

ED. 130 & 503: Student Development and Instructional Design

Fall 2015

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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 discussions 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, two presentations and a field experience are built into the course. For the field experience, 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 28. 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 7 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 Thursday, September 3 at 11:45 AM and at 5:00 PM 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.

REQUIRED TEXTS

Brown, D. F. & Knowles, T. (2014) *What Every Middle School Teacher Should Know* (3rd Ed.) Portsmouth, NH: Heinemann.

Wadsworth, B.J. (2004) *Piaget's Theory of Cognitive and Affective Development* (5th Ed.) Boston: Pearson.

Weinstein, C. S. & Novodvorsky, I. (2015) *Middle and Secondary Classroom Management: Lessons from Research and Practice*. (5th Ed.) Boston: McGraw Hill

COURSE OBJECTIVES

1. Students will develop an integrated, thematic unit appropriate for middle level learners and within the students' major disciplines.
2. Students will discuss readings on the characteristics of a developmentally responsive middle level school.
3. Students will understand the cognitive developmental theories of Jean Piaget and how the principles developed from these theories translate into instructional strategy.
4. Students will know how to develop instructional activities consistent with constructivist approaches.
5. Students will understand how to design differentiated instruction appropriate for an inclusionary middle level classroom.
6. Students will examine strategies for teaching young adolescents with special needs.
7. Student will learn how to evaluate the cognitive complexity of a lesson using the Anderson/Krathwohl taxonomy.
8. Students will become familiar with using the Pennsylvania Department of Education's Standards Aligned System to develop lessons that appropriately address State standards.
9. Students will understand Erikson's theory of psychosocial development and the issues related to the development of gender, racial, ethnic, and sexual identity.
10. 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.
11. 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.
12. Students will learn how to create a classroom environment that fosters a "community of learners."
13. Students will understand Bronfenbrenner's bio-ecological theory of development and the influence of the five systems on a young adolescent's development.
14. Students will examine alternative middle school structures.
15. Students will explore the influence of various aspects of popular culture on the development of students' values, attitudes, and engagement in school.
16. Students will incorporate motivational principles into their instructional design.
17. Students will learn effective classroom management strategies.
18. Students will learn how to structure a classroom environment to maximize the probability that all students in that classroom can be legitimately successful.

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 7 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 it is necessary to 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.

ASSIGNMENT VALUES

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	20 % (2 @ 10% each)
Integrated Thematic Unit Plan	15 %
Final Exam	15 %
Peer Presentations	10 % (2 @ 5% each)
Response Papers	15%
Attendance/Participation	5 %
Reflections from the field	15 % (3 @ 5 % each)
Coop's Evaluation	5 %

ASSIGNMENT LETTER GRADES

Letter grades on assignments will have the following percentage value:

A+ = 100	B+ = 88	C+ = 78	D+ = 68	F = 0
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

GRADE CONVERSIONS

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

Two quizzes will be given over the course of the semester. Specific dates are given in the Reading/Topic Schedule, and a study sheet will be distributed about a week before each administration. A final exam is scheduled for Wednesday, December 16, at 1:30 PM.

Response Papers

Most of the readings require a one-page response. Prompts for these responses are given in the reading/topic schedule. These assignments have two purposes: To help you clarify your understanding of the material through written responses and to facilitate more meaningful discussion of the concepts and issues presented in the readings. These response papers must be word-processed and must be submitted the day on which they are due. Your responses will not be graded but I will respond with a written comment.

Reflections from the Field

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

Reflections I: First Impressions: 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 Brown & Knowles or by Weinstein & Novodvorsky? **Due Date: Friday, 2/14**

Reflections II: Meet My Students: Provide a thorough, detailed discussion of your students in terms of cognitive development, motivational level, behavioral issues, language difficulties, etc. You provided general demographic information in your first paper. Now that you know your students, analyze their strengths and weaknesses as learners and discuss what your cooperating teacher and you are doing to address individual differences – or what you would do if you were the classroom teacher. **When discussing specific students by name, be sure to use a pseudonym to protect those students' rights to confidentiality. Due Date: Friday, 3/14**

Reflections III: What I learned in School. 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. Reflect on how these lessons learned are consistent with or inconsistent with class readings and discussions. **Due Date: Wednesday, 4/16**

Integrated Thematic Unit Plan

You will develop a complete unit plan on a theme and grade level of your choice. Additional information, including a detailed rubric, will be distributed in class.

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 Director of Field Experiences 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.

Peer Presentations

You will design and conduct two class presentations/discussions on assigned topics. The first will focus on the influence of adolescent subculture on academic achievement. The second will demonstrate/discuss the effectiveness of a specific instructional strategy. Assignment details will be discussed further in class.

Class Attendance/Participation/Late Assignments

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 from class 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. However (one last time), an unexcused absence from a field experience will result in a grade of F for the course and termination of the field experience. Assignments that are submitted beyond the published due date will be penalized ½ a grade per day unless a formal excuse is provided.

ACCOMMODATIONS

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

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.