

University of North Texas at Dallas
Spring 2011
SYLLABUS

EDSE 3830.90:Teaching/Learning Processes and Evaluation/ 3 hours			
Department of	Secondary Education	Division of	Teacher Education and Administration
Instructor Name:	<i>Dr. Jacqueline E. Romano</i>		
Office Location:	<i>DAL 2- Room 257</i>		
Office Phone:	<i>Direct: 972-338-1321</i>		
Email Address:	<i>Jacqueline.romano@unt.edu</i>		
Office Hours:	M, W From 12:00 p.m to 12:50 p.m, W- from 3:00 pm to 5:00 pm and by special appointment		
Virtual Office Hours:	<i>Skype: Jacque.arroyo-romano and through Blackboard Chat</i>		
Classroom Location:	<i>DAL 1 Room 236</i>		
Class Meeting Days & Times:	Mondays and Wednesdays from 1:00 p.m. to 2:20 p.m.		
Course Catalog Description:	This course examines the processes of learning and the phenomena of adolescent development as they relate to teaching in the secondary school.		
Prerequisites:	Junior standing and admission to teacher education		
Co-requisites:			
Required Text:	Steinberg, L. (2011) <i>Adolescence</i> , 9 th Ed. New York: McGraw-Hill		
	Phelan, P., Davison, A. L., Yu, H. C. <i>Adolescents' Worlds: Negotiating family, peers, and school</i> . New York: Teachers College Press		
Recommended Text and References:	<p style="text-align: center;">Other General References</p> <p>Carnegie Council on Adolescent Development (1995, October). <i>Great transitions: Preparing adolescents for a new century</i>. New York: Carnegie Corporation. http://www.carnegie.org/index.html</p> <p>Feldman, S. S., & Elliott, G. R. (1990). <i>At the threshold: The developing adolescent</i>. Cambridge, MA: Harvard University Press.</p> <p><i>Adolescence</i> 1990-2003. Available in full text through TTU Library [http://search.epnet.com/direct.asp?jid=ADO&db=aph]</p> <p><i>Journal of Adolescence</i> Vol 16-26. Available in full text through TTU Library [http://www.sciencedirect.com/science/journal/01401971]</p>		

OPTIONAL MATERIALS

Introduction to the study of adolescence

Hine, T. (1999). *The rise and decline of the teenager*. *American Heritage Magazine*, 71-82.

Cognitive development during adolescence

Wadsworth, B. J. (2004). *Piaget's theory of cognitive and affective development* (6th edition).

Elkind, D. (1967). Egocentrism in adolescence. *Child Development*, __ (4), 1025-1034.

Inhelder, B., & Piaget, J. (1958). The growth of logical thinking from childhood to adolescence. (A. Parson & S. Milgram, Trans.). In H. E. Gruber & J. J. Voneche (Eds.), *The essential Piaget: An interpretive reference and guide*. New York: Basic Books, Inc.

Identity & motivation for school achievement

Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton

Sadowski, M. (Ed) (2003). *Adolescents at school: Perspectives on youth, identity and education*. Cambridge, MA: Harvard Education Press.

Hamman, D., & Hendricks, B. (2005). The role of generations in identity formation: Erikson speaks to teachers of adolescents. *The Clearing House*, 79 (2) 72-75.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Blum, R. W. (2005). A case for school connectedness. *Educational Leadership*, 62 (7), 16-20.

Access to Learning Resources:

UNT Dallas Library:
phone: (972) 780-3625;
web: <http://www.unt.edu/unt-dallas/library.htm>
UNT Dallas Bookstore:
phone: (972) 780-3652;
e-mail: 1012mgr@fhcg.follett.com

Course Goals or Overview:

To understand how adolescents develop in contemporary society, we will examine the world in which adolescents live, how they process the information in their world, and how that world affects their behavior and social relationships. This course is rather unique in that it focuses upon adolescents from a psychological and psychosocial perspective, as well as the cultural background aspect of the adolescent and how these may play an important role in adolescence learning process, motivation, and identity

	development.
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Be able to apply and describe theories of adolescent development <i>By using theory, research, and data to support your weekly reflections and class assignments (film analysis, exams)</i>
2	Identify normal biological, cognitive, and social processes that occur during adolescence. <i>You will provide a position for a selected topic and how affects adolescent development (e.g., eating disorders, teen pregnancy, bullying, suicide, etc) (film analysis, exams)</i>
3	Understand that adolescent development is tightly connected to the socio-cultural context in which young people grow up. <i>By engaging in classroom observations (middle and high school and by engaging in community service hours tutoring at these levels, and film analysis.</i>
4	Understand how ethnicity, culture, class and region affect adolescence cognitive, psychological and social development. <i>For instance, you will engage compare the academic functioning of adolescents through research, observation and community service site to those who go to your old high school.</i>
5	Describe features of cognitive development, identity and motivation that are unique to adolescence <i>You will consider issues concerning identity development in adolescents from different ethnic backgrounds when reflecting on your research paper after completing your observations and community service hours</i>
6	Use a contextual framework to analyze school experiences and identify potential strategies to boost student engagement <i>By reporting on your field experience at the middle and high school level</i>
7	Describe characteristics of effective secondary teachers and secondary practices aimed at increasing student achievement <i>As noted in your observations in the middle and high school</i>
8	Describe specific challenges that face adolescent living in underserved areas. <i>As noted in urban, suburban and/or rural settings- through your observations and community service hours.</i>
9	Identify preventative and intervention services that can address the challenges to adolescent, parents, and teachers in under-served areas/communities <i>For instance, you may use the information gained in this course to give a presentation on programs serving adolescents or professionals working in under-served areas.</i>

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Dr. Romano on a weekly basis during class time or announcements on Blackboard to ensure all material is covered accordingly to class pace and students' needs.

TIMELINE	TOPICS	
Week 1	Introduction:	
Week 2 Jan-24-26	The Study of Adolescent Development	

Part I: The Fundamental Changes of Adolescence	Chapter 1: Biological Transition	
Week 3 Jan 31-Feb 2	Chapter 2: Cognitive Transitions	Reflection Essay 1
Week 4 Feb 7- 9	Chapter 3: Social Transitions	
Week 5 Feb 14-16	Exam	Reflection Essay 2 Unit Exam Ch 1-3
Part II The Contexts of Adolescence	Chapter 4: Families	
Week 6 Feb 21-23	Chapter 5: Peer Groups Chapter 6: Schools	
Week 7 Feb 28-March 2	Chapter 7: Work, Leisure, and the Mass Media	Film analysis due
Week 8 March 7-9	Exam	Reflection Essay 3 Unit Exam Ch 4-7
Week 9 March 14 -16	Spring BREAK	
Week 10 March 21-23	Chapter 8: Identity	
Part III: Psychosocial Development		
Week 11 March 28-30	Chapter 9: Autonomy	Reflection Essay 4
Week 12 April 4-6	Chapter 10: Intimacy Chapter 11: Sexuality	Film analysis due
Week 13 April 11-13	Chapter 12: Achievement	Observations hours and Community Service due
Week 14 April 18-20	Chapter 13: Psychosocial Problems in Adolescence	Observation and community service Paper Due
Week 15 April 25-27	Topics on Planning Instruction and Assessment	Reflection Essay 5 Unit Exam Ch 8-13
Week 16 May 1-3	Topics on Planning Instruction and Assessment	Learning project (Secondary Teacher's Adolescence Resource)
Week 17 May 9-11	Presentation of projects Final Exam/final reflection	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. *(provide any necessary details of the instruments – examples given)*

Quizzes and Exams – *written tests designed to measure knowledge of presented course material (3 midterms and a final)*

Assignments – *Various written assignments designed to supplement and reinforce course material through reflective thinking- film analysis, observation and community service hours report.*

Reflection essays *Throughout the semester, the student will compose 5 short essays*

Projects – *Learning project development assignments designed to measure ability to apply presented course material*

Class Participation – *daily attendance and participation in class discussions*

Community Service-*providing tutoring to underserved communities*

Field experience- *ten hours of observations divided as 4 hours at the middle school and 4 hours at the high school*

(See handout for explanation of each assignment, project)

Grading Matrix:

Instrument	Value (points or percentages)	Total
Reflection Essays 5	5 at 10 points each	50
Unit Quizzes	3 at 20 points each	60
Observations and Volunteering	10 hours of observations report and reflection	10
	15 hours of volunteering work with adolescents and report	15
Learning project	1 at 45 points each	45
Film analysis	2 at 10 points each	20
Final Exam	1	50
Total:		275
Minus absences/	1 absence= -4 points from final grade 2 absences= -8 points from final grade 3 absences= -16 points from final grade 4 absences= DROPPED FROM CLASS	
Non-participation	Up to One Letter grade from final grade	

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Instrument	Value (points or percentages)	Total
Reflection Essays 5	5 at 10 points each	50
Unit Quizzes	3 at 20 points each	60
Observations and Volunteering	10 hours of observations report and reflection	10
	15 hours of volunteering work	15

	with adolescents and report	
Learning project	1 at 45 points each	45
Film analysis	2 at 10 points each	20
Final Exam	1	50
Total:		275
Minus absences/	1 absence= -4 points from final grade 2 absences= -8 points from final grade 3 absences= -16 points from final grade 4 absences= DROPPED FROM CLASS	
Non-participation	Up to One Letter grade from final grade	

Grade Determination:

A = 275– 248 pts; i.e. 90% or better

B = 247 – 220 pts; i.e. 80 – 89 %

C = 219 – 192 pts; i.e. 70 – 79 %

D = 191 – 165 pts; i.e. 60 – 69 %

F = 164 pts or below; i.e. less than 60%

University Policies and Procedures

Instructional Approach

Direct Instruction (lectures), in addition to reflective inquiry techniques will be used throughout the course-these techniques require students to actively participate in discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques and team-based learning will complement the reflective inquiry approach. The overall instructional plan of the course is designed to help students develop knowledge, skills, of critical thinking, reflection, and self-assessment. The course will also help students develop their own multicultural competence in working with linguistically diverse children and parents. The course objectives and content are aligned with the State Board of Educator Certification standards for the preparation of secondary teachers.

http://www.nbpts.org/for_candidates/certificate_areas1?ID=27&x=54&y=9

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Exam Policy: Exams should be taken as scheduled. **Missed Exams**

No makeup examinations will be allowed except for documented emergencies (See Student Handbook), (i.e. doctor's note, obituary of a relative/friend, court appearance notice, etc).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses **will not be tolerated**. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.

Class Policies:

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, nor using iPods in class.

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

*1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.*

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

NEW EDUCATOR STANDARDS:

The content and objectives of this course are aligned with the standards of Texas Commission on Standards for the Teaching profession, the ESL and Bilingual Education certification programs at UNT:

Standard 2.b Cultural Groups and Identity

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.

State ESL Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

State ESL Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

TEXES Professional Preparation and Responsibilities Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Use of Blackboard

Students will use Technology to complete assignments. Blackboard is the medium selected for this course. Assignments will be submitted under the tap "Assignments" — electronic copy (Blackboard) and hard copy (instructor) on dates assigned.

Required Reading

It is expected that students come to class with all assigned reading completed. The reading assignments provide a background for class discussion and activities. It is imperative to keep up with the reading. You are in charge to read each chapter as scheduled.

Community service learning

This course requires 18 hours of community service learning/observations/case study

Written Work

All written work is expected to be of professional quality. Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for a written assignment. All work is expected to be original, or referenced fully. If there is a question regarding the originality of your work, university plagiarism procedures will be followed. Further information about plagiarism, consult UNT policy book. Out of compliance with this policy will result in a one letter grade lower for each assignment and final grade.

Attendance Policy

Attendance is very important in this class. A great deal of information is covered in a short amount of time. Please call or email in advance of class if you are not able to attend. Even when you call or email about your absences, 10 points will be deducted from your final grade.

Use of CELL PHONE, TEXTING, and other Electronic Gadgets in the Classroom

Cell phones must be turned off during the whole lecture period. No texting or ringers will be allowed during lecture time. Phones are to be kept out of sight. Texting is not allowed at any time during class time and no other electronic gadgets will be allowed during class time.

Other Business

Any other business unrelated to the class such as lectures or class activities need to be kept outside the classroom (e.g., planning a wedding, making appointments with friends, reading the newspaper during class, falling asleep, etc.).

Use of Laptops

To avoid conflict and misuse of the Internet- wireless during class time, laptops will not be allowed during lectures unless an assignment or activity requires its use during class.

Grade incomplete –“I”

No incomplete grade will be granted.

Using APA style

All written assignments will be typed-computer-black ink, following APA 6th Ed. Guidelines.

The following sentences present a sample of the type of font and size for all written required assignments. Each assignment will have a cover page with the following information:

Full name, email, class number and section, assignment descriptor, and date. Ten (10) points will be deducted from the final grade for each assignment that does not follow properly the requirements, English writing spelling, grammar, sentence structure, paragraphing, etc. Written documents should

follow APA style, 1' x 1' margins, Times Roman, size 12 fonts, double spaced. I highly suggest proofreading all documents prior to submission. No exceptions!!

Syllabus adopted by Dr. Jacqueline E. Romano, adapted from

Dr. Doug Hamman, Texas Tech University (Adolescence Development, C & I Dept)

Dr. Gary Creasy, Illinois State University (Adolescence Development, Psychology Dept.)

Dr. Jacqueline E. Arroyo-Romano, Illinois State University, (Child and Adolescence Development, C & I Dept.)