ST II – 1k, 2k, 3k, 4k; TS4A I, iii)

PLO 3 The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components. (AMLE 3)

- **Element A: Middle Level Philosophical Foundations**
  - SLO 3.1 Candidates will understand the structure of the educational system and major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
    - SLO 3.1.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aiii).
SLO 3.1.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aii; TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).

SLO 3.1.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aii).

• Element B: Middle Level Organization and Best Practices
  o SLO 3.2 Candidates will investigate social and health services available for adolescents and the effects of social and educational diversity on the development and education of adolescents (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aii).
    ▪ SLO 3.2.1 Assessment - Weekly Reflections (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aii).
    ▪ SLO 3.2.2 Assessment - Group Paper/Presentation (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aii, TEC 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.6s, 3.2k, 3.3k, 3.5s, 3.12s, 4.8s, 5.4s).
    ▪ SLO 3.2.3 Assessment - Final Exam (EC12 Texas PPR ST I – 11k, II – 1k, 2k, 3k, 4k, 19k, 21k, 23k, 21s, III – 1k, IV – 1k, 2k, 8k; TS3Aii).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Professionalism (5 points each for 140 pts.)
   Five points will be awarded for attendance and participation in each class. 2.5 points will be deducted when a student is more than five minutes late.

2. Assignments
   • Middle School Auto Biography (20 points)
   • Journals 1-10 (8 points each for 80 points)
   • Service Learning/Case Study Papers (25 points each for 100 points) This includes 10 service hours with middle school students (log submitted with last paper)
   • Group Paper/Presentation (100 points)

3. Exams
   • Pre-Middle Level Assessment (10 points)
   • Mid-Term Exam – 50 Points
   • Final Exam – 50 points

IV. Evaluation and Assessments (Grading):
   Grading Scale:
   A (100-90%)
   B (89-80%)
   C (79-70%)
   F (69% or below)

In order to receive an “A” in this course, ALL assignments must be completed. Failure to
complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned!

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Intro to Course</td>
<td>Get Acquainted, Pre-Middle Level Assessment, Intro to Course</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>Major Assignments</td>
<td>Get Acquainted, review syllabus and major assignments.</td>
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<tr>
<td>Sept. 3</td>
<td>What is Middle School</td>
<td>Middle School Autobiography Due. Read Powell Chapter 1 – What is Middle School?</td>
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<tr>
<td>Sept. 5</td>
<td>What is Middle School?</td>
<td>Read Chapter 2</td>
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<tr>
<td>Sept. 10</td>
<td>Adolescent Development</td>
<td>Read handout Characteristics of Effective Middle Schools - Jigsaw - Journal 1 –</td>
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<tr>
<td>Sept. 12</td>
<td>Physical Intellectual Development</td>
<td>Physical Development -</td>
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<tr>
<td>Sept. 17</td>
<td>Social/Moral Development</td>
<td>Activities and Videos - Begin Service Learning Project – Journal 2</td>
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<tr>
<td>Sept. 19</td>
<td>Theorists</td>
<td>Class Activity dealing with theories of adolescent development.</td>
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<tr>
<td>Sept. 24</td>
<td>Diversity</td>
<td>Multiple Intelligences – survey and activity – Read Chapter 3 Journal 3</td>
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<tr>
<td>Sept. 26</td>
<td>Diversity – Poverty</td>
<td>Read Payne’s Book Intro and Chapters 1, 3, and 4.. Case Study 1 due.</td>
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<td>Oct. 1</td>
<td>Diversity - Poverty</td>
<td>Critical Race Theory and Asset Thinking. Journal 4</td>
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<tr>
<td>Oct. 3</td>
<td>Diversity</td>
<td>Inclusion/Exclusion –</td>
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<tr>
<td>Oct. 8</td>
<td>Diversity - Others</td>
<td>Activities and videos - Case Study 2 due. Journal 5</td>
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<tr>
<td>Oct. 10</td>
<td>Environmental Changes</td>
<td>Jigsaw activity</td>
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<tr>
<td>Oct. 15</td>
<td>Review for Mid-Term</td>
<td>Instructions for group project, sign up for group</td>
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<tr>
<td>Oct. 17</td>
<td>Mid-Term Exam</td>
<td>Complete Mid-Term Exam</td>
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<tr>
<td>Oct. 22</td>
<td>Library Presentation</td>
<td>Information to be announced. Tina Oswald will work with the class on finding appropriate sources for group paper. Journal 7</td>
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<tr>
<td>Oct. 24</td>
<td>AMLE Conference</td>
<td>No Class – Begin work on your group paper.</td>
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<tr>
<td>Oct. 29</td>
<td>Societal Context</td>
<td>Read Chapter 4. Class activities/ Bullying</td>
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<tr>
<td>Oct. 31</td>
<td>Parenting Styles</td>
<td>Activities related to parenting styles and working with Parents. At –Risk</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Notes</td>
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<tr>
<td>Nov. 5</td>
<td>Working with Students at-risk</td>
<td>Activities related to students at-risk. Journal 6</td>
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<tr>
<td>Nov. 7</td>
<td>Structures of Middle Level Education</td>
<td>Read Chapter 5 in Powell’s book. Activities related to middle level education. Work with group on paper/presentation</td>
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<tr>
<td>Nov. 12</td>
<td>Structures of Middle Level Education</td>
<td>Middle level activities continued. Journal 7</td>
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<tr>
<td>Nov. 14</td>
<td>Positive, Productive Learning Environments.</td>
<td>Read Chapter 10. Activities related to a positive learning environment. Case Study 3 due.</td>
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<tr>
<td>Nov. 19</td>
<td>No Class</td>
<td>Happy Thanksgiving</td>
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<tr>
<td>Nov. 21</td>
<td>No Class</td>
<td>Happy Thanksgiving</td>
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<tr>
<td>Nov. 26</td>
<td>Relationships and Realities</td>
<td>Read Chapter 11. Activities related to working with others. Journal 8</td>
</tr>
<tr>
<td>Nov. 28</td>
<td>Middle Level Teachers</td>
<td>Read material handed out in class on Nov. 26. Final questions and prep for presentations. Case Study 4 (final reflection) and attendance log due.</td>
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<tr>
<td>Dec. 3</td>
<td>Presentations</td>
<td>Group Paper Presentations.</td>
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<tr>
<td>Dec. 5</td>
<td>Final Review</td>
<td>Final exam review activities.</td>
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<tr>
<td>Dec 10</td>
<td>Final Exam</td>
<td>1:00-3:00 p.m.</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.)

3. Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [http://www.livetext.com](http://www.livetext.com). Note: if you plan to use financial aid to purchase this account, you must do so by the date set by financial aid (Required).
4. In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

References

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

VIII. Student Ethics and Other Policy Information:

Attendance

Active participation in classroom activities is very important in this class. Students who are absent (for any reason) do not receive the five points for the classes session missed. You cannot make up the activities that you miss in class. Mid-term and final activities must be completed on the day scheduled during the regular class session. No points will be awarded for the mid-term and final. Students who have more than two unexcused absences will have their final grade reduced by one letter grade.

Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of all courses to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn. This is due to federal financial aid requirements. Students reported as not attending when your census day course rosters are submitted may lose their financial aid.

Late Work
Assignments are due as assigned. **Late work will not be accepted except with prior arrangements from the instructor.** All work must be completed to receive an A in the course.

**Students with Disabilities (Policy 6.1 and 6.6)**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity (Policy 4.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**
- A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades (Policy 6.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior (Policy 10.4)

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

IX. Other Relevant Course Information:

Assignment Policy

All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives ‘0’ points and indicates completion. Of course, extenuating circumstances are always considered.

Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens

In the event "life" happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies

Late Work— late work receives no points unless there is prior approval from the instructor.

Make-up Work Policy— the decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.

“Redo Work” Policy— some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.