



**Introduction to Adolescent Growth and Development
AEDP A334-300 FALL 2008**

Mission Statement: The USC Aiken School of Education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

Instructor:	Deborah McMurtrie	Meeting Time:	M 4:30-7:15 PM
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Office Hours:	Afternoons by appt.		

I. Descriptive Information

- A. Course: AEDP 334 Introduction to Adolescent Growth and Development
- B. Catalog Description: (3 hrs.) Basic course designed to familiarize the prospective middle school and high school teacher with the pattern of social, emotional, physical, and intellectual growth of the individual during his/her adolescent years.
- C. USCA School of Education Conceptual Framework
The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *planning, instructing, communicating, growing professionally, or managing middle and high school classes.*

II. Course Goals and Objectives

- A. National Middle School Association Standards
Standard 1. Young Adolescent Development
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 6. Family and Community Involvement
Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.
- B. Course Goals
The candidate will develop the skills to effectively teach adolescents in grades 5 - 12. Knowledge of adolescents including intellectual, physical, social, emotional, and moral development will be emphasized. Multiple instructional strategies will be practiced and implemented.
- C. Instructional Objectives
Each candidate will:
 - 1. understand the major concepts, principles, and theories of adolescent development – intellectual, physical, social, emotional, and moral.
 - 2. understand the range of individual differences of all adolescents and the implications of these differences for teaching and learning.

3. learn a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all adolescents.
4. understand the implications of adolescent development for school organization and components of successful middle level programs and schools.
5. understand issues of adolescent health and sexuality.
6. understand the interrelationships among the characteristics and needs of all adolescents.
7. be knowledgeable about how the media portrays adolescents and comprehend the implications of these portraits.

III. Course Readings

A. Required Texts and Readings:

Feinstein, S. (2004) *Secrets of the teenage brain*. San Diego, CA: The Brain Store.

National Middle School Association. (2003). *Research and resources in support of this we believe*. Westerville, OH: National Middle School Association.

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: National Middle School Association.

B. Optional Readings:

Santrock, J. W. (2008). *Adolescence* (12th ed.). New York: McGraw Hill.

Anderson, C. E., Carrell, A. T., & Widdifield, J. L. Jr. (2007). *What every student should know about citing sources with APA documentation*. Boston: Pearson Education Inc.

Professional Organizations

National Middle School Association (NMSA): www.nmsa.org

South Carolina Middle School Association (SCMSA): www.scmsa.org

IV. Instructional Procedures

A variety of instructional procedures will be used to further your awareness and experiential background of the diversity available for instruction. Instructional approaches may include, but are not limited to: lecture, multimedia presentations, small and large group discussions, demonstrations, activity groups, projects, and hands-on activities.

V. Course Requirements

A. Administrative Requirements

1. Honor Code: **Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism.** For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association* (5th ed.).

The following statement is to be included on the first page of every assignment:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

Signature _____ Date _____

If the Honor Code is not on the assignment and signed and dated, the grade for that assignment will be a zero.

2. USCA Code of Conduct: Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, students should exhibit those behaviors expected of professionals.

* Please switch all cell phones and pagers to a non-audio mode during class.

* Please do not bring children or guests to class unless prior permission has been given by the professor.

* Do not submit full or partial assignments from other classes for requirements in this course.

3. **Students with Disabilities:** If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A BSED, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

4. Class Participation Policy: As a part of your professional development, class attendance and participation is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. Missed in-class exercises may not be made up. If you anticipate an absence, notify the instructor in advance of the absence. Full credit for participation will only be given to students who are in class by 4:30 PM.

5. Late Assignments: No assignments will be accepted after 4:30 PM on the due date. If you are absent the day an assignment is due, please make arrangements to have it turned in.

VI. Evaluation and Grading Scale

A. Assignment Criteria:

All out-of class writing must be completed on a computer, making use of spell check, and if available, a program which checks for grammatical errors. Points will be deducted for spelling and grammar errors. Fonts used must be of block type and size 12. Format and citations must use APA (5th edition) criteria. **A hard copy and an electronic copy (as an email attachment using your USCA account) will be submitted for each assignment.** Please save your assignments as Last Name, Assignment (Example: Smith Book Review or Jones Advocacy Project) and use the same format for the e-mail Subject line.

B. Course Requirements

1. PARTICIPATION (100 points): You are responsible for all class readings and assignments. Since this class is highly dependent on participant interaction regarding knowledge, performances, and dispositions, being present and prepared for class is a *critical* condition for success in the course.

2. JOURNAL ARTICLE REVIEWS (100 points total): You will choose and analyze five articles from peer reviewed journals. Topics are: the adolescent brain, single gender classes, family structures, NCLB and adolescents, and diversity. Write a brief description of each article (about ½ page) and then explain how it addresses *This I Believe*. Cite each source using APA format.

3. BOOK REVIEW (100 points): You will read a book pertinent to adolescence. On your assigned date, you will present information about the book and its implications for the adolescent learner to the class. You will submit a 2-3 page synthesis paper which summarizes and reflects upon the book. Cite your source using APA format.

4. ADOLESCENT ADVOCACY PROJECT (200 points): For this assignment, you will choose a group of adolescent learners to research. You may be interested in learning more about how issues of race, class, gender, ethnicity/culture, sexuality, language, or physical and/or cognitive ability affect student learning and identity development during adolescence. This project will give you an opportunity to conduct independent research on a topic of interest (i.e., young adolescent Hispanic girls, sexual minority youth) and to investigate the implications for responsive practice in the middle level or high school. Write a 6-8 page research paper using a minimum of 6 professional sources. Only use sources from peer-reviewed scholarly journals, books, or reputable authorities. Cite your sources using APA format. You will turn in your paper and present a brief (10-15 minutes) Powerpoint presentation on your assigned date.

C. Grading:

Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course material and by attendance and contribution to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. If you are unable to attend class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, and video and audiotapes, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities, as well as class participation.

(The following assignments are due no later than 4:30 PM on the date indicated.)

<u>Due Date</u>	<u>Assignment</u>	<u>Points</u>
22 September	Journal Article Review – Adolescent Brain	20 points
6 October	Journal Article Review – Single Gender Classes	20 points
27 October	Journal Article Review – Family Structures	20 points
10 November	Journal Article Review – NCLB and Adolescents	20 points
17 November	Journal Article Review – Diversity	20 points
Varies	Book Review	100 points
Varies	Adolescent Advocacy Project	200 points
Every Class	Participation	100 points
TOTAL =		500 points

The final grade will be calculated using possible points and the following percentages for translating the scoring of assignments into letter grades:

- 93% - 100% = A = 463-500 pts.
- 90% - 92% = B+ = 448-462 pts.
- 85% - 89% = B = 423-447 pts.
- 80% - 84% = C+ = 398-422 pts.
- 77% - 79% = C = 383-397 pts.
- 74% - 76% = D+ = 368-382 pts.
- 70% - 73% = D = 348-367 pts.
- < 70% = F = 0-347 pts.

VII. Course Schedule

Tentative Topics and Class Activities

The following activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/or delete activities or assignments.

Date	Topic	Due	Presentations
25 August	Course Overview Theoretical Perspectives NMSA Position Statement		
1 September	LABOR DAY- NO CLASS		
8 September	Physical Development, Puberty and Health		4:30 PM: Meet in USCA Library
15 September	The Adolescent Brain		
22 September	Cognitive Development	Journal Article Review – Adolescent Brain	
29 September	Identity and Personality		
6 October	Gender	Journal Article Review – Single Gender Classes	
13 October	Sexuality		Book Reviews 1, 2, 3, 4, 5
20 October	Moral Development		Book Reviews 6, 7, 8, 9, 10
27 October	Families	Journal Article Review – Family Structures	Book Reviews 11, 12, 13, 14, 15
3 November	Peer and Romantic Relationships		Book Reviews 16, 17, 18, 19, 20
10 November	Schools	Journal Article Review – NCLB and Adolescents	Adolescent Advocacy Projects 1, 2, 3, 4, 5
17 November	Culture and Diversity	Journal Article Review – Diversity	Adolescent Advocacy Projects 6, 7, 8, 9, 10
24 November	Achievement, Work, and Careers		Adolescent Advocacy Projects 11, 12, 13, 14, 15
1 December	Emerging Adulthood		Adolescent Advocacy Projects 16, 17, 18, 19, 20