Course Description

In this course, we will explore the developmental changes that can be expected in grades 5 through 8 and the role that contexts, especially schools, play in promoting this development. Topics that will be discussed include the following: (a) theories of adolescence, including cross-cultural comparisons; (b) physical, cognitive, social, moral, and linguistic changes in adolescence; (c) the role of families and peers in influencing the development of self-esteem and identity; (d) the school’s role in promoting healthy development; (e) adolescents at-risk; and (f) the resilience of some at-risk adolescents. The emphasis throughout the course will be on the school’s influence on all aspects of early adolescent development.

Overall Objectives

You will have three important roles in this course: researcher, problem solver, and partner. As a researcher, you will learn to critically evaluate the text material and supplementary articles that provide background for thinking about adolescents and to conduct some research on the web that will provide you with real data to connect to ideas. As a problem solver, you will work in small groups to try to think as a teacher in solving relevant problems or cases. As a partner, you will collaborate with students, peers, and teachers to understand and promote the cognitive and linguistic development of young adolescents.

Overarching Learning Outcomes

At the end of this term, I hope that you will have gained the ability to:

1. Become an independent thinker by conducting independent research.
2. Become comfortable reading research articles on adolescent development.
3. Explain the physical, cognitive, socio-emotional, moral, and linguistic changes that children experience from childhood to adolescence.
4. Describe in your own words the cultural, family, peer, and contextual influences on adolescent development.
5. Apply your knowledge of theories and research to an actual middle school classroom.
6. Identify and describe elements of a problem or case that reflect concepts and approaches related to adolescent development.
7. Take on the multiple roles that characterize teachers, namely partner (e.g., being part of the school culture, a teacher is a partner in adolescents’ development), researcher (e.g., observing the classroom, and gathering information on learners’ development and on one’s own teaching), and problem solver (e.g., recognizing and dealing with problems in academic performance and in the classroom, improving instruction).

8. Develop skills that contribute to professional success in teaching (i.e., analytic skills, collaborative team skills, communication skills).

9. Discover and use resources in the library and the internet.

10. Appreciate the importance of clear oral and written communication.

Teaching Philosophy and Instructional Methods
I believe that learning is best achieved when you apply the knowledge that you have learned in a meaningful way. Memorizing the content can help you remember in the short term, but it will not be useful when you try to use this knowledge in your teaching. Consequently, I view my role as an instructor to be a facilitator of your thinking. My goal is not simply to inform you of the current knowledge base, but to engage you in thinking about the meaning of the information for the way that will you teach adolescents in the future. I will assist your learning by lecturing, providing opportunities for collaboration and sharing of ideas in the form of small group work, presenting videotapes that illustrate course concepts, and providing demonstrations (e.g., CDs) that illustrate how cognitive theories are applied in actual classrooms. Finally, I will ask you to fill out an informal course evaluation halfway through the course to find out how these methods are helping (or not helping) your learning so that I can make adjustments early in the course.

Note: Students taking this course for Honors credit (EDUC 203-081) will be meeting as a group with me once every two weeks to discuss class material and related articles in depth. In addition, you will be presenting material orally in class on selected topics on Adolescent Disorders.

Course Material
1. Required Text: Santrock, J. W./ Pemberton, E. F. (2004). Human Development II (Grades 5-8) (9th ed., custom edition). Boston, MA: McGraw-Hill Publishers. This customized textbook can be purchased at the UD bookstore (Perkins Student Center) and includes the following:

   (a) Chapters from the Adolescence text, which will be referred to as T in the course schedule (a copy of this textbook is available on reserve at the Educational Resource Center [ERC] on the main floor of Willard Hall).

   (b) Supplementary articles taken from another source, namely, Annual Editions: Adolescent Psychology (2001-2002). Guilford, CT: Dushkin/McGraw-Hill Publishers. These supplementary readings are referred to as R in the course schedule and can be found at the back of the textbook (after chapter 14).

   (c) The Field Manual, referred to as FM in the course schedule, is meant to assist you in your placement in the schools (located after the supplementary articles).
2. **WebCt:** The course syllabus, description of assignments, class activities, cases, and certain readings are available on WebCt (http://www.udel.edu/webct). All assignments will be submitted on WebCt (please see computing requirements later in the syllabus).

3. Additional required readings are on **reserve** in the Education Resource Center (ERC) and the Morris Library Reserve Room. Most are also available on-line reserve. These readings are referred to as **RES** in the schedule. Please bring articles to class on the days that they will be discussed.

**Course Requirements**

1. **Lectures and Readings:** It is strongly recommended that you do the readings for each lecture **before** class. Each class session involves a combination of lecture and group activities to facilitate and extend your understanding of the material. You must be familiar with the material to engage in class and group discussions, and to fully benefit from the class time.

2. **Small Group Work (in class):** Collaborative learning is an integral part of this course. You will have opportunities to consider issues in adolescent development in more depth when we break into small discussion groups during part of each class session. The purpose of working collaboratively is to share your ideas with peers so that you can learn from each other (not everyone will understand a concept and theory in the same way), rather than breaking down the task into parts so that it can be completed quickly. The discussions are key to moving towards a stronger understanding.

3. **Participation in WebCt Discussions:** Classroom discussions will be extended to the WebCt environment when we need to explore issues in more depth than class time permits. Participation in discussions on WebCt is **required.**

4. **Field Experience:** The field experience enables you to relate the content of this course to day-to-day issues in instruction, and to provide you with some practical experience in working with early adolescents. This experience involves observing and tutoring students (or assisting teachers in the classroom) in a local middle school (details are provided in the field manual which is available on reserve at ERC, Morris, online reserve, and WebCt). You need to act in a professional manner while in the field. Please read the guidelines for professional conduct during clinical experiences carefully (http://www.udel.edu/teachered/sttch/policies/profconduct.html). Do not forget that you are a representative of the University of Delaware and must demonstrate judgment and responsibility commensurate with this role. See Appendix at the end of the syllabus for important information that you need to know before going into the schools (PPD Mantoux tuberculin Test and Official Teacher Education Badge). When you have completed your field experience, you must record your placement on the teacher ed website (http://www.udel.edu/teachered).
Evaluation
In this course, a point system is used instead of A’s, B’s, etc. This system should enable you to
determine where you stand throughout the course (see end of section for the range of scores
associated with each letter grade). You will be earning up to 200 points maximum. Your final
grade will be composed of the following:

1. **Exams:** There will be **2 exams** (1 midterm and 1 during the final exam period), each covering
material from the text, readings, lectures, and videotapes. Both exams will be taken during
class time (not cumulative). Each of you will be assigned a **code** (i.e., a number) at the
beginning of the semester that you will always use to identify your exam in this class. This
system replaces the use of social security numbers (SSN). You must remember this number.
The format of the exams will be a mix of multiple-choice and essay questions. The total value
of the exams is 90 points (45 and 45).

2. **Assignments.**
   a. **Library Search (Individual):** To become familiar with the resources that are available
      for obtaining empirical and theoretical information on adolescent development, you
      will be required to complete an assignment that involves using various databases on the
      on-line library system. This assignment will prepare you for future assignments in this
course, as well as for other ETE courses. It is worth 5 points.
   b. **Reading and Summarizing Research (Individual):** This assignment builds on your
      newly acquired skill of conducting a library search by requiring that you find one
      research article. It will also allow you to explore a topic in adolescent development in
      more depth. This article should describe a study that examines the effectiveness of an
      instructional technique (e.g., group collaboration, inquiry, reciprocal teaching, etc.) in
      enhancing the development of a cognitive process (e.g., metacognition, creativity,
      memory, etc.). Once you have obtained a copy of the article, you will read it and
      summarize it. This assignment will assist you in understanding research articles, which
      will provide the basis doing your own research paper in part II of the course (i.e., web
      research). It is worth 15 points.

3. **Participation in WebCt Discussions:** This form of evaluation is meant to provide you with an
   opportunity to extend classroom conversations about adolescent development and the
   instruction of adolescents as a community. It is meant to build your learning community and to
   emphasize the ongoing nature of learning. I will post a specific question for the class to address
   at various times during the semester. Each student is required to respond to the question and to
   make meaningful replies to at least one student’s response (i.e., each person will be required to
   make 2 postings to a question). Participation is worth 10 points.

4. **Web Research:** You will explore the internet as a resource for gathering information about
   adolescents in terms of their psychosocial development (i.e., relationship with parents and
   peers, self and identity, and achievement) and relate your findings to the research literature. In
   this assignment, you will collect data on message boards. Then you will find and read at least
two research articles related to a topic addressed in the message boards to deepen your
understanding of this area. This assignment will be done individually and is worth 30 points. Products will be posted on the website and I will formulate discussion questions based on these papers so that everyone in the class can learn from one another.

5. **Field report**: A report of your observations and tutoring experiences in the middle school placement will allow you to apply much of the knowledge you acquired in this course. Various classroom activities will facilitate your performance on this report (as mentioned earlier). This assessment is worth 50 points. Papers that meet the criterion (2) will receive scores between 40 and 45 points. Papers that exceed the criterion (1) will receive grades from 46 to 50 points. Papers that do not meet the criterion (3) will receive scores of 39 points or below. Please refer to the *field manual* for a description of these criteria and the scoring rubric. This information tells you what is expected and how you will be graded. Make sure that you refer to these documents to guide you in writing the report.

When you have completed the field experience, you need to **record your placement** by going to [http://www.oet.udel.edu/fieldplace/studentry](http://www.oet.udel.edu/fieldplace/studentry).

In sum, the point breakdown and due dates for the assessments are as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Section/Topics</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Search</td>
<td>Part I: Adolescence (Individual)</td>
<td>Feb. 24</td>
<td>5</td>
</tr>
<tr>
<td>Read &amp; Summarize Research</td>
<td>Part I: Cognitive Development (Individual)</td>
<td>March 16</td>
<td>15</td>
</tr>
<tr>
<td>Participation in WebCt Discussions</td>
<td>Parts I &amp; II</td>
<td>TBA</td>
<td>10</td>
</tr>
<tr>
<td>Exam #1</td>
<td>Part I: The Nature of Early Adolescence: Biological &amp; Cognitive Changes</td>
<td>April 6</td>
<td>45</td>
</tr>
<tr>
<td>Web Research</td>
<td>Part II: Psychosocial Development (Individual)</td>
<td>April 27</td>
<td>30</td>
</tr>
<tr>
<td>Field Report</td>
<td>Parts I and II (Individual)</td>
<td>May 11</td>
<td>50</td>
</tr>
<tr>
<td>Exam #2</td>
<td>Part II: The Middle School Slump</td>
<td>TBA</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

Informal Feedback: Observation A

April 15 -
To obtain an A- in the course, you will need to get at least 90% of this total, or at least 179 points. In tabular form the point system breaks down as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range in Percent</th>
<th>Range of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>183-200</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
<td>179-182</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>175-178</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>163-174</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>159-162</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>155-158</td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
<td>143-154</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
<td>139-142</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>135-138</td>
</tr>
<tr>
<td>D</td>
<td>62-67</td>
<td>123-134</td>
</tr>
<tr>
<td>D-</td>
<td>60-61</td>
<td>119-122</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>121 and below</td>
</tr>
</tbody>
</table>

Course Policies

- **Attendance.** You are expected to attend every class period. If you miss a class, you are responsible for obtaining the notes and any announcements made from your classmates (not the instructor). All sessions pertaining to the field placements and sessions at the middle school are mandatory.

- **Field Experience.** The field experience is a critical part of this course. If you cannot finish the project due to unprofessional conduct, you will fail the project and may not be able to take future ETE courses with field projects. Standards for professionalism and student responsibilities are listed at [www.udel.edu/teachered/sttch/policies/profconduct.html](http://www.udel.edu/teachered/sttch/policies/profconduct.html). Make sure that you know these standards well. If you obtain below a C on the project, you can pass the class, depending on the total number of points you receive at the end of the semester. Finally, if you obtain a course grade below a C- (which counts as a failure in the ETE program) and have to retake the course, you will NOT have to redo the field project if you scored a B or above on the project in the past.

- **Academic Honesty.** You are responsible for knowing the University of Delaware’s policy regarding academic honesty (Undergraduate catalogue or [http://www.udel.edu/stuguide/03-04/code.html](http://www.udel.edu/stuguide/03-04/code.html)). You are expected to be honest and forthright in all of your academic work. Attempts to falsify, plagiarize, or cheat will be reported in accordance with University policy. The University of Delaware does not tolerate any form of academic dishonesty.

- **Accommodations Due to Disability.** Students who need special assistance or accommodations due to a disability should see me at the beginning of the semester so that arrangements can be made ahead of time.

- **Policy for Assignments.** All assignments must be submitted on the due date. Late assignments will NOT be accepted (an extension may be given for the field report in extraordinary circumstances. It is your responsibility to find out which placement days will
be missed due to holidays and/or teacher in-service days at the beginning of your placement and to try to make them up early; e.g., go to the middle school twice a week if your schedule permits). Revisions will be possible for two assignments: read and summarize and the web research. An increase in grade will only be given if an assignment has been substantially improved by incorporating feedback from the instructor. The revised assignment must be submitted within a week of the date that it was returned to you. No revisions will be accepted past this deadline.

- **Exam Policy.** All exams are to be taken when scheduled. Exceptions will be made only in cases of excused absences (i.e., documented illness, extreme personal tragedy, religious holiday, or University activity). You must contact me as soon as possible, preferably, before the exam. Absences for which you will not be excused include a family function, an appointment with a health care professional or professor, travel plans, traffic delays, weather conditions, and confusion about exam time and place.

  Policy for going over exams: You will be told the correct answers for each multiple-choice question immediately after writing the exam. If you feel strongly that another item is as good as or better than the option identified as correct, you must do the following:

  (a) Write down the question, correct answer, and competing answer on a sheet of paper.
  (b) Justify (in writing) why the competing answer is equally as good or better than the correct answer by referring to the textbook, readings, and lecture notes.
  (c) Submit your written justification to me before the next class and I will review it.

**Computing: Required Electronic Access**

- **Email.** You must have a UD email address since any email that Kathy DeFoe and I send will be automatically sent to this address. If you use an email account other than UD (e.g., AOL, Hotmail, Yahoo), you should forward your UD account to this personal account. This can be done by going to [http://www.udel.edu/help](http://www.udel.edu/help), clicking on “Forward and unforward email”, and following the instructions. Make sure that you check your email regularly and that your mailbox does not get full, otherwise you may not receive relevant email.

- **WebCt.** Most of the course material (e.g., assignments, class activities, cases, some readings, field placement information) will be placed on WebCt so you must have access to the internet. To access WebCt go to [http://www.udel.edu/webct](http://www.udel.edu/webct), click on “Logon to WebCt”, and use your UD username (from your UD email account) and password. If you do not remember your password, please contact the registrar’s office immediately. You will not be able to access course materials without this information.

- **Software.** The web browsers most compatible with the current version of WebCt are the following: Internet Explorer 6 or Netscape 7 on Windows and Internet Explorer 5.1 (for OS 9.x and OS X.1 systems) and 5.2 (for OS X.2) or Netscape 6.2 or 7 on Apple computers. You will also need Acrobat Reader to read the pdf documents in WebCt. You can download the software for free by going to [http://udeploy.udel.edu/](http://udeploy.udel.edu/)
• **Access Online Course Reserves (indicated by RES on syllabus)**
  1. Go to the university web page at [www.udel.edu](http://www.udel.edu)
  2. Click on “Library Resources”
  3. Click on “Services”
  4. Click on “DELCAT”
  5. Click on “Search by Library Collection” in the blue box on the upper right.
  6. Click on “Course Reserves”
  7. Click on “Proceed to Course Reserves” after reading the copyright information.
  8. Search by “instructor” and type “Lavigne” or by “course number” and type “EDUC203”
  9. Click on the “URL” for the relevant article

**Resources For the Course:**

- American Psychological Association (APA) Format is required for all assignments in this course. The manual is available at the ERC (ground floor of Willard Hall—ask the librarian) and information on how to cite online references is available online: [http://www.apastyle.org/electext.html](http://www.apastyle.org/electext.html)

- Before beginning the web research assignment, you will need to visit this site to assess the quality of websites: [http://www2.lib.udel.edu/usered/infolit/search.htm](http://www2.lib.udel.edu/usered/infolit/search.htm)

- This course requires that you do a substantial amount of writing. If you are a freshman and are new to college writing or you are a sophomore who was not required to do much writing in previous courses, you should go to the following web sites: [http://writing-program.uchicago.edu/resources/collegewriting/](http://writing-program.uchicago.edu/resources/collegewriting/) or [http://www.esc.edu/writer](http://www.esc.edu/writer). You can also visit the Writing Center on campus.

**Course Schedule**

See the next 3 pages (if you have a printed copy) or EDUC203_04Sschedule.doc if you are reading this document from WebCt.

**Appendix**

**PPD (Mantoux) Tuberculin Test:** [http://www.udel.edu/teachered/sttch/forms/ppd.html](http://www.udel.edu/teachered/sttch/forms/ppd.html)

All local schools require that staff and children present written proof of a recent **negative PPD (Mantoux) Tuberculin needle test before** entering the schools. Test results should be reported in millimeters (mm) and certified by a health care provider. A Tine or Monovac Test cannot be substituted for the PPD (Mantoux) Tuberculin Test. The PPD test is valid for 5 years, as long as the test was initially administered within 12 months of the first time you went into the schools.

- Incoming students who have had to present proof of a negative result to enroll in UD, and other UD students who have had field experiences requiring a PPD test in the last 5 years, do not need to do anything.

- If you have not had the test completed within the last 5 years, you can visit your own doctor or the student health center (Laurel Hall), where the test will be conducted for a
small fee. Call 831-2226 for an appointment. Remember you must return within 48-72 hours to have the results of the test read. **If you fail to return, you will have to wait 2 months to have it done again, and you will not be able to complete this course this semester.** DON’T DELAY; DO IT NOW! Present your results to Kathy DeFoe within the first two weeks of class.

**Official Teacher Education Picture ID BADGE:**
http://www.udel.edu/teachered/sttch/ibadge.html

All University of Delaware teacher education majors, faculty, and staff must wear and display the **official UD teacher education picture ID BADGE** whenever they participate in a field placement experience in the schools. You must complete the ID badge information form and return it prior to having your picture taken. It will also reduce the amount of time you wait to have your picture taken. *Dates and times will be announced early in the semester.*

Students who are enrolled in more than one course with a field placement component need only have their picture taken once. Students who have received ID badges previously, do not need a new badge unless it has expired (see the date printed on the badge). Students who had a badge made but did not pick it up last semester need to contact Kathy DeFoe. Students dropping the course must return their ID badge unless they provide evidence that they need it for another class.