

Course Code & No.-Section:	SECD 585 R1
Course Title (Credits):	Adolescent Development and Learning(3)
Term and Year:	Fall 2014
Course Reference Number (CRN):	80549
Instructor:	Toby Wiedenmayer
Email:	twiedenmayer@sierranevada.edu
Website:	snceducation.weebly.com
Class Meeting Time:	Thursday, 7-9:50
Location:	Reno Campus
Office Hours:	By Appointment (cell phone number: 775-722-2033)

The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

The Libguides pages have a research guide specifically for education students:

<http://libguides.sierranevada.edu/edu>.

To access SNC's licensed database content from off campus, use the following information:

- **Students:** Use your first initial and your last name as the username and your 9 digit student ID number as the password.
- **Faculty/Staff:** Use your SNC email username as the username and your Banner/SNCSIS ID number as the password.

If you have questions or problems, please contact the library at library@sierranevada.edu.

Betts Markle, Library Director emarkle@sierranevada.edu 775-881-7511

Laptop Computer Requirements

Graduate courses require the use of a laptop computer. Details are specified in course syllabi. It is the students' responsibility to provide their own laptop computer.

Computer Skill Competency Requirements - must be proficient in technology skills including but not limited to:

- Basic computer skills, including the ability to create folders; find, copy, move, rename, and delete files; maximize/minimize multiple windows; and download and save files

- Ability to use a word processor application to create, save, print, and retrieve a document; cut, copy, and paste text within and between documents; and save a word processing document in a Microsoft Word compatible format (.doc).
- Ability to access SNC email that you check regularly. In addition, you must be able to send, receive, open, and store messages and attachments.
- When online, ability to navigate between web sites, use search engines, install needed plug-ins such as Flash or QuickTime players, and disable popup blockers or white-list sites as needed for online courses.

While basic skills needed, students have opportunities to develop additional skills, including media development and the use of conferencing and collaboration tools.

It is recommended that students have a relatively new or updated computer - either a PC running Windows 7 or Vista, or a Mac running OSX 10.4 or higher. In addition, it is recommended that students have high-speed Internet access, a printer, speakers, and a headset microphone.

Course Description

This course will prepare future teachers to comprehend various frameworks and models for developing curriculum appropriate for students with special needs. Learning disabilities/styles, emotional disabilities, and/or cognitive disabilities, aspects of culture, previous education systems, and other considerations that may affect appropriate instruction and student learning will be examined and applied. This course will advance future teachers comprehension of theoretical knowledge that supports best practices when teaching to student populations with various disabilities.

Program Outcomes

TCLO	InTASC	Common Core	Professional Organization	SNC Teacher Education Program Goals
A1	Standard 1: Learner Development The teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Common Core Nevada State Standards		2 Know how children and/or adolescents develop and learn
A2	Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high			

	standards.			
A3	Standard 2: Learning Differences			
A4	Standard 1: Learner Development			
A5	Standard 1: Learner Development			
A6	Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community,) and adapts practice to meet the needs of each learner.			

Assessment of Teacher Candidate Learning Outcomes

Assignment	TCLO #
Adolescent Interview	A1
How Do Teens "Connect?"	A2
Teaching with the Brain In Mind	A3
Research Paper	A4
Discussion Leader	A5
Professional Disposition (Participation)	A6

Student Outcomes

Upon completion of this course, the student will be able to:

1. Have a better understanding of the development of the brain during adolescents, and its impact on student learning.
2. Utilize the technology that is being used by teenagers, and understand why the technology is so valued.
3. Develop an awareness of the issues affecting teenagers today: bullying, cyber-bullying, health issues, technology, relationships, peer pressure.
4. Organize curriculum tools that will support a classroom environment focused on developmental considerations.
5. Research relevant adolescent themes: cognitive development, health considerations, social/emotional considerations, and development.

Methods of Assessing Student Outcomes

Student Outcomes will be assessed using the following:

1. Assignments of increasing levels of challenge including teaching opportunities to model what is being learned
2. Writing assignment(s) including reading reflections and personal research
3. Developing curriculum materials focused on developmental considerations for future use.
4. Constructing a major project focused on a teen issue that can be utilized to instruct future students.
5. Participation in class activities and discussions; annotate strategies from class experiences
6. Research paper on a topic related to brain development in adolescents.

Instructional Strategies

This class will utilize lectures, small group instruction, team building activities, inquiry learning, case studies, communication activities, cross-curriculum planning, problem solving, group dynamic skills, independent research, and individual work in class using case studies, oral presentations, online discussions, and homework assignments.

Grading Policy

A	950-1000 points
A-	900-949
B+	850-899
B	800-849
B-	750-799

Required Texts and Materials

Lieber, C. M. (2009). *Making learning REAL: Reaching and engaging all learners in a secondary classroom*. Educators for Social Responsibility.

Crawford, G. L. (2008). *Differentiation for the adolescent learner: Accommodating brain development, language, literacy, and special needs*. Corwin Press.

Recommended Texts and Materials

Hume, K. (2011). *Tuned out: Engaging the 21st century learner*. Pearson: Canada.

Lieber, C. M. (2009). *Getting classroom management RIGHT: Guided discipline and personalized support in secondary schools*. Educators for Social Responsibility.

PBS *Inside the Teenage Brain*. <http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>

www.stopbullying.gov

Laurie Chassin, Arizona State University, any article related to substance abuse and affects on teenagers.

www.tolerance.org

Attendance

Candidates are required to attend all classes and participate in class discussions and small group activities and presentations. In accordance with TED guidelines, students are expected to attend all classes for the entire class period. Students absent for more than two classes may fail the course. This should not be construed as license to miss two classes. **Participation also includes the use of SNC email to communicate with the instructor. When sending e-mail attachments, please include your last name, course, and assignment (JonesSPED540ParentInterview).**

Class Expectations for Teacher Candidates

Electronic Devices

There will be times when electronic devices will be helpful to enhance the classroom experience. They may be brought to class on a regular basis. The instructor reserves the right to terminate the use of these devices if they are a distraction to the class or the individual student.

Professional dispositions and norms for classroom behavior

As a future teacher, it is necessary that you demonstrate professionalism. This includes: attending all classes, arriving to class in a timely manner, being preparing for the class with all items necessary to participate (i.e. assignments, text, electronic devices, etc.), having a willingness to try new things and a desire to collaborate with others. It is important that the class is a safe place for discussion and growth.

Completion of assignments and late assignments

Assignments are due the day of the class meeting to which they are assigned. Late assignments may be accepted up to one week late provided future teacher discussed issues in advance with instructor. Assignment will be dropped one letter grade.

Academic Accommodations

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who wish to request accommodations are required to present appropriate documentation of their disabilities to the Director of Academic Support Services, who will make the necessary accommodations available as appropriate to the documented disability on file. It is suggested that students seeking accommodations contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. **It is the student's responsibility to request accommodations.**

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members, and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Students should check their college email accounts daily during the school year.

Students have the right to forward their SNC email to another email account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC email forwarded to an outside vendor. Having email redirected does not absolve

a student from the responsibilities associated with official communication sent to his or her SNC email account.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC Community unique skills, talents, values, and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility, and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of the student's academic record.

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| 1st Offense: | Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning. |
| 2nd Offense: | Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning. |
| 3rd Offense: | Student is expelled. |

Class Requirements

It is recommended that you bring a laptop computer to each class meeting. Being on time assists us in our exploration, being supportive of others expands your learning opportunities, and being open to feedback on your own instruction makes it easier to build the team. You will have many

opportunities to teach in this course. Cell phones and pagers may be left on; just step outside for your convenience.

Assignments

1. A1: Adolescent Interview (100 pts.)

Teacher candidates will be required to conduct an interview of an individual between the ages of 11 and 19 to uncover what it is like to be a teenager today. Information will be presented in class, and teacher candidates will be required to reflect upon the discussion and their own personal experiences as teenagers.

2. A2: How do Teens “Connect?” (100 pts.)

Teacher candidates will complete a review of a social media sites, and reflect upon how those sites allow for teenagers to connect with their world. What is the importance of this connection?

3. A3: Teaching with the Brain In Mind Project (250 pts.)

Teacher candidates will create a unit lesson plan, website, or game to be used with teenagers that focuses on a teen issue. Examples of teen issues include: the notion of “family,” teen choice making, transition to adulthood, interests and goal setting, health issues, dealing with peer pressure, bullying, understanding technology and social media, etc. This should be a personal interest project, and one that can be utilized in future practice.

4. A4: Research Paper (250 pts.)

Teacher candidates will choose a topic of interest related to the course, and will find at least two research peer edited articles that discuss the topic. Topics should be discussed in terms of their relevance to the brain development of the adolescent. Information needs to be synthesized into a 5-7 page paper following APA style.

5. A5: Discussion Leader (100 pts.)

Teacher candidates will be required to lead the discussion for class once during the course of the class. To lead the discussion, candidates will need to complete 3-5 discussion questions, and will need to summarize the main portions of the chapter they are sharing.

6. A6: Professional Disposition and Participation (200 points or 15 pts./class))

Participation includes coming to class on time. Candidates are required to participate in class discussions and small group activities. It is essential that readings be completed before class. (Instructor will reference InTASC standards 9 and 10 related to *Professional Responsibility*.)

Class Schedule (Tentative)

Week	Topic	Assignment(s) and Readings
1 1/22	<i>Development</i> A history and current demographics Teens in the school setting: a historical review What is the current demographics of our adolescent student?	Assignments: A1: Teen interview Reading: Ch. 1 <i>Differentiation</i> , Crawford Ch. 1 <i>Making Learning REAL</i> , Lieber
2 1/29	<i>Development</i> Stages of adolescence: how did we get here? Sharing Teen Interview (A1) Ages and stages What it means for schools	Assignments: Due: A1 Reading: Dobbs, D. Beautiful brains. <i>National Geographic</i> , October 2011. Ch. 2 <i>Differentiation</i> , Crawford Ch. 3 <i>Making Learning REAL</i> , Lieber
3 2/5	<i>Development</i> The Adolescent Brain What affects the brain's development? How do we teach to the brain?	Assignments: In-Class: PBS Frontline <i>Inside the Teenage Brain</i> Readings: Ch. 3 <i>Differentiation</i> , Crawford
4 2/12	<i>Social Emotional and Affective Relationships</i> Sharing How Teens Connect (A2) Teen relationships	Assignments: Due: A2 Readings: Ch. 5 <i>Differentiation</i> , Crawford
5 2/19	<i>Social Emotional and Affective</i> "Families" defined Gangs, single-parent families, two parent families, grandparents The American Family: demographics and realities	Readings: Ch. 4 <i>Making Learning REAL</i> , Lieber

6 2/26	<i>Social Emotional and Affective</i> Connecting and Peer Pressure Relationship review Social media: the Facebook, Twitter, text generation Effects of media/technology on the brain Cyber-bullying	Readings: Ch. 2 <i>Making Learning REAL</i> , Lieber
7 3/5	<i>Social Emotional and Affective</i> Bullying and social outcasts, cultural and lifestyle considerations Review of current situations of bullying and teen peer pressure Incorporating tolerance lessons in the classroom Building a classroom community	Readings Ch. 5 <i>Making Learning REAL</i> , Lieber
8 3/12	<i>Cognitive</i> The Learning Brain Setting up the classroom with the brain in mind	Readings: Ch. 6 <i>Making Learning REAL</i> , Lieber *Weebly workshop: setting up a website.
9 3/26	<i>Cognitive</i> Differentiation: Working with all learners ○ How to differentiate with learning styles, interests, and abilities ○ Creating a “safe” classroom for all learners	Assignments: Readings: www.edutopia.org/social-emotional-learning Edutopia <i>Ten Tips for Classroom Management</i>
10 4/16	<i>Cognitive</i> Importance of metacognition and classroom management Universal Design for Learning (UDL) Teaching metacognition Managing groups	Assignments: Readings: Ch. 4 <i>Differentiation</i> , Crawford
11 4/23	<i>Cognitive</i> Disconnect between today’s classroom and the world (technology) Share Teaching with the Brain in Mind (A3) Current classrooms vs. the world: issues and realities Incorporating technology in the classroom	Assignments: Due: A3 Readings: Ch. 6 <i>Differentiation</i> , Crawford Edutopia <i>Ten Tips for Teaching with New Media</i>

12 4/30	<i>Health</i> Basic health considerations (fitness and food), sexuality, relationships	Readings: Research based choice related to adolescent health considerations (instructor to share some examples)
13 5/7	<i>Health</i> Mental health, drinking and drugs, smoking	Readings: Research based choice related to adolescent health considerations (instructor to share some examples)
14 5/14	<i>Final</i> Research Paper Presentations	Assignments: Due: A4

*Please Note: Class will not meet on 3/19/15, 4/2/15, and 4/9/15 due to spring breaks. We will have an online assignment for 4/2/15 and 4/9/15.

Evaluation for A1: Adolescent Interview

Criteria	Description	Points
Interview	Candidate interviewed an individual between the ages of 11 and 19. A description of the method for the interview was explained, either in the presentation or the paper.	_____/10
Summation	Interview contents demonstrated the interviewee established rapport, uncovered information about student, described how this student perceived school, relationships, peer pressure, technology, bullying, family dynamics, and any other relevant information.	_____/30
Reflection	Teacher candidate reflected upon the information present throughout the process, and made relevant connections to his/her future practice. Student gained at least one new insight that was shared either through the presentation or through the paper.	_____/30
Professionalism	Paper had no mistakes in grammar, punctuation, or spelling, was appropriate length, and followed appropriate format.	_____/20
Presentation	Student presented their paper to the class with professionalism and described the basics of the interview and the reflection.	_____/10

*Please see the common rubric for writing attached at the end of this syllabus to describe "Professionalism" in more detail.

Evaluation for A2: How Do Teens “Connect?”

Criteria	Description	Points
Review	Candidates will select three social media sites to review. Review includes the following information: description of the site, targeted audience of the site, components specific to the site that separate it from other sites, any other pertinent information.	_____/20
Observation	Candidates demonstrate that they have not only reviewed the site, but have observed how the site works. This may occur through interview, or personal experience.	_____/20
Reflection	Teacher candidate reflects upon information in class related to adolescent “connecting.” Teacher candidate investigates how these sites serve as a model to connect adolescents. Teacher candidate reflects on how he/she can use this information in his/her future classroom.	_____/30
Professionalism	Paper had no mistakes in grammar, punctuation, or spelling, was appropriate length, and followed appropriate format.	_____/20
Presentation	Student presented their paper to the class with professionalism and described the basics of the interview and the reflection.	_____/10

*Please see the common rubric for writing attached at the end of this syllabus to describe “Professionalism” in more detail.

Evaluation for A3: Teaching with the Brain In Mind

Project will include:

1. 3-4 page paper that highlights any relevant research and information used to design the project, as well as a reflection about how the project will support candidates future classroom experience.
2. A teaching unit plan, website, or game for the classroom that includes all corresponding elements to be able to successfully implement.
3. A presentation to the class and discussion of its usefulness in a classroom setting.

Criteria	Description	Points
Topic	Candidate selected a topic pertinent to adolescents, and developed a way to share this topic to a specific audience. Specific audience is described.	_____/25
Research	Candidate researched subject, and shared research in a 1-2 page summation, APA style. Resources and suggested resources included.	_____/50
Method of Presentation	Candidate received approval to create a unit plan, website, or game to be used in a classroom prior to developing. Candidate developed a professional, clean, and well thought out artifact that could be used in a future classroom setting to deal with a specific adolescent issue.	_____/75
Reflection	Candidate reflected on how the project might be implemented in his/her future classroom in 1-2 pages. Candidate shares why the particular issue was chosen, and why it would be of value to his/her practice.	_____/50
Professionalism	Paper had no mistakes in grammar, punctuation, or spelling, was appropriate length, and followed appropriate format.	_____/25
Presentation	Student presented their paper to the class with professionalism and described the basics of the interview and the reflection.	_____/25

*Please see the common rubric for writing attached at the end of this syllabus to describe "Professionalism" in more detail. More detailed descriptions of projects will be handed out in class.

Evaluation for A4: Research Paper

Criteria	Description	Points
Review of Article(s) 1-2 pages	Candidate reviewed article and included the following information: Summation of issue or problem (not both) Purpose of the Study Research question(s) The research design Participants Methodology or procedures including data collected and method of data analysis Results of the study	_____/75
Summation 1-2 pages	Teacher candidate successfully synthesized information of the article(s) in terms of brain development, and how the articles inform classroom practice.	_____/50
Reflection 1-2 pages	Teacher candidate reflected upon the information present throughout the process, and made relevant connections to his/her future practice. Student gained at least one new insight that was shared either through the presentation or through the paper.	_____/50
Professionalism	Paper had no mistakes in grammar, punctuation, or spelling, was appropriate length, and followed appropriate format. APA style was followed, and articles were cited correctly.	_____/25
Presentation	Student presented their paper to the class with professionalism and described the basics of the interview and the reflection.	_____/25

*Please see the common rubric for writing attached at the end of this syllabus to describe the expectations for the writing on this paper.

Evaluation for A5: Discussion Leader

Criteria	Description	Points
Preparation	Candidate came to class with a chapter summary paper and five questions to elicit discussion in the class. Paper and questions were e-mailed to instructor at least 24 hours prior to the class.	_____/25
Summary of Key Points	Teacher candidate briefly summarized the subject and chapter information using his/her chapter summary as a guide.	_____/25
Discussion Leader	Teacher candidate served as “gatekeeper” for discussion by asking questions and providing opportunities for everyone in the class to respond. While the discussion is occurring, teacher candidate should take notes on the responses on his/her sheet with questions. Questions and responses will be turned in at the end of class or at the following class.	_____/25
Professionalism	Teacher candidate is professional in his/her demeanor, and is prepared to discuss chapter with relevant examples.	_____/25

Sierra Nevada College Common Writing Rubric

Criteria	Description	Points
Assignment Specific	This rubric is to be used with the Professionalism component of A1, A2, A3, and A4. Each category on this rubric is worth 5 points for those projects.	_____/
Format	<ul style="list-style-type: none"> adheres to discipline- and/or instructor-specific conventions for the assignment (proposal, academic abstract, essay, etc.) uses in-text and end-of-work citations where required by the assignment integrates and synthesizes referenced material meaningfully, coherently, and accurately 	_____/
Organization	<ul style="list-style-type: none"> contains a clear thesis shows care and consideration in paragraph construction and sequence (e.g., effective introductory paragraph) makes connections and uses transitions effectively unifies ideas and themes throughout the paper 	_____/
Content	<ul style="list-style-type: none"> reflects college-level thought and appropriate time commitment (e.g., demonstration of revision of work) uses relevant and concrete details and/or examples to support thesis explains ideas carefully and completely analyzes topic at the appropriate level of rigor, including demonstration of logic 	_____/
Expression/Style	<ul style="list-style-type: none"> employs language that is concise and uncluttered, demonstrating fluency varies word choices and avoids unnecessary repetition uses diction appropriate to the audience and assignment (e.g., avoidance of technical language, slang, or dialect where inappropriate to the assignment) 	_____/
Grammar/Mechanics	<ul style="list-style-type: none"> exhibits control of grammar (e.g., use of determiners, subject-verb agreement, and tense) exhibits control of sentence mechanics (avoids fused sentences, comma splices, and fragments) uses correct punctuation, capitalization, and spelling 	_____/