



**Introduction to Adolescent Growth and Development
AEDP A334-300 SPRING 2009**

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:	T 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 Text:

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

B. Optional Readings:

1. Feinstein, S. (2004) *Secrets of the teenage brain*. San Diego, CA: The Brain Store.
2. National Middle School Association (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: National Middle School Association.

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 discussion, activity groups, projects, guest speakers, 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, please consult the *Publication Manual of the American Psychological Association (5th ed.)*. *The following statement is to be included on the first page (cover sheet) of every assignment. **If the Honor Code is not on the assignment and signed and dated, the grade for that assignment will be a zero.***

<p>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.</p>
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<p>Signature _____ Date _____</p>

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 must attend at least 80% of class meetings to earn credit for the class.** Two tardies count as one absence. 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 grammar check. 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. Please include a cover sheet with the Honor Code and your signature on all assignments.

B. Course Requirements

1. PARTICIPATION (75 points): Attendance and punctuality are expected. 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. Points are deducted for absences and tardiness.

2. JOURNAL ARTICLE REVIEWS (75 points): You will choose and analyze three (3) articles from peer reviewed scholarly journals. Topics are: adolescent learning, identity formation, and gender differences. Write a brief description of each article (about 1 page each) and then explain how it addresses NMSA's *This I Believe* position statement and how it will affect your teaching.

3. BOOK REVIEW (75 points) You will read *Secrets of the Teenage Brain* and submit a 2-3 page synthesis paper which summarizes and reflects upon the book. Discuss the recent research findings about the development of the adolescent brain. What are the implications of these findings to parents, schools, and society? Include specific suggestions about how professionals working with adolescents might use the concepts in this book.

- 4. ADOLESCENT ADVOCACY PROJECT (100 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, urban 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. In addition to the research paper, prepare a brief (10 to 15 minute) Powerpoint presentation to be shared in class. **Please submit an electronic copy of the Powerpoint on Blackboard's Digital Dropbox** AND turn in a hard copy of your research paper by the deadline. Your project will be assessed on the project's organization, content, mechanics, and delivery using a rubric, which is posted on Blackboard.
- 5. SERVICE LEARNING PROJECT: (100 points)** Volunteer for ten (10) or more hours at a middle school, high school, or social agency that works with adolescent youth. Write a 2-3 page summary and reflection of the experience, describing what you observed and making connections to theory. Reliability, confidentiality, respect, and appropriate attire are expected. Plan to contact the agency several weeks in advance, as they may require background checks. Please see the instructor if you wish to work with a school or agency not listed below.

Leavelle McCampbell Middle School

82 Canal Street, Graniteville, SC 29829

Contact: Mrs. Betty Gallman, Guidance Counselor, at (803) 663-4300

A. L. Corbett Middle School

10 A.L. Corbett Circle, Wagener, SC 29164

Contact: Dr. Deborah Bass, Principal, at (803) 564-1050

JET Middle School

1095 Columbia Rd., Johnston, S.C. 29832

Contact: Ms. Virginia Culbertson, Curriculum Coordinator, at (803) 275-1997

W. W. Long Youth Development Center (Camp Long)

Camp Long is a residential program for adolescent offenders, ages 12-17

Contact: Mr. Cody Greene, Director, at (803) 292-7590 or cgreene@clemson.edu

- 6. EXAMS (200 points total):** Complete a midterm exam and a final exam. The content of the exams will come from the text, lecture notes, other readings, and class discussions. Each exam includes multiple choice and short answer questions. Each exam totals 100 points.
NOTE: Ten (10) additional hours of service learning at Leavelle McCampbell Middle School completed by April 21 may be substituted for the final exam.

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 and films, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities, as well as class participation.

<u>Assignment</u>	<u>Due Date</u>	<u>Points</u>
Participation	Every class	75 points
Book Review OR Journal Article Reviews	March 3	75 points
Midterm Exam	March 3	100 points
Service Learning Project	April 21	100 points
Adolescent Advocacy Project	Varies	100 points
Final Exam	May 5	100 points

TOTAL = 550 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	512 - 550 pts.
90% - 92%	B+	495 - 511 pts.
85% - 89%	B	468 - 494 pts.
80% - 84%	C+	440 - 467 pts.
77% - 79%	C	424 - 439 pts.
74% - 76%	D+	407 - 426 pts.
70% - 73%	D	385 - 406 pts.
< 70%	F	0 - 384 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
13 January	Course Overview Theoretical Perspectives NMSA Position Statement		
20 January	Research Methodology	Santrock Chapter 1	4:30 PM: Meet in computer classroom (RPSEC 314)
27 January	Physical Development, Puberty and Health	Santrock Chapter 2	
3 February	Adolescent Brain & Cognitive Development	Santrock Chapter 3	
10 February	Identity and Personality	Santrock Chapter 4	Adolescent Advocacy Projects 1, 2, 3
17 February	Gender	Santrock Chapter 5	Adolescent Advocacy Projects 4, 5, 6
24 February	Sexuality	Santrock Chapter 6	Adolescent Advocacy Projects 7, 8, 9
3 March	MID-TERM EXAM Chapters 1, 2, 3, 4, 5, 6	Book Review OR Journal Article Reviews due	Teen Panel
10 March	SPRING BREAK- NO CLASS		
17 March	Moral Development	Santrock Chapter 7	Adolescent Advocacy Projects 10, 11, 12
24 March	Families	Santrock Chapter 8	Adolescent Advocacy Projects 13, 14, 15
31 March	Peer and Romantic Relationships	Santrock Chapter 9	Adolescent Advocacy Projects 16, 17, 18
7 April	Schools	Santrock Chapter 10	Camp Long visitors; Adolescent Advocacy Projects 19, 20, 21
14 April	Achievement, Work, & Careers	Santrock Chapter 11	Adolescent Advocacy Projects 22, 23, 24
21 April	Culture and Diversity	Santrock Chapter 12; Service Learning Projects due	
5 May	FINAL EXAM at 5:00 PM Chapters 7, 8, 9, 10, 11, 12		