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MORAVIAN COLLEGE

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ED. 130: Adolescent and School Developmental Issues

Fall, 2011

The purpose of this course is to prepare you to understand, and to implement through instructional design, those concepts and principles that are central to young adolescent development. Although I will lecture occasionally, I prefer that most class sessions have a discussion format. I welcome questions about the material at any time, and encourage you to ask for clarification whenever you need it. Some of the material is difficult, and lectures are designed to clarify or illustrate principles and concepts. It is therefore important that the assigned material be read in advance of class.

Throughout the term we will discuss topics that are of immediate concern to teachers as well as of theoretical interest to researchers. In order to make the discussions more real to you, a field experience is built into the course. You will be placed in an elementary or secondary classroom as an assistant teacher for about four hours per week beginning the week of September 26. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40 hours is required, but you are expected to attend at your scheduled time through the week of December 5 even if the 40-hour minimum is achieved. **You must attend one of the two scheduled organizational meetings with the Education Department's Director of Field Experiences to complete questionnaires and receive information about this field experience. You cannot successfully complete the course without completing the forms at this informational meeting. The meetings will be held on Wednesday, August 31 at 5:00 PM in PPHAC 102, and on Thursday, Thursday, September 1 at 11:45 AM in PPHAC 102.** You will need to have the following clearances in order to begin the field experience: The State Police Criminal Record Check, The Federal Criminal History Record, The Child Abuse History Clearance, and a TB test. You can obtain the TB test at the College's Health Center. In accordance with procedures developed within the Education Department, I will collect the original TB test documents from you to have copies made and then return the originals to you.

Course Objectives:

1. Students will learn the major themes in the development of young adolescents and how adolescent developmental research is conducted.
2. Students will discuss readings on the characteristics of a developmentally responsive middle level school.
3. Students will understand the major issues related to the health and developing sexuality of young adolescents, examining such issues as normative rates of body growth, motor skill development, brain development, and developing sexuality.
4. Students will understand the cognitive developmental theories of Jean Piaget and Lev Vygotsky and how the principles developed from these theories translate into instructional strategy.
5. Students will know how to develop instructional activities consistent with constructivist approaches.
6. Students will understand how to design instruction for the young adolescent that is consistent with Gardner's theory of multiple intelligences.
7. Students will examine strategies for teaching young adolescents with intellectual disabilities and for teaching students who are gifted/talented.
8. Students will understand the major aspects of language development, the relationship between language and thinking, the nature of expressive and receptive language disorders, and the nature of specific learning disabilities.
9. Students will understand various approaches to English language education, appropriate accommodations for English language learners, and the effectiveness of technology in English language learning.
10. Students will understand Erikson's theory of psychosocial development and the issues related to the development of gender, racial, ethnic, and sexual identity.
11. Students will examine the behavioral manifestations of internalizing and externalizing behavior disorders as they affect the young adolescent, including anxiety disorder, bullying, substance abuse, suicide, and school violence.
12. Students will learn how to establish a healthy learning environment for middle level students including designing the physical environment, building respectful relationships and recognizing students with special needs.
13. Students will learn how to create a classroom environment that fosters a "community of learners."
14. Students will understand Bronfenbrenner's bio-ecological theory of development and the influence of the five systems on a young adolescent's development.
15. Students will incorporate motivational principles into their instructional design.
16. Students will learn how to structure a classroom environment to maximize the probability that all students in that classroom can be legitimately successful.

REQUIRED TEXTS

Nakkula, M. J. & Toshalis, E. (2006) *Understanding Youth: Adolescent Development for Educators*. Harvard Education Press.

Weinstein, C. S. & Novodvorsky, I. (2011) *Middle and Secondary Classroom Management: Lessons from Research and Practice*. (4th Ed.) Boston: McGraw Hill

ATTENDANCE

Attendance will be taken in class. Each unexcused absence will result in a reduction of the participation portion of your final grade. Details are given in the section on course requirements.

Regular attendance at the field experience is essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40 hours is required, but you

are expected to attend at your scheduled time through the week of December 5 even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi, our Director of Field Experiences, at 610-861-1473.

EVALUATION

Each assignment will be given a letter or numerical grade based on a 100-point scale, and will have the following weight when determining your final course grade:

Quizzes (Definitions and Short Answer Essays)	30 points (3 @ 10 points each)
Lesson Plans	15 points (3 @ 5 points each)
Final Exam	15 points
Reflective Responses to Readings	20 points
Reflections from the field	15 points (3 @ 5 points each)
Coop's Evaluation	5 points

The following grade conversions will be used in determining your recorded letter grade for the course:

94	-	100	=	A	74	-	76	=	C
90	-	93	=	A-	70	-	73	=	C-
87	-	89	=	B+	67	-	69	=	D+
84	-	86	=	B	64	-	66	=	D
80	-	82	=	B-	60	-	63	=	D-
77	-	79	=	C+	0	-	59	=	F

COURSE REQUIREMENTS

Quizzes/Final Exam

Three quizzes will be given over the course of the semester. Specific dates will be announced in advance, and a study sheet distributed about a week before each administration. A final exam will be scheduled.

Lesson Plans

Three formal lesson plans are due on the dates given below. The plans must all be related to the following Pennsylvania State Standards as given in the Standards Aligned System (SAS):

Lesson Plan 1: SAS Standard 2.4.8.A, due 9/12.

Lesson Plan 2: SAS Standard 8.3.5.B, due 10/26

Lesson Plan 3: SAS Standard 9.2.8.C, due 11/28

Detailed instructions will be discussed in class. **Lesson plans may be revised and resubmitted.**

Reflective Responses to Readings

You are required to prepare a one-to-two page response to the assigned readings **for each class period**. The responses must be word-processed and double-spaced. Each reflective response should be organized into three sections:

- An overview/summary of the readings highlighting the most important content and themes.
- A section that makes connections between the readings and your personal experiences as a student/family member/friend: Was there anything in the readings that were particularly meaningful to you?
- A section of observations/questions that you would like to discuss in class. Your questions certainly can be clarifying ("What does _____ mean?"), but most should be higher level: how and why questions rather than what questions.

Reflections from the Field

You will write three 2 or 3 page papers reflecting on your field experience. Each of the papers has a specific focus, but the purpose of all is to integrate your field experience, in-class readings, and class discussion. Descriptions of the required content for the two papers are given below:

Reflections I: First Impressions (due 10/12) Discuss your school's and your classroom's structure and demographics: What is the geographic location of your school? How would you describe the community in which the school is located in terms of socioeconomic status and ethnic composition? How large is the school? Describe the physical characteristics/condition of the school. What is the grade level of your assigned classroom? How many students do you have? Relate your first impressions of your current placement to field experiences you've had in other classes or to your own school experience. Given this and past experiences, how do you think geographic, demographic, and such administrative issues as class size and the physical characteristics of the school/classroom impact student learning? Are your observations/beliefs on these issues consistent with current research as discussed by Nakkula & Toshalis or by Weinstein & Novodvorsky? Explain.

Reflections II: Student Behavior and Classroom Management (due 11/14) Discuss, with as much detail as you are able to obtain, the kinds of behavioral problems you are witnessing in your host classroom. Do there seem to be specific antecedent conditions contributing to those problems? If so, what are those conditions? How might they be changed to help alleviate the problems? Describe any management strategies, particularly behavioral strategies (praise, token reinforcers such as stickers or awards, vicarious reinforcement, assertive discipline strategies, modeling, point systems, token economies, self-regulatory strategies, etc.) that your cooperating teacher uses to manage her/his classroom. Discuss whether or not these strategies are effective. In what capacities have you interacted with students in your host classroom: individual/small group tutoring, teaching whole lessons, etc. What specific strategies have you used to maintain your students' focus? How effective were these strategies? Speculate on why these strategies were or were not effective.

Reflections III: What I learned in School (due 11/30) This is your opportunity to reflect on the value of this field experience to your professional development. Discuss the five (or more) most important lessons you've learned from this field experience.

Field Experience Evaluation

Your cooperating teacher's evaluation of your performance in your field experience will be calculated into your final grade. Violations of school district or college policy that require the Field Coordinator to file a report (This is most often a dress code violation) will result in a reduction of your field experience grade. **However, an unexcused absence from the field experience will result in termination of the experience and a grade of F for the course.** The Teacher Education Committee will place the evaluation on file for consideration if you apply to the teacher certification program.

Class Attendance/Participation

Class discussion of the material is important to a fuller understanding of course content. It is therefore important that you complete the assigned readings on time and that you participate in class discussions. Attendance will also be considered when calculating your final grade. Each unexcused absence will lower your attendance and participation grade by the equivalent of one grade. One unexcused absence, for example, will result in an attendance grade of B, two unexcused absences gives an attendance grade of C, three a D, etc.

ACCOMMODATIONS

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

POLICY ON ACADEMIC HONESTY

Recognized standards of honesty are part of the foundation on which the integrity of an academic community rests. Accordingly, the Moravian College Faculty in 1986 adopted a statement on academic honesty, the standards of which will be strictly applied in this course. You are encouraged to read carefully the description of this policy, which is printed in your Student Handbook. If you are unsure about the propriety of a given procedure or approach for completing assigned work in this course, please consult with me before completing the assignment. **Any breach of the College's honesty code will constitute grounds for the assignment of a failing grade in the course.** Lesson plan ideas may be taken from another source as long as that source is properly cited.