

CALIFORNIA STATE UNIVERSITY MONTEREY BAY

Spring 2010

ED607-01 CN: 21093

Tuesdays

Bldg: Chapman Science Ctr / E105

Office Hours: Tuesdays 2-3:30 pm

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updated 1/26/10

ED607: Adolescent Development

Course Description

Examines physical, cognitive, social, and moral development of adolescents in grades 6-12, with an emphasis on the relationship to learning in diverse cultural contexts. Students consider the nature of the learning process, the connection between learning strategies and learning outcomes, and the psychological principles underlying congruent pedagogy as related to teaching.

Teacher Performance Expectations (TPE) assessed in this course:

- TPE 8: Learning about Students
- TPE 11: Social Environment

Topics To Be Covered include a consideration of:

Professional Development; Child development; Theories of Learning; Healthy & Inclusive Learning Environments; Instructional Planning and Strategies; Assessment

California Standards for the Teaching Profession (CSTP)

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Learning outcomes

- Students will be able to explain "how students learn" from major learning and developmental theories and philosophical perspectives.
- Students will be able to demonstrate knowledge of pedagogy and effective learning strategies for linguistically and culturally diverse students and students with special needs.
- Students will be able to create and maintain an effective classroom environment for meaningful student learning.
- Students will be able to plan instruction and design learning experiences for all students.
- Students will be able to demonstrate the ability to understand and organize subject matter using appropriate materials, technology, and resources.
- Students will be able to demonstrate and apply knowledge of assessment to aid and improve instruction and their own teaching.
- Students will be able to demonstrate a variety of instructional strategies utilizing their understanding of the multiple ways of learning.

Required Reading (texts available at CSUMB Bookstore).

Sadowski, M. (Ed.). (2008). *Adolescents at school: Perspectives on youth, identity, and education* (Second ed.): Harvard Education Press.
Course Reader (available online through iLearn)

Bibliography of additional course readings

- Carnine, D., Granzin, A., & Becker, W. (1989). Direct instruction. In J. L. Graden, J. E. Zins & M. J. Curtis (Eds.), *Alternative Educational Systems* (pp. 327-349). Washington, DC: National Association of School Psychologists.
- Darling-Hammond, L., Rosso, J., Austin, K., Orcutt, S., & Martin, D. (2003). *The learning classroom: Theory into practice*: Stanford University.
- Kohn, A. (2001). Five reasons to stop saying "Good job.". *Young Children*, 56(5), 24-28.
- Hursh, D. (2005). The growth of high-stakes testing in the USA: Accountability, markets and the decline in educational equality. *British Educational Research Journal*, 31(5), 605-622.
- Nieto, S. (1984). Affirmation, solidarity and critique: Moving beyond tolerance in education. *Multicultural Education Magazine*.
- Ormrod, J. E. (2005). *Educational psychology: Developing learners* (4th ed.): Prentice Hall.
- Phelps, R., P. (1999). *Why testing experts hate testing*. Fordham Report, 3(1), 33.
- Sapon-Shevin. (1995). Building a safe community for learning. In W. Ayers (Ed.), *To Become a teacher* (pp. 99–112). Teachers College Press.
- Smith, F. (1988). How education backed the wrong horse. In *Joining the literacy club* (pp. 109-123). Portsmouth, NH: Heinemann.
- Tarver, S. G. (2000). Direct instruction: Teaching for generalization, application and integration of knowledge. *Learning Disabilities*, 10(4), 201-207.

For further resources related to this course and other educational topics:

Web Resources: <http://www.nicholasmeier.com/Websites2.html>

Books: <http://www.nicholasmeier.com/favoritebooks5.html>

COURSE POLICIES

ATTENDANCE AND PARTICIPATION.

You are expected to attend class and to be well prepared to participate. This means that you have read and reflected on the assigned readings and are clearly involved in group discussions and activities. Absences, early departure from class, excessive tardiness, or not respecting the length of break time will negatively influence your grade. Whenever possible please inform the instructor in advance if you know you will be absent or late. More than 3 absences will seriously jeopardize your grade in this course.

SUBMISSION POLICY:

All assignments must be submitted in electronic form as an MSWord document unless otherwise specified or arranged. (12 point serif font, e.g. *Times, preferred*.) Assignments must be delivered through the online course system based on assignment instructions. Please use your name in the title, and the name of the assignment as the title of the document (e.g. Smith_DALE.doc). The signature assignment is required, by department policy, to be uploaded to your TK20 account. Make sure you activate your TK20 account early in the semester.

ACADEMIC INTEGRITY, PLAGIARISM and CITING WORK

Any form of academic dishonesty, such as cheating, fabrication or falsifying information, or plagiarism WILL result in serious repercussions. To avoid plagiarism, be sure to include a works cited section in any academic paper. It is important to acknowledge where you are drawing your insights, inspiration, or ideas. If the material is copied directly from the readings then both quotation marks and text citations should be used. For example, "...the quoted material you have chosen..." (Ayers, 1991, p. 52). If you are paraphrasing or putting the material (ideas) into your own words then (Ayers, 1991) should follow the material. Failure to do so constitutes plagiarism, PLAGIRISM and plagiarizing WILL result in either failing the course, or at a minimum mean an unacceptable paper. More severe consequences are possible. For more details, see the University Academic Integrity Policy at <http://policy.csumb.edu/site/x20830.xml>.

LATE ASSIGNMENTS

If you need an extension on an assignment you **MUST** notify the instructor in **ADVANCE** of the due date. Late assignments will **NOT** be accepted without prior (that is, by the due date) agreement from the instructor. Failure to result in a zero grade for that assignment, and if it is a major assignment for the course, a failing grade for the course. Authorized late assignments **WILL** receive a 10% reduction in grade for each two days late, up to a 50% grade reduction.

INCOMPLETES:

The purpose of an incomplete is to allow students who face an emergency or illness toward the end of the semester to complete their work after the semester is over. If this happens to you, please contact me as soon as you can. Unless there is a compelling reason, you will not be given an incomplete for reasons that do not relate to an emergency or illness. Rather, you will earn the grade based on the points you have accumulated by the end of the semester. If you are granted an incomplete, we will work out a schedule for turning in missing work, and you will be expected to stick to that schedule. Any incompletes that are granted must be finished by the end of the next semester, or the "inc." reverts to an F. That is a University policy. You will not be able to enter the next of your program without removing the incomplete.

ELECTRONIC ACCESS TO COURSE MATERIALS AND COMMUNICATION:

Important class documents and communication will be posted electronically. Once you register for the course, you will be automatically enrolled in iLearn (<http://ilearn.csumb.edu>). iLearn is an electronic tool that can be adapted for a variety of instructional purposes, including on-line discussions, the archiving of important course related documents. You will also be required to purchase access to TK20 (<https://tk20.csumb.edu>), an additional online portfolio system. You are required to post the *signature assignments* for all of your courses to this system. For this course, that will be the DALE assignment.

EMAIL

I will send all email to your CSUMB email address. Getting your CSUMB is a **REQUIREMENT** of this course, as well as Department and University policy. If you do not regularly check your CSUMB mailbox then you will need to set the preferences in that system to forward your mail to your primary email address. Not checking your email is *not* an acceptable reason for not being aware of information that was provided in that form.

USE OF WRITTEN WORK

I retain the right to use work written for this class for teaching and research purposes unless you notify me otherwise. Any work that is used in such a manner will be done so confidentially — that is, names or other aspects that would identify the author will be removed. If you do not wish your work to be used in such a manner, you need to instruct me in writing (email is acceptable).

STUDENT COMPLAINTS

If you have a problem with the instructor or other department faculty, you are encouraged to first attempt to solve the issue directly with that person. If that is not possible, or the issue is not resolved satisfactorily, please use the Student Complaint Procedures. The Student Complaint Procedures for the Department of Teacher Education at CSU, Monterey Bay are intended to provide a clear and responsive process for addressing complaints that may arise among students participating in Departmental Programs. Furthermore, this process is designed to encourage and respect the abilities of students and faculty/staff to resolve issues in a constructive manner. A copy of the complaint procedures can be obtained from the Program Handbook or from the department support personnel.

Course Assignments

I. Response Journal (due weekly)

The purpose of these reflective essays is for you to connect the ideas from the readings and the lectures to the teaching and learning you see in your placement (as well as your personal experiences as a learner). The essays also help me evaluate your and the class's understanding of the material. These should be from 200–400 words in length. The majority of these essays are to be submitted online through the course website discussion board (preferably by the night before class). Occasionally we may do them in class (when this is the case you will be notified in advance). Also, bring a hard copy to class as we will share these in small groups. Each student may select to skip two entries during the semester. These leaves a minimum of 11 entries to receive full credit. It is still the expectation that the student will have done that week's reading.

These essays should not be a summary of the readings, although they should provide evidence that you have done the reading. What they should do is connect the reading with the teaching and learning you are observing in your placements. *Discuss how the theme of that week's reading is exemplified in your setting.* You may also relate the readings to your personal experiences as a learner or teacher. Please do include your own opinions and reactions to the readings, as well as any questions the readings raise for you that you might like discussed up in class.

I will respond regularly to your posting, though not to every one every week. I do highly encourage you to read and respond to each other's journal entries.

Interview a teacher (800–1,000 words):

Write up an interview of a teacher who has at least 8 years of experience who is considered exemplary at your school site. Interview them about their philosophy of teaching, but particularly in regards to how they stay enthusiastic about teaching, and how they see themselves meeting the needs of a variety of learners in our climate of standardized teaching. The name of the teacher and school *must* be kept confidential. Please include your reflections and questions regarding what you find out from this interview.

- Setting: What kind of school is it, i.e student demographics and location.
- Professional Experience: Indicate how long this teacher has taught by number of years, grade levels, (or subject) and settings.
- Professional philosophy: Have the teacher describe his or her philosophy of teaching. What kind of pedagogy is used? What is the belief about the purpose a public education?
- Instruction: How do they organize the classroom? Describe the classroom both physically and in terms of instruction. What types of instructional strategies do they use? How do they find ways to meet the needs of diverse learners in a climate of standardized instruction?
- What keeps this teacher enthusiastic about teaching? What is it they find most rewarding about teaching?
- What did you learn from doing this interview?
- DO NOT write this up as a transcript of the interview, but rather you are to write an essay based on the interview. However use of exact quotes to support the ideas presented is encouraged.

Developmentally Appropriate Learning Environment (DALE) Assignment

This assignment is based on the development and theoretical justification of a thematic unit. I encourage you to "think outside the box" in doing this assignment. You are encouraged to use the unit you are developing for your PACT for this assignment.. Through this assignment you are being assessed on your ability to explain and apply the ideas and theories discussed and read about in this class (and others). Therefore, remember to explicitly explain the theories you are using, reference the readings, authors or other sources on which your ideas are based and explain how those theories have informed your decisions. **Your grade is based on how well you explain the theories and apply these theories to practical applications.**

Based on your growing understanding of the particular age group and content area that you are interested in teaching, design a teaching unit intended to beneficially maximize your identified student population's full potential. Then, using theories, readings, observations, and personal experiences, advocate for and justify the design elements of your unit.

Consider the fact that our current educational system has not been effective at reducing any of the myriads gaps that exist between the privileged and disadvantaged groups in our society. Therefore, consider what you are going to do that could make a significant difference in the learning and development of your students. Reproducing what you currently see in the field, unless you are in *very* exceptional placement, is unlikely to do this. For the theory portion, do *not* justify any decision based on state or federal standards, curriculum, testing or laws.

You will need to include the following elements in your paper:

Thematic Unit

- Title Of Unit
- Big Idea, or Key concepts to be covered by Unit
- Key objectives for students to accomplish
- Day-by-day outline of the unit, which includes key activities to be engaged in.
- Detailed Assessment Plan for the unit

Theoretical Justification of the Unit

“What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn? (TPE 1)” (from the Pact planning commentary)

Lesson Plan Analysis outline:

1. Introduction to describing unit
2. Analysis
 - a. Pedagogical approach
 - b. Theory 1
 - c. Theory 2
 - d. Theory 3
 - e. Assessment
3. Summary
4. Works Cited

In each of the 5 analysis section:

- “Describe the theoretical framework and/or research that inform your instructional design for developing your students’ knowledge and abilities” (from the Pact planning commentary)
- Define and explain the importance for learning of the theory/research
- Give examples of where your unit exemplifies the theory/research
- Explain how these examples exemplify the theory/research

End the paper with a summary of how these various theories ideas and practices fit into a whole the exemplifies your beliefs, based on research and evidence, about the most effective instruction.

Remember, your decisions should be defended through theory, with citations from readings.

Writing

Below are some guidelines for the writing of this paper, many of which are useful for good academic writing in general.

Lesson Plan: Follow the format of the templates provided. These should be written as if you could post them for others to use.

Quotations: Use quotations sparingly. Citations and quotations are not the same thing. It is better to state the idea in your own words, and then give credit where credit is due. To do that just put the author’s name and year of publication in parenthesis after stating the idea for which they are due credit.

For example, here I put Kohn’s idea in my own words:

External rewards can undermine intrinsic interest in a subject (Kohn, 1996).

When you do use quotations, you still need to put the idea in your own words. Now here is an example with a quotation:

Quotations do not substitute for you explaining the idea in our own words. They illustrate the point you want to make, rather than make it for you. “The main problem arises when... writers assume that quotations speak for themselves” (Graff & Birkenstein, 2006, p.40).

We can see here how I made the point in my own words, and then used a quotation to reiterate the point. I could just as easily leave the quotation out altogether. However, I should not leave out my paraphrasing.

Modifiers: For the most part, leave out phrases such as “I think that...” “I believe that...” “I feel...” Every time these words crop up in your text, just delete them and see if it still works. Such phrases only weaken the writing. Also, this paper is not about your “beliefs” and “feelings,” but about what you can support from the research, literature, and practice.

And my last tidbit that most people are mistaught about:

Spaces after punctuation: On a computer there is only *one* space after punctuation¹. On a typewriter we used two spaces because typewriters used monospacing. Generally, computer text uses proportional spacing.

Regarding the University Mandatory Work Furlough:

For the academic year 2009-10 CSU employees are required to participate in a Furlough Program initiated by CSU Chancellor Reed to help offset the \$564 million revenue shortfall of the California State University. Most faculty, staff, and administration members have been assigned a furlough equivalent to two work days per month, during which time we are prohibited by contract from doing CSU-related work. On three occasions during the fall semester the entire campus will be closed and in other instances campus administrative offices will be closed. Similarly, on several occasions faculty will be required to be absent from campus and from doing CSU related activities. Consequently there will periodically be times during the semester when I am unavailable for consultation by phone or e-mail or in person during normal office hours.

Moreover, because we will be required to have less classes than normally, we cannot proceed as if it were business as usual. According to the Preamble of the CSU 7-28-09 Furlough Agreement with the California Faculty Association, “cuts of this magnitude will naturally have consequences for the quality of education that we can provide.” In this light, I will adjust course assignments (homework, readings, quizzes, tests, etc.) to reflect an equitable and proportionate reduction to the amount of classroom time lost.

Furlough Days (campus closed)

Tuesday, January 19

Friday, February 15

Wednesday, November 25

Additional furlough days on which I will be unavailable:

Friday, March 5

Monday, March 8

Tuesday, April 6

Friday, May 7

¹ see APA Publication Manual, 5th ed. sect. 5.11 p.290, or *The PC is Not a Typewriter*, 2nd ed., p.13, for more details and explanation.

GRADING

An equivalent of less than a "C" on any assignment will mean a grade of less than a C for the course regardless of the total points achieved.

Your final grade will be based on:

<u>Points</u>	<u>Assignment</u>	<u>Due Date</u>
15	Interview Paper	October 15
10	DALE Lesson plan	November 15
(-5)*	DALE theory draft	December 3
40	DALE Final	December 15
20	Response Journal	Ongoing
15	Participation	Ongoing

* 5 points will be deducted from your DALE grade for failure to turn in a draft by the due date.

Grade Distribution

<u>Grading Scale</u>		
A+ 100-99	A 98-93	A- 92-90
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60

DISABILITIES

Students with disabilities who may need accommodations should contact me by the third week of class. You are invited to visit during office hours or make an appointment by calling 582-3536, or email me at nicholas_meier@csumb.edu. You should ALSO, contact: [Student Disability Resources@csumb.edu](mailto:Student_Disability_Resources@csumb.edu); Phone: 831/582-3672 voice, or 582-4024 fax/TTY; <http://www.csumb.edu/student/sdr/>

ED 607 CALENDAR (1/27/10)

Spring 2009 - Meier

As the semester unfolds, I may find it necessary to make modifications to the instructional activities. When and if this becomes necessary, you will be notified immediately.

Date	Topics	Readings Due	Due dates
1/26/10	Introductions Review Syllabus	Learning Classroom Chapter 1 Sizer from, Horace's Hope	
2/2	Developmental Theories	Learning Classroom Ch2 & 3 Carnine of Direct Instruction (p.327-331) Tarver of Direct Instruction	
2/9	Intelligence	Learning Classroom Ch4 Gardener on Multiple Intelligences Klein: on Multiple Intelligences	Card Sort
2/16	Emotion	Learning Classroom Ch5 Sapon-Shevin	
2/23	Culture	Learning Classroom Ch6 Nieto: Affirmation.... Sadowski pp. 1-20	
3/2	Social Context	Learning Classroom Ch 7	Interview Paper
3/9	Cognitive apprenticeship & Metacognition	Learning Classroom Ch8 Learning Classroom Ch9	
3/16	Learning in the Discipline / Transfer	Learning Classroom Ch 10 Learning Classroom Ch 11	
3/23	Spring Break	NO CLASS	
3/30	Motivation	Learning Classroom Ch 12 Kohn: 5 Reasons	Lesson Plan draft
4/6	Furlough Day	NO CLASS	
4/13	Assessment	Ormrod Ch 15 pp. 523-541 Hursch on Standardized Testing	
4/20	Assessment	Ormrod Ch 15 pp. 541-568 Phelps: Testing Experts	DALE theory draft
4/27	Adolescent Identity Culture and Race	Sadowski pp. 21-84	
5/4	Adolescent Identity Gender, sexual identity and social class	Sadowski pp. 117-165	
5/11	Adolescent Identity Disabilities, Faith, and other issues.	Sadowski pp. 167-226	DALE due (5/16)