School of Education
MS4338/EDUC5338
Adolescent Learning

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Office: 125 Malloy Hall
Office Hours: Monday/Wednesday 12:30 – 3 p.m.; Thursday 3-5 p.m. or by appointment

Prerequisites
Admission to Teacher Education

Textbooks
Required:

Course Description
Advances in our understanding of emotional, physical and intellectual development, along with recent trends in education, have caused much rethinking about teaching and learning in today’s secondary schools. It is essential that competent teachers have a good understanding of the nature and needs of their students as well as a broad repertoire of professional skills.

This course will investigate the mechanics of adolescent development and how and why students learn in order to prepare effective educators. Educators should have the requisite knowledge and skills to analyze learning opportunities and situations to enhance effective instructional strategies – including the incorporation of technology – in an effective manner. This course will explore why it is important to study how learning occurs as well as the uniqueness of adolescence in order to apply successful instructional strategies in the classroom. In addition to discussing traditional learning theories, this course will also include discussion about how technology is changing the learning frontier for adolescents. An important goal of this course is to synthesize the information in this class and apply it to pragmatic situations within the educational field. Because technology is becoming such a factor in education, technology will underlie many of our discussions.

This course is a combined undergraduate/graduate course. Graduate students will have additional requirements as noted in the syllabus.

State/National/Professional Association Standards Guiding Course:
The following are competencies that you will be responsible for demonstrating successfully as part of the TExES exam. This exam is taken during your last semester before graduating.

- **Standard I** – The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II** – The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
• **Standard III** – The teacher promotes student learning by providing responsive instruction makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

• **Standard IV** – The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Domain I – Understanding Learners**

• The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.

• The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.

• The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

• The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.

• The teacher understands how cultural and socioeconomic differences affect student learning and is able to address these issues in instructional planning.

• The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

**Domain II – Enhancing Student Achievement**

• The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.

• The teacher uses effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.

• The teacher uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.

• The teacher is able to understand, design, and demonstrate appropriate instruction that reflects the TEKS, follow logical sequencing, integrates content across disciplines, and takes advantage of technology and other materials that support instructional goals and engage learners.

• The teacher uses processes of informal and formal assessment to understand individual learners, monitors instructional effectiveness, and shape instruction.

• The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual support.

**Domain III – Understanding the Teaching Environment**

• The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professional in the system to create a school culture that enhances learning and encourages positive change.
• The teacher knows how to foster strong school-home relationships that support student achievement of desired learning outcomes.
• The teacher understands how the school relates to the larger community and knows strategies for making interactions between school and community mutually supportive and beneficial.
• The teacher understands requirements, expectations, and constraints associated with teaching in Texas, and can apply this understanding in a variety of contexts.

Course Objectives/Learning Outcomes
This course will examine adolescent development with regards to:

1. Biological foundations
2. Psychological foundations
3. Theoretical foundations
4. Gender
5. Morality
6. Culture
7. Schools
8. Learning theories and using technology effectively

At the conclusion of this course, participants will demonstrate knowledge and understanding of:

1. The distinction between theories and opinions, theories and narratives, and theories and models;
2. The relationships of theory with scientific research and professional practice;
3. The intellectual, social, physical, and emotional developmental characteristics of the students in the age group they will teach.
4. The philosophical foundations and implications of students’ developmental characteristics for planning appropriate instruction;
5. The leading, contemporary theories of learning;
6. The relationship and importance of learning and instructional principles and theories to contemporary educational situations;
7. The learning principles and theories of various educational situations including special education programs;
8. The application of cognitive and social theories as they related to students with disabilities and to students from culturally and linguistically diverse backgrounds;
9. The nature and impact of teacher beliefs on classroom practice and student achievement;
10. Different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
11. The implications of your own theory of learning and effective instruction.

Social Justice Tenets
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

• **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
• **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
• **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.
Professional Standards of Behavior – The School of Education is a professional development school that holds its students to the highest standards of the education profession.

Attendance – Attendance means you must come to class prepared to discuss the content for the week. If you are going to be absent, please inform the instructor as soon as possible before class. Allowances for absences that result from emergencies will be made at the discretion of the instructor. Two (2) absences – excused or otherwise – will result in a failing grade for the course. One (1) point will be deducted from the final course grade for each unexcused absence

Student Products – In all written work, grammar, sentence structure, organization, and spelling will be of such quality as to be an outstanding model for other educators. All work cited by the student in papers or projects should follow the style manual of the American Psychological Association. This website can serve as a reference for APA style: http://owl.english.purdue.edu/ All papers will be single-spaced, 10-12 point font, Arial or Times New Roman font, one-inch margins, and follow APA format.

Turning in Work – All assignments and discussions are to be turned in via the course’s Blackboard® site no later than the beginning of class on the days designated. Five points will be deducted for each day an assignment is late.

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84 – 86</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 83</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74 – 76</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70 – 73</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>64 – 66</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>0 – 65</td>
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Major Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Discussion Starters</td>
<td>Turned in weekly</td>
<td>15% of course grade</td>
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<tr>
<td>Article Synopses</td>
<td>During week discussed</td>
<td>20% of course grade</td>
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<tr>
<td></td>
<td>Graduate students - 4 articles</td>
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<td></td>
<td>Undergraduate students – 2 articles</td>
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<tr>
<td>Field Observation Journal</td>
<td>Weeks 5 and 10</td>
<td>20% of course grade</td>
</tr>
<tr>
<td>Book Report/Analysis</td>
<td>Week 14</td>
<td>20% of course grade</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Week 14</td>
<td>25% of course grade</td>
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Class Discussions – This class will use the “flipped” classroom design model. Students will read assigned chapters and ancillary material designated by the instructor prior to the designated class session. Keeping with the “flipped” classroom design of the course, in-class activities will be discussion/activity based. As a way to facilitate open discussion of the readings, each student must have three discussion starters prepared. These can include a video, an activity, personal experiences, or questions. These will be turned in weekly at the beginning of class.

Article Synopses – Graduate students will choose four (4) topics related to Adolescent Learning and Development and prepare a 1-2 page analysis of a full-text journal article that reflects application issues of the related topic. Undergraduate students will choose two (2) topics from related to Adolescent Learning and Development and prepare a 1-2 page analysis of a full-text journal article that reflects
application issues of the related topic. The paper should not simply restate the article, but reflect the students' understanding of the topic and how the article relates to how the issue can affect classroom learning. Articles selected should be no more than 7 years old. You must use APA formatting for all citations and bibliography. If the article is available through an online source, include URL in citation. **Papers will be due during week we discuss the corresponding topic. For example, if you find an article related to cognitive development, it will be due during week 5.**

**Field Observation Journal** - Students will conduct two (2) field observations and prepare a reflective journal of personal observations and impressions for each. The field observations may be in any setting outside the home or instructional settings in which adolescents interact without specific adult supervision: (malls, athletic events, dances, et cetera), but must be conducted in very different settings – for example one may be at the local mall and the other at a movie theater. The observations should be for a minimum duration of 30-minutes each. Each reflective journal should have the following sections:

- Observer's name, date and location of the observation
- Description of the setting of the observation
- Factual report of what was observed
- Analysis of observations and relation to concepts we have studied up to that point in your analysis.

**Due: Prior to class meeting during weeks 5 and 10**

**Book Report/Analysis** – Because you will be teaching middle and high school, it is important to be able to discuss things unrelated to school with them. For this reason, it is important to keep up with what adolescents are reading of their own choosing. Adolescent literature is rich in examples of what we will be discussing in this course. Therefore, students will read a book of adolescent literature. See below for potential books which is in no way all-inclusive of adolescent literature. Books must be pre-approved by the instructor. A sign-up sheet will be posted during week 2 so as not to duplicate efforts. All students will make a presentation about their book. All papers will be double-spaced, 10-12 point font, Arial or Times New Roman font, one-inch margins, and follow APA format.

**Requirements:**
- Short (no more than two paragraphs) synopsis of storyline.
- Analysis of themes related to adolescence
  - Identify at least three themes
  - Use examples from book
  - Comparison to real-life context
  - Analysis/application of learning
- Proper grammar, punctuation, and spelling, and include a bibliography
- Conclusion – importance of themes to educational context

**Due: During week 14 before class.**

**Potential book list:**

- Any book by John Green
- Any book by S.E. Hinton
- Any book in Divergent by Veronica Roth
- Any book in Maze Runner by James Dashner
- Any book in Harry Potter series by J.K. Rowling
- The Giver by Lois Lowry
- The Absolute True Diary of a Part Time Indian by Sherman Alexie
- The Perks of Being a Wallflower by Stephen Chbosky
- The Beginning of Everything by Robyn Schneider
- If I Stay by Gayle Forman
- And We Stay by Jenny Hubbard
- Island of the Blue Dolphins by Scott O'Dell
- Matched (series) by Ally Condie
- Me and Earl and the Dying Girl by Jesse Andrews
- *Note: This assignment is part of the TaskStream assessments and will be graded using the TaskStream rubric.*

**Final examination** – a comprehensive final examination will be given using essay format. Final exam will be a take-home final.
**Academic Integrity**

Integrity requires students to be authentic and honest in all their work. Integrity implies that students become familiar with and practice at all time the Code of Ethics for their profession. All work performed for this class should be original to the student and prepared solely for the designated assignment. Use of work previously created by the student should receive prior approval from the instructor. Acts of dishonesty or plagiarism will, at the discretion of the instructor, result in either a failing grade for the examination or assignment or a failing grade for the course.

**Use of UST Email Accounts**

All email communications regarding this course will be done through the students’ University of St. Thomas accounts. Students should check their accounts regularly for communications from the instructor.

**Blackboard® Course Management System**

The course is mounted on the University’s Blackboard® course management system. Students should regularly consult their Blackboard® account for announcements or course updates. All written assignments will be submitted through the assignment Dropbox.

**Student Accommodations**

The University of St. Thomas wishes to make all reasonable academic accommodations to assist its students in being successful. Students with a documented disability should contact Counseling and Disability Services in Crocker Center to request consideration by the Committee for Academic Accommodations. The office can be reached at (713) 525-6953 or 3162. After attaining the committee’s recommendations, please schedule an appointment to meet with the instructor to discuss appropriate accommodations for this course.

**Syllabus changes**

Because the course is dynamic and the world is ever changing, the instructor has the right to change the syllabus at any time. When such changes are made, students will be notified.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
<td>Read the course syllabus and grading rubrics.</td>
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<tr>
<td>Aug 24</td>
<td>Introduction to learning space.</td>
<td>Building a learning community: Getting to know you.</td>
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<tr>
<td></td>
<td></td>
<td>Explore the contents of the course on Blackboard. More specifically, check out the various sections of Bb and their content.</td>
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<tr>
<td>Week 2</td>
<td>Introduction to Adolescent Learning</td>
<td>Santrock Ch 1 - Introduction</td>
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<tr>
<td>Week 3</td>
<td>Puberty, Health, and Biological Foundations</td>
<td>Santrock chapter 2</td>
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<td>Sept 7</td>
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<tr>
<td>Week 4</td>
<td>Brain and Cognitive Development</td>
<td>Santrock chapter 3</td>
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<tr>
<td>Sept 14</td>
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<td>Readings in Blackboard:</td>
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Please bring to class an assessment of your multiple intelligence strengths using an online assessment tool.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>The Self, Identity, Emotion, and Personality</th>
<th>Santrock chapter 4</th>
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<tr>
<td>Sept 21</td>
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<tr>
<th>Week 6</th>
<th>Gender</th>
<th>Santrock chapter 5</th>
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<tr>
<td>Sept 28</td>
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<tr>
<th>Week 7</th>
<th>Sexuality</th>
<th>Santrock chapter 6</th>
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<td>Oct 5</td>
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<tr>
<th>Week 8</th>
<th>Moral Development, Values, Religion</th>
<th>Santrock chapter 7</th>
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<tr>
<td>Oct 12</td>
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<tr>
<th>Week 9</th>
<th>Families</th>
<th>Santrock chapters 8</th>
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<tr>
<td>Oct 19</td>
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<tr>
<th>Week 10</th>
<th>Peers, Romantic Relationships, and Lifestyles</th>
<th>Santrock chapter 9</th>
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<tbody>
<tr>
<td>Oct 26</td>
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Woodhouse, S. S., Dykas, M. J., & Cassidy, J. (2012). Loneliness and peer relations in...
| Week 11 | Nov 2 | Schools | • Santrock chapter 10  
| Week 12 | Nov 9 | Culture | • Santrock chapter 12  
| Week 13 | Nov 16 | Problems in Adolescence and Emerging Adulthood | • Santrock chapter 13  
| Nov 23 | Thanksgiving Break | | • No class. University will close at 5 p.m. for holiday. |
| Week 14 | Nov 30 | Conclusions | • Discussion of books in class  
• **Book report assignment due** |
| Final Exam | | Comprehensive Final Examination | • Final examination will be placed in Blackboard to open on Dec 1. It will be turned in via Blackboard no later than Dec 5 at 11:59 p.m. |