



The Citadel
School of Education

EDUC 206: Adolescent Growth and Development Fall 2017	
<i>Instructor:</i> Stephenie M. Hewett, Ed.D.	<i>Class Meetings:</i> Tuesday and Thursdays at 8:00AM
<i>Office:</i> 327C Capers Hall	<i>Class Hours:</i> 8:00 – 9:15AM
<i>Telephone:</i> 953-5019, cell – 708-2765	<i>Meeting Room:</i> 303 Capers Hall
<i>Email:</i> HewettS@Citadel.edu	<i>Office Hours:</i> Tuesdays: 7:30 – 8:00, 9:30 – 11:00AM Thursdays: 7:30 to 8:00, 9:30 – 11:00AM. For additional hours, please set an appointment
<i>CreditHours:</i> 3	

Prerequisites: None

Required Textbook: Adolescence by Santrock 15th edition

Student Information: This course is a required course in the undergraduate education program and can be used as an elective for any major. **Course resources and assignments are located on CitLearn.**

Learning and Developmental Goals:

The goal of this course is to assist the preparation of preservice teacher candidates with their application of the knowledge, skills, and dispositions to effectively reach and teach adolescents at the secondary (7-12) levels of middle and high schools.

Course Description:

A survey of the basic principles and theories of human development with a focus on adolescents and their educational processes. The field experience is designed to interrelate college classroom learning with public school observations and activities.

CONCEPTUAL BASE:Developing Principled Educational Leaders for P-12 Schools

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective,** and **ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 17 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. know in-depth subject matter of their field of professional study and practice;
2. demonstrate and apply an understanding of developmental and learning theories;
3. model instructional and/or leadership theories of best practice;
4. utilize the knowledge gained from professional study to develop and implementation educational program that is varied, creative, and nurturing;
5. integrate the use of technology;
6. demonstrate a commitment to lifelong learning.

Reflective Principled Educational Leaders...

7. develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
8. develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
9. construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
10. apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
11. research their practice by reflectively and critically asking questions and seeking answers.

Ethical Principled Educational Leaders...

12. apply reflective practices;
13. demonstrate commitment to a safe, supportive learning environment;
14. demonstrate high values and a caring, fair, honest, responsible, and respectful attitude;
15. establish rapport with students, families, colleagues, and community;

- 16. value diversity and exhibit sensitivity to and respect for cultures;
- 17. exhibit prompt regular attendance, wear professional attire, and communicate in standard English.

Relationship of This Course to the Conceptual Base:

This course is a survey of the basic principles and theories of human development with a focus on adolescents and their educational processes which is intended to prepare knowledgeable, reflective, and ethical principled educational leaders. The field experience is designed to interrelate college classroom learning with public school observations and activities to further enhance the opportunities for development of principled leaders.

Course Goals With Evaluation Methods:

Goal	Evaluation Methods
Compare and contrast the basic principles and theories of adolescent development. (CF1, CF2, CF5, CF6, CF12, CF13, CF14, CF16)	<ol style="list-style-type: none"> 1. Objective Test 1 2. Midterm Exam
Examine biological foundations and physical growth of the adolescent years. (CF1, CF2, CF5, CF6, CF11)	<ol style="list-style-type: none"> 1. Objective Test 2 2. Midterm Exam 3. Field experience write-up
Investigate the principles of evaluation instruments including the purposes, validity, reliability, and norm-reference vs. criterion-reference tests. (CF1, CF2, CF3, CF5, CF6)	<ol style="list-style-type: none"> 1. Objective 3 2. Midterm Exam
Analyze a variety of assessments to diagnose students' educational handicapping conditions.	<ol style="list-style-type: none"> 1. Objective Test 3 2. Midterm Exam
Explain the nature of the developing self-identity and autonomy in adolescence and propose ways that the teacher can reinforce self-esteem and self-confidence. (CF1, CF2, CF5, CF6, CF11, CF12, CF13, CF14, CF16)	<ol style="list-style-type: none"> 1. Objective Test 4 2. Teacher Interview write-up
Compare and contrast adolescent social systems. (CF1, CF2, CF5, CF6, CF11, CF12, CF13, CF14, CF16)	<ol style="list-style-type: none"> 1. Field Experience Reflections and Journals

	<ol style="list-style-type: none"> 2. Objective Test 9 3. Final Exam
Analyze the differing economic, social, racial, ethnic, and religious groups and the implication for teaching and learning processes of students with diverse backgrounds. (CF1, CF2, CF5, CF6, CF11, CF12, CF13, CF14, CF16)	<ol style="list-style-type: none"> 1. Objective Test 12 2. Final Exam 3. Darkness to Light Stewards of Children certificate
Investigate the interaction and communication skills that are most effective between the teacher and student and teacher and parent. (CF1, CF2, CF5, CF6, CF11, CF12, CF13, CF14, CF16, CF17)	<ol style="list-style-type: none"> 1. Self-reflection Essay 2. Final Exam 3. Objective Test 10
Research an issue/problem that adolescents face in today's society.	<ol style="list-style-type: none"> 1.
Analyze a case study and propose a plan that a parent could follow to help their child.	<ol style="list-style-type: none"> 1. Case study write-up

Instructional Units and Assessments

**Course Schedule for EDUC 206 – Schedule subject to change based on class needs.
Additional reading/activities will be assigned as the course develops.**

<u>Unit Topic or Title</u>	<u>Length/Date</u>	<u>Assessments</u>
History and Theories of Adolescent Growth and Development	August 24 - September 7	Objective test
Chapter 1	September 12	Midterm Exam
	Discussion Board Post of the problem that you believe is having the biggest impact on adolescents and society	Field Experience #1 and Journal
		Discussion Board
		D2L Certificate

Puberty, Health, and Biological Foundations Chapter 2	September 14 – Principles of Evaluation Webquest (online activity)	Objective 2 test BLOG Discussion Board Midterm Exam (weeks of October 4-23)
Cognitive Development Chapter 3 Evaluation instruments Diagnosing handicapping conditions	September 19 – October 5	Objective 3 Test Midterm Exam(weeks of October 1-23) Field Experience #2 and Journal
Schedule Catch Up Midterm Exam	October 10 October 12 No class attendance required. Complete the midterm exam on CitLearn.	Schedule Catch up Midterm Exam
Gender Chapters 5	October 17 – October 19	Objective Test 5 Adolescent Interview Field Experience 3 Journal
The Self, Identity, Emotion, and Personality Chapter 4	October 24 – Watch the video and participate in the BLOG and Discussion board on Tuesday, October 24, 2017 (No traditional Class) October 26 – Chapter Test 5	Objective Test 4 Video Discussion Board BLOG Final exam

Sexuality Chapter 6	October 31 - November 2 Please watch the video on CitLearn during class on October 31. No traditional Class. November 2 discuss video in class	Objective Test Chapter 6 Video Blog
Moral Development and Religion, economic, social, racial, and ethnic differences Chapter 7	November 7 No class Election day November 10 Discuss Moral, Religious and other factors impacting teens Upload Stewards of Children certificate.	BLOG Final Exam
Schools Chapter 10	November 14 – November 16 Field Experiences In assigned schools	Independent School Field Experiences Journals
Thanksgiving Break	November 21 – November 23	Eat, rest, and have fun!
Peers, Romantic Relationships, and Lifestyles Chapter 9	November 28 – November 30	Class discussions
Problems in Adolescence and Emerging Adulthood Chapter 11	December 5	Case Study assignment (Class work)

Final Exam Week	December 13 (1:00PM)	Final Exam
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*The first field experience is to observe adolescents in a non-structured environment (mall, beach, party, video game room, and/or downtown)

***Field Experience Activities are designed to offer a wide range of opportunities for students to observe adolescents in structured and unstructured situations.

Grades for EDUC 206

Grades will be based on the discussion board posts, completion of the objective tests, assignments, field experience reflections and journals, the midterm exam, and the final exam.

Class Expectations:

- a. Complete the assignments, objective tests, and all field experiences as assigned.

Disability Disclosure:

Under the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access programs and services. The Citadel is committed to providing equal educational opportunities for individuals with disabilities. It is the Office of Access Services, Instruction, and Support (OASIS) purpose to assist, advocate for, coordinate and support students' academic needs. All accommodations are coordinated through the OASIS located in Room 105 Thompson Hall (953-1820).

Statement on Plagiarism and Consequences:

Students are encouraged to share ideas, methods, and teaching techniques with each other. Time will be allowed in class to meet in collaborative groups to share and discuss ideas. Students are also encouraged to proofread each other's work. Although idea sharing is encouraged, students should not directly copy someone's words. Ideas should be adapted

and adjusted to meet the individual needs of the students. Word-by-word copying and identical assignments are considered Honor Code Violations.

Field Experience Requirements:

10 hours of experiences of observing and working with adolescents are required in this class. The experiences will be structured by the professor. Students will keep a reflection journal with dates, locations, and times of the experience along with a reflection of what they observed and learned from each field experience. Those will be turned in as evidence of completing the field experiences with no grade assigned.

Assessment of Field Experience- Satisfactory completion of all in-school field experiences and requirements. A passing grade for the course will not be awarded with failure to complete the following aspects of this **required** component of the course.

- Maintaining a responsible, professional disposition in all situations
- Maintaining a reflections journal of all field experiences
- Filing the appropriate practicum paperwork
- Practicum evaluations from Dr. Hewett
- Practicum evaluations by candidates

Course Requirements:

_____ Participation in class discussions

_____ Participation in BLOGS, Discussion Board, and Wiki's

_____ Completion of Darkness to Light's Stewards of children Training

_____ Completion of the objective tests (See Objective Test Requirements below)

_____ Objective Test 1

_____ Objective Test 2

_____ Objective Test 3

- _____ Objective Test 4
- _____ Objective Test 5
- _____ Objective Test 6
- _____ Adolescent interview
- _____ Teacher interview
- _____ Completion of the field experience requirements,
- _____ Midterm exam
- _____ Final exam

*****Requirements for Objective Tests—**

All objective tests must be completed and submitted on time. These objective tests are the questions on the midterm and final exams. Answers must be evaluated before studying the objective tests to ensure that the correct answers are studied. The objective tests are checked off that you turned them in and evaluated for the answers.