



AEDS 311 Introduction to Adolescent Education Spring 2009

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Meeting Times: W 8:00-9:50 a.m.
Meeting Location: B&E 135
Office: B&E 208
Office Hours: W/F: As Posted
Others by appointment

Mission Statement: The USCA 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.

I. Descriptive Information

- A. AEDS 311. Introduction to Adolescent Education
- B. Catalog Description. Admission to Education Professional Program or special permission of School Head
- C. Intended Audience: This course is intended for middle school and secondary education majors.

II. Course Goals and Objectives

Introduction to Adolescent Education seeks to study the general methods and theories of curriculum, instruction, classroom management, student behavior and motivation, and special needs in relation to adolescent behavior and adolescent educational outcomes.

- 1. To learn basic methods and theories of teaching and assessing adolescent students in various contexts and in various content areas;
- 2. Understand adolescent psychology in terms of student motivation and academic outcomes;
- 3. Understand the goals of middle school and high school education from both historical and contemporary perspectives;
- 4. To understand the internal and external factors that impact adolescent learning;
- 5. To observe in multiple educational settings and direct classroom instruction of adolescent students;
- 6. To reflect upon how to effectively teach and assess adolescent students;
- 7. To be familiarized with the ADEPT format for lesson design and delivery.

III. Course Readings:

Required Text:

An Introduction to Education: Choosing Your Teaching Path (2009). Sara Davis Powell
Pearson Education. ISBN: 978-0-13-119252-2

ADEPT Performance Standards

<http://www.scteachers.org/ADEPT/index.cfm>

USCA Name Badge

Supplemental readings may be assigned as warranted.

IV. Course Requirements

Administrative Requirements

- **Attendance Policy:** As a part of your professional development, class attendance 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. Excessive absences/tardies will result in either grade reduction or removal from the class.
- **Late Assignments:** Assignments will be lowered one letter grade for each day late.
- **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*. The following statement should appear on the first page of all major examinations and assignments:

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 this assignment/examination.

Signature

Date

- An additional note on downloading and plagiarism. In developing your lesson plans for the required activities of this class, I encourage you to seek outside sources. The most readily available reference source is, of course, the internet. It is acceptable for you to access a lesson plan and it is acceptable for you to download that lesson plan and include it in your assignment. Yet, you **MUST** give credit reference to this source. If you choose to download and then use a lesson from the internet or any other trade reference, you need to provide either the URL or the authors name and the reference name (book, journal, etc.) at the bottom of your lesson. If you do not cite your source, it is assumed that this lesson was created by you. Yet, in fact, this is plagiarism which constitutes an automatic F in the class and the possibility of university consequences as well. Even if you download a lesson and then change it (use different materials, procedures, assessment strategies), you still must cite where the lesson's premise came from.
- **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.
- **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 B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
- All major assignments must be typed, including library assignments and/or technology assignments. Computers are available on campus to support your needs. Plan in advanced for potential technology problems.
- This semester, select lectures will be available via Blackboard. You can enter Blackboard through your VIP account. Scroll down to the current term for AEDS 311. Particulars will be listed under the "Assignment" tab. You will have a prescribed time by which to access these lectures. Some may have an assessment tied to them. It is your responsibility to access this information. You will not be "graded" on your participation here – I entrust that your professionalism will prevail.

Required Activities

- Observe in a middle school and/or a high school classroom for a minimum of 20 hours
- Write two standards-based, grade level, content appropriate ADEPT lesson plans
- Contextual Factors assignment
- Write a 4-5 page Classroom Observation Reflection paper
- Select assessments tied to the Vodcasts posted via Blackboard and DVD segments.
- EEDA Guidance Model Assignment

Observation Requirement

Tied to AEDS 311 is a 20-hour observation. You will be asked to identify the subject area which you would like to observe. During your 20 hours, you are asked to observe; you are not required to teach a lesson. I encourage you to get involved to the degree that your cooperating teacher allows. **You are to observe a minimum of 6 times.** If you observe less than the prescribed number of observations (6), you will fail the class. Please remember that during your observations, you are a teacher – not a student. Please act and dress accordingly. If your dress and/or professional demeanor are identified to me via your cooperating teacher as being suspect, you are subject to failing the class.

VI. Evaluation and Grading Scale

Evaluation:		Grading Scale		
Lesson Plan #1	100 pts	93 - 100%	465-500 pts	A
Lesson Plan #2	100 pts	90 - 92%	450-464 pts	B+
Classroom Observation Reflection	150 pts	87 - 89%	435-449 pts	B
Contextual Factors	100 pts	82 - 86%	410-434 pts	C+
EEDA Guidance Model	50 pts	78 - 81%	390-409 pts	C
		74 - 77%	370-389 pts	D+
		70 - 73%	350-369 pts	D
		Below 70	368-below	

IX. Tentative Topics and Class Activities/Assignments

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

Date	Topic or Activity/Assignment	Readings
January 14	<ul style="list-style-type: none"> ❖ Course Overview ❖ The Role of a Teacher ❖ Overview of the South Carolina Curriculum Standards ❖ Lesson Planning ❖ Observations and Forms 	Chapters 1 and 2
January 21	<ul style="list-style-type: none"> ❖ Evaluation of Teachers / ADEPT overview ❖ Assessment and Accountability ❖ EEDA overview (Guidance Model Assignment) ❖ Teacher Work Sample (Contextual Factors) 	Chapter 5
January 28 <i>Black Board Discussion</i>	<ul style="list-style-type: none"> ❖ Understanding Adolescents / Students ❖ Black Board Discussion ❖ DVD Segment #2 <i>Boys in Crisis</i> ❖ Observations 	Chapter 3
February 4 <i>Black Board Discussion</i>	<ul style="list-style-type: none"> ❖ Curriculum and Instruction ❖ Black Board Discussion ❖ Observations ❖ Lesson Plan One Due 	Chapter 4
February 11	<ul style="list-style-type: none"> ❖ The Learning Environment ❖ Discuss Contextual Factors Assignment 	Chapter 7
February 18 <i>Black Board Discussion</i>	<ul style="list-style-type: none"> ❖ Technology in U.S. Schools ❖ Black Board Discussion ❖ Contextual Factors Due 	Chapter 6
February 25	<ul style="list-style-type: none"> ❖ "2 Million Minutes" video 	Chapter 8
March 4 <i>Black Board Discussion</i>	<ul style="list-style-type: none"> ❖ Instructional Strategies ❖ Black Board Discussion 	Chapter 9
March 11	USCA Spring Break	
March 18	<ul style="list-style-type: none"> ❖ Multiple Intelligence Theory in the Secondary Classroom ❖ Lesson Plan Two Due 	Chapter 10
March 25	<ul style="list-style-type: none"> ❖ Teacher Responsibilities and Opportunities ❖ Motivating Adolescent Students 	Chapter 13
April 1 <i>Black Board Discussion</i>	<ul style="list-style-type: none"> ❖ Teacher Preparation ❖ Observation 	Chapter 14
April 8	<ul style="list-style-type: none"> ❖ DVD Segment #6 <i>No Child Left Behind</i> 	
April 15	<ul style="list-style-type: none"> ❖ Classroom Management ❖ Cooperative Learning ❖ Classroom Observation Paper due by 5:00 pm via email 	
April 22	Conference and Observation Documentation	

Lesson Plan Design

You are to create two (2) 50-minute standards-based, age appropriate and content rich lesson plans. Thus, you have to decide what grade level you wish to gear this lesson for, what subject/content area, and exactly what you wish to explore. These two lessons are to follow the Lesson Plan Format attached.

Observation Reflection

Please provide a 4-5 page paper specifically addressing the following questions:

- 1). What have you learned about the adolescent student?
- 2). What was most shocking about adolescent behavior (this can be both positive and negative).
- 3). What instructional strategies did you see your cooperating teacher employ in attempts to teach and reach adolescents?
- 4). How did your cooperating teacher address classroom management? What strategies did he/she use? Were they effective?
- 5). Describe adolescent behavior outside of the classroom (in the halls, in the cafeteria or the gym).
- 6). What do you envision being the hardest part of teaching adolescents?

Contextual Factors Assignment

Part of your requirement for AEDS 311 is to observe in either a middle school or high school classroom for a minimum of 20 hours. In order to “understand” the school, the setting, and the students, you are asked to provide select contextual information. This information will provide you with a sketch of the general “environment” in which you will spend your 20 hours. You will be provided with a sample of an acceptable Contextual Factor narrative as well as the rubric by which your work will be evaluated.

How to gather the information you need? I would suggest looking on-line, specifically at the Aiken County Public School District’s website (<http://www.aiken.k12.sc.us/>). Specific information regarding your students will be received through a conversation with your cooperating teacher. I suggest doing this in person and not via phone or email. Know the EXACT questions you are going to ask to receive the EXACT information you need (refer to the handout for a list of those items you will be required to gather and address). You may also need to garner additional web-based information regarding the community, the economic/employment conditions, etc.

With this information, you are to create a 2-page narrative of the contextual factors that influence the educational environment of your observation school. Please refer to the sample provided for both content and structure.

EEDA Guidance Model Assignment

We will be referring to information regarding Elements of the Career Guidance model used in K-12 schools throughout South Carolina. We will pay specific attention to how this model is used within 6-12 settings. We will work through a short PowerPoint regarding the Career Guidance Standards and Competencies. To ensure that you have a working knowledge (and a practical applicable knowledge) of these standards, I would like for you to do the following:

- 1). Choose either the Middle Grades (6-8) or High School (9-12) standards.
- 2). Locate the five standards that are included.
- 3). For each standard, I request that you describe (in a paragraph or so) an activity that you could use in your classroom that would assist your students in addressing the standard. With this, I would like a rationale – why did you choose this particular activity?

Lastly, I would like for you to address the following questions:

- 1). Do you think it is important for middle school and high school students to be “occupationally tracked?”
- 2). Describe, in detail, your role as an educator, in assisting students meet their educational and occupational goals.