

**College of Education & Human Development
Department of Teaching and Learning
University of North Dakota**
T&L 350: Development & Education of the Adolescent, 3 credits
Fall Semester 2007
6855 TR 12:30-2:00, ED 202

Dr. Margaret Zidon

Office: ED 214

Phone: 777-3614 or Teaching & Learning Dept.: 777-3239

Email: margaret_zidon@und.nodak.edu

Office Hours: M: 2:00-4:00; T: 2:00-4:00, W 10:30-12:30, or by appointment.

Last Day to Drop This Course: November 2, 2007

Conceptual Framework

The teacher education programs at the University of North Dakota are grounded in constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Catalog Description of T&L 350: Prerequisites T&L 325 and Admission to the Teacher Education Program. A comprehensive examination of the characteristics and behavior of the adolescent student with implications for curriculum and instruction in the junior, middle and high schools. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological and psychological factors in development. F,S.

Further Description: This course is typically directed to people who will be teaching adolescents in middle level and secondary schools; however, people in social services fields often take the course, too, as either a requirement or special interest. The course is designed to allow flexibility for different specialization. The main thing is to relate the course readings and assignments to the work that you will be doing with adolescents. In other words, if you are studying to become a drug and alcohol abuse counselor, respond with that “hat” rather than imagining yourself to be a high school teacher.

You might ask, “Why study adolescence? I’ve been there, done that, and know all about it.” I like to refer to a quote from T.S. Eliot who wrote, in The Four Quartets, “We had the experience, but missed the meaning.” Additionally, John Dewey said that experience alone teaches little. When one reflects on experience, broader and deeper insights result; these understandings then provide the basis for curricular and instructional planning, for

counseling practices that promote the best interests of the adolescents with whom we work.

The Carnegie Council on Adolescent Development stated that there exists a “volatile mismatch” between school and curriculum and the intellectual and emotional needs of young people. Similarly, there have been persuasive arguments that the same is true of other institutions ranging from family to religious to sport/recreation programs to social services programs. As adolescence is a time marked by vast developmental changes, being knowledgeable about adolescent growth and development, then, seems an obvious pursuit for anyone working with this age group. To assist you in reaching that goal, the following readings have been chosen for this course:

Required Readings:

3 Required: *Raising Cain* by D. Kindlon & M. Thompson
Reviving Ophelia by Mary Pipher
They always test us on things we haven't read by K.Gershman

1 Choice Req.: *Plainsong* by Kent Haruf
This Boy's Life by Tobias Wolff
I Know Why the Caged Bird Sings by Maya Angelou

Additional: Handouts, articles

Novels help you to see young persons in the context of their real lives, or as one of my students once told me, “Reading a novel puts a face on the adolescent; a textbook can’t do that.” This view of a young person will help you to appreciate the wholeness of each adolescent and will give rise to discussions about what teaching/counseling practices may or may not help a young person’s optimal growth and development. I ask that you try to understand the young adolescent in each novel in relation to adolescent development knowledge compiled by people who have studied and worked extensively with this population. Thus, information on adolescence, in the texts and through lecture, is included so that your understandings of adolescent development will be both enhanced and, at times, challenged.

Articles and handouts are provided to extend your knowledge about adolescence. Careful and critical reading will promote an understanding of the age group you'll be teaching/counseling. The best class discussions occur when each person has not simply read the assignment, but has taken time to think about the significance of the information for curriculum and instruction, and counseling.

Objectives of the course:

- To study and analyze the physiological, cognitive, social, emotional and moral domains of adolescent development. You are expected to demonstrate your knowledge and understanding of all the adolescent domains mentioned and subsequently, to consider various teaching and counseling practices that are consistent with adolescent development research (INTASC 2,3,4).

- To research a specific topic (question) related to adolescent development that arises from one of the novels/autobiographies and to consider curriculum and instruction, or counseling, implications for the adolescent under study (INTASC 2,3,9).
- To examine family influences on adolescent development and to consider/plan ways to connect parents to adolescents' lives and education. (INTASC 9,10)
- To assist an ELL college-level student with language skills and cultural understandings and to learn about that person's country and culture (2,3,5,9)
- To observe and interview an adolescent and his/her parent(s)/guardian(s) and to situate the information acquired from this case study within the theoretical framework of adolescent development and education. (INTASC 2,6,9).
- To demonstrate of your understanding of cognitive development by teaching a mini-lesson to peers. (INTASC 2,3,4,5,6,7,8).
- To develop as a reflective practitioner through writing and oral communication. (INTASC 6,9).

Requirements:

Dispositions: Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, Professional Dispositions for UND Teacher Education.

Read & Respond Papers (3) Three one-page, single-spaced papers (autobiography, mall observation and novel). For these papers, I expect you to critically examine and think about the topic you have selected by integrating adolescent development information and including curriculum and instruction, or counseling, applications possibilities. I will provide an in-class example of what I expect. These papers will also be used to prompt class discussion. See Attachment for further description.

Discussion & Participation - I like to have a great deal of discussion in my classes. We all learn by sharing our thoughts and ideas. To discuss well, you must read the assignment and be prepared to share your insights. You will be given a daily grade on your discussion and any other participatory activity that occurs during class. I will evaluate this aspect in the following way:

- 3 = contributes to discussion with informed analysis of readings and/or participates in activities by connecting adolescent theory and practice.
- 2 = level of discussion and participation is less than a " 3." Input is based primarily on personal opinion with little evidence of having read and understood theoretical underpinnings of adolescent development.
- 1 = level of discussion and participation is less than a "2," but student showed up for class and listened to others.

0 = student did not participate in discussion or class activities.
Unannounced Quizzes on Readings/Lecture Materials.

Adolescent Case Study. Please see attachment for further information.

Cross-Cultural Conversations. 10 hours of conversation with an ELL student

Portfolio - Save materials from this course for possible inclusion in your Teacher Education Portfolio.

Evaluation: See attachments for Read and Respond Papers, Adolescent Case Study, Research Paper for scoring rubrics on these assignments.

Grading for the Course

Read and Respond Papers @ 10 points each	30
Discussion/Participation	90
Quizzes: about 5 points each	~40
Preparatory assignments	~40
Adolescent Case Study	200
Cross-Cultural Conversations & Reflection	110
Role Play	20
<hr/> TOTAL	<hr/> 530

Special Notes:

- Assignments may change at the instructor's discretion. Any changes will be announced with appropriate advance notice as well as the rationale.
- Late Papers and projects will not be accepted unless you have obtained permission in advance or have a valid reason that the instructor accepts.
- This instructor does not believe in "extra credit"; do the assigned work well the first time.
- No hats in class.

<u>Points Earned</u>	<u>Grade</u>	<u>%</u>
493-530	A	93.1 -100%
456-492	B	86.1 -93
419-455	C	79.1 -86
387-418	D	73.1- 79
< 387	F	< 73 %

UND Policy for incomplete grade. UND policy for Incomplete Grade :

The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for

reasons satisfactory to his or her instructor. (See p. 38 of 2005-2007 UND Catalog for complete statement for undergraduates.)

“The Code of Student Life” at the University of North Dakota deals with scholastic dishonesty. Plagiarism is one such form and is defined as “the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one’s own work” (14-15).

Instructors can treat plagiarism through grading or by referring the case to the Assistant Dean of Students.

Legal Concerns:

Please be aware that having a criminal record of a felony may make it impossible to acquire licensure even with completion of the teacher education program.

Other Policies:

Exceptionalities. Students who feel they may need some instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner.

Grievance Procedures

Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, it is the Department of Teaching and Learning policy to proceed as follows:

1. Any student with an academic grievance should discuss the grievance with the professor, and request mediation with the person.
2. If the grievance is not resolved as faculty level, the student may discuss it with the program coordinator, and request mediation.
3. If the grievance is not resolved at the coordinator level, the student may discuss it with Dr. Glenn Olsen, chair of the Teaching and Learning Department and request mediation.
4. If the grievance is not resolved at the Department level, the student may discuss it with the Associate Dean of Teaching and Learning Department and Dr. Barbara Combs, Director of Teacher Education and request mediation.
5. If the grievance is not resolved at the Director level, the student may appeal it to the Department’s Grievance and Appeals committee.
6. If the grievance is not resolved at the Department level, the student should discuss it with Dr. Dan Rice, Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.
7. If the grievance is not resolved at the college level, the student may request a review of the grievance by the Academic Standards Committee of the University. The ASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.

It is the student's responsibility to initiate and advance the grievance.

Essential Functions. All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Associate Dean for Teaching and Learning and suggest any accommodations that they think will enable them to perform as teacher candidates. The Associate Dean for Teaching and Learning will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

Assignments Calendar “Draft”

Date	Focus	Assignment Due
Aug 21	Introductions & Orientation	
Aug 23	Pipher Girls’ Physical, Cognitive, Social, Emotional Development; Cultural Aspects	Pages 11-13, 17-73 R&R# 1: Autobiography Read Case Study Assignment Information
Aug 28	Pipher Girls’ Physical, Cognitive, Social, Emotional Development; Cultural Aspects	Continue with Pipher Read CCC Assignment Information
Aug 30	Pipher Families, Culture & Development Guest: Dr. Jill Shafer	R&R #2, Mall Observation Pipher, Pages 74-100
Sep 4	Gurian Boys’ Physical, Cognitive, Social, Emotional Development; Cultural Aspects	Gurian, pages 1-26
Sep 6	Meet CCC Partner	Meet at International Centre 2908 University Avenue Lunch will be served.
Sep 11	Gurian Families, Culture & Development	Gurian, Pages 27-58

Sep 13	CCC/Case Study Time	
Sep 18	Gurian Identity Development	Read 61-116, 117-149 (Jigsaw); Case Study Permission Form Due Read Identity Development Handout
Sep 20	Book Seminar Parenting Styles Single Parent Egocentric Behaviors Identity Development	Wolff, R&R #3
Sep 25	Book Seminar Cognition Socio-economics Child/Sexual Abuse Identity Development	Angelou, R&R #3
Sep 27	Book Seminar Pregnant Teen Others as Parents Drugs & Alcohol Identity Development	Haruf, R&R #3
Oct. 2	Cognitive Development	Read Handouts
Oct. 4	Cognitive Development	
Oct. 9	Cognitive Development	
Oct. 11	CCC/Case Study Time	

Oct. 16	Gershman Book Adolescents' Experience of School	
Oct. 18	Gershman	Prepare Questions for Gershman
Oct. 23	Guest Speaker/Gershman	In-Class Reflection on Presentation
Oct. 25	Pipher What Girls Need...	Pipher 232-293
Oct. 30	Catch Up Day	
Nov. 1	Gurian What Boys Need...	Gurian, 175-207
Nov. 6	CCC/Case Study Time	
Nov. 8	GLBT	Read Handouts: Jigsaw "That's Elementary" Questions Preliminary CS Status Report
Nov. 13	Guest Speakers	Topic: GLBT
Nov. 15	Moral Development	Read Handouts
Nov. 20	Moral Development	
Nov. 22	NO CLASS	
Nov. 27	CCC/Case Study Time	
Nov. 29	Preparation for Role Play: Character Education	CCC Journal and Reflection Paper Due
Dec. 6	Case Study	Case Study Paper Due Case Study Presentation
Dec. 4	Role Play & Course Evaluation	

