

Course Number	EDMI 661, Section 1
Title	The Young Adolescent Learner
CRN Number	42357
Days	Mondays
Time	5:30 pm – 8:15 pm
Course Location	University Hall 237
Semester / Year	Fall 2015
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Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

This course considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of young adolescents from multidisciplinary, multicultural, and applied perspectives. Students will explore how to create learning environments and social contexts that support cognitive and developmental processes. Through a critical inquiry process, students will learn theoretical perspectives and empirical research on young adolescent development as they create an understanding of the factors that influence the social contexts in which practitioners and young adolescents exist.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Demonstrate an understanding of the research that underpins young adolescent development
2. Discriminate among the best practices that promote the positive development of young adolescents
3. Participate in activities to make schools more responsive to the needs of young adolescents
4. Expect and respect differences among young adolescents that are influenced by development, exceptionalities, and racial/ethnic/linguistic diversity.
5. Understand, appreciate, and create learning environments appropriate to the cognitive, emotional, social, physical, and moral development of young adolescents.
6. Apply their knowledge at all levels of interaction with young adolescents from modifying instruction for individuals to creating classroom environments where all students feel welcome and can be successful learners.
7. Develop and implement strategies to advocate for equity, excellence and social justice for all students.
8. Develop and investigate questions, examine assumptions and beliefs, collect and analyze data to improve their teaching and students' learning.
9. Locate, critically evaluate, and use empirical research to create social contexts and learning environments that are supportive of young adolescents' needs
10. Recognize how social factors impact the cognitive, social, emotional, and physical development of young adolescents

Credit Hour Policy Statement

Per the University Credit Hour Policy: Because this course is a hybrid course with several online sessions replacing face-to-face meetings, students will spend at least 135 hours engaged in course learning activities. This includes face-to-face meetings, online learning activities described in the corresponding module, independent study tasks, and other activities as assigned.

REQUIRED TEXTS

- Willingham, D. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for your classroom*. San Francisco, CA: Jossey-Bass. *This text must be either purchased or rented from the university bookstore, an online retailer, or the publisher.*
- Scholarly and applied articles from academic researchers and field practitioners are required and are found on the Cougar Courses site.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO):

PSLO 1: Professional Dispositions (EDUC 602, 622, & prior to enrollment in EDUC 698)

PSLO 2: Leadership Skills (EDUC 602)

PSLO 3: Analyze Research (EDUC 622)

PSLO 4: Integrate Research (EDUC 698)

In particular, EDMI 661 addresses the following:

PSLO 1: Professional Dispositions

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice. In the General Option MA Program PSLO 1 is assessed using a Professional Disposition Rubric in EDUC 602, 622 and prior to enrollment in EDUC 698. The General Option Master of Arts Program assesses candidates' professional dispositions six times over the course of the program. The assessments include self-assessment as well and course instructor ratings. Candidates must complete this PSLO before advancing to candidacy and enrolling in EDUC 698. See instructions in syllabus.

PSLO 4: Integrate Research

Integrate research and evidence-based practices into educational and professional settings. The candidates are assessed on their ability to integrate research and evidence-based practices into educational and professional settings through their Culminating Experience, an empirical research thesis, curriculum project, exam, or application for National Board Certification. The School of Education scores the thesis and project using a rubric.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning — and developed an assessment rubric. For each dispositional element, there are four levels of performance at the Master's level - *unacceptable*, *approaches target*, *meets target*, and *advanced target*. The description and rubric for the four levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes self-assessments by the candidate. The dispositions and rubric are presented, explained and assessed in at least two designated courses (EDUC 602 and 622) in the General Option Master of Arts in Education Program and again prior to advancement to candidacy and enrollment in EDUC 698. Based upon assessment feedback candidates will compose a reflection and an action plan for improvement. Candidates are expected to meet the level of *advanced target*. Candidates who have fulfilled or will fulfill the Professional Disposition requirement as part of Education Specialist or Administrative Services credential coursework are exempt from the assessment of professional dispositions EDUC 602 and EDUC 622. For these candidates, verification of this requirement will still be required prior to advancement to candidacy.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this course: Students missing two class sessions will see their grades reduced by one full grade. Students missing three or more class sessions will see their grades reduced by two full grades. For face-to-face sessions, leaving early or arriving late by more than 15 minutes constitutes one absence. For online sessions, completion of the module's learning activities constitutes attendance. Illness and emergencies are considered on a case-by-case basis; however, notification of an absence does not constitute an excuse.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the signature assignments as described below.

Course Format

This course takes place in a hybrid format where approximately half of the sessions are face-to-face meetings and the other half are online. Directions for online sessions are found in the corresponding module in our Cougar Courses container.

Necessary Technical Competency Required of Students

To be successful in the online portions of this course, students must be able to use Cougar Courses, to Word process, and to download and upload multiple forms of media.

Contact Information for Technical Support Assistance

For technical assistance, contact the Student Help Desk at 760-750-4790.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Grading Standards

Assignments are to be submitted by midnight on the specified due date. Hand-written work is not accepted, and all documents should use 12 point Times New Roman. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically and concisely presented. All citations, where appropriate, should use American Psychological Association (APA) 6th edition. Rubrics for each assignment are posted in our Cougar Courses container. In order to earn a teaching credential from the state of California, candidates must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program.

A	93-100	A-	90-92		
B+	88-89	B	83-87	B-	80-82
C+	77-79	C	73-76	C-	70-72

Assignment	Points Possible
Interview with a Young Adolescent (Due 9/28/15)	25
Intervention Case Study (Due 10/26/15)	30
Plan for Practice (Due 11/30/15)	30
Thoughtful Participation (Ongoing)	15
Total Points	100

1. Interview with a Young Adolescent (Due September 28, 2015 by midnight)

You will identify a young adolescent with whom to work this semester in order to complete assignments one and two. First, you will interview the adolescent using questions centered on the major theories discussed in this course. Because the focus of this course is on understanding how young adolescents experience school and learning, these questions will encourage you to explore those concepts. This assignment requires you to create an understanding of what various theoretical constructs actually mean to the learning and school experiences of young adolescents.

Specifics: A. Choose a young adolescent with whom to work; B. Send home a consent form (found on Cougar Courses) describing the assignment and asking for parent/guardian's permission and student's assent; C. When consent form is returned, schedule a mutually-convenient time for the interview; D. Review interview questions (found on Cougar Courses) and add some of your own; E. Interview the young adolescent (we encourage you to both record the interview and take thorough notes); F. Analyze the responses through the lens of the theoretical constructs discussed in class; G. Write up the interview by giving an overview of your young adolescent, summarizing his/her interview responses, and making connections between his/her comments and your learning from this course.

2. Intervention Case Study (Due October 26, 2015 by midnight)

Working with the same young adolescent whom you interviewed for assignment #1, you will conduct an academic, social, and emotional assessment of one young adolescent. You will then analyze and interpret the resulting data and describe the adolescent's strengths and needs in terms of how they impact his/her school experiences. You will develop recommendations in the form of specific instructional strategies that support the adolescent's progress in school and development in non-academic areas.

Specifics: A. Schedule at least 2 work sessions with your young adolescent as well as at least 2 times during which you will observe him/her at work and at play; B. Administer the assessments found on Cougar Courses (namely a Reading Inventory, Mathematics assessment, and an attitude survey); C. Collect several work samples from the student's classes and assignments; D. Analyze the assessments and academic work using the theoretical constructs discussed in class in order to identify the young adolescent's strengths and needs both academically and socially/emotionally; E. Identify recommendations that the young adolescent's teachers might utilize in order to better support his/development as a learner; F. Write up the experience by summarizing your process, detailing your findings, and describing your recommendations.

3. Plan for Practice (Due November 30, 2015 by midnight)

Effective practitioners continually reflect on and refine their teaching, advising, mentoring, etc. It is important to take time to identify and celebrate successes as well as to identify areas of improvement and strategize solutions.

Specifics: A. Identify an area of your practice that you feel needs improving, refining, or implementing; B. Describe what your current practice looks like in this area and identify student outcomes that have resulted in the past; C. Explain why you feel this area needs attention. Ground this discussion in specific examples from both your own practice and existing research. D. Create a plan by explaining how you will change your current practice to address your concerns and to implement suggestions from the research; E. Identify ways in which you will determine whether your plan was successful and what modification you might make in the future.

4. Thoughtful Participation

As graduate students, you are expected to maintain a high degree of professionalism. Be prepared to participate in every class session, turn in all assignments on time, and complete the readings prior to the class session in which they will be discussed. Listen carefully to the contributions of your colleagues and be prepared to extend and/or challenge their thinking.

SCHEDULE/COURSE OUTLINE

Week	Topic	Readings and Assignments <i>Reading must be completed BEFORE each session.</i>
1: August 31, 2015	Introduction and Overview Who are young adolescents?	
2: September 7, 2015	Labor Day	No class
3: September 14, 2015	Cognitive Development: Introduction to how the brain learns, Piaget, and other developmental theories	(article) Chamberlin & Chambers (article) Zatorre, Fields, & Johansen-Berg (article) Luna
4: September 21, 2015	Linguistic Development: Literacy in adolescents	(article) Duke, Pearson, Strachan, & Billman (article) Olson & Land
5: September 28, 2015	<i>(online session)</i> Reading Research Critically	<i>Do:</i> Follow the instructions on Cougar Courses Due: Interview With An Adolescent
6: October 5, 2015	Using Empirical Research Effectively	<i>Read:</i> An empirical research article of your choice
7: October 12, 2015	<i>(online session)</i> Social and Emotional Development	(article) Lourenco & Casey
8: October 19, 2015	Introduction to Motivation: What the research says	(article) Balfanz, Herzon, Maclver
9: October 26, 2015	<i>(online session)</i> Sociocultural Influences on Young Adolescent Development	Willingham Chapter 1 (article) Giedd Due: Intervention Case Study
10: November 2, 2015	Creating Motivating Learning Environments	(article) Daniels—2010 (article) Cook-Sather Willingham Chapters 2, 3
11: November 9, 2015	<i>(online session)</i> Creating Supportive Social Environments	(article) Daniels—2011 (article) Ozer et al
12: November 16, 2015	Collaborative Problem Solving: Creating plans for practice	Willingham Chapters 4, 5, 6
13: November 23, 2015	<i>(online session)</i> Applying Theory To Practice: Using knowledge to make curricular and instructional decisions	Willingham Chapters 7, 8
14: November 30, 2015	<i>(online session)</i> Applying Theory To Practice: Using knowledge to support social and emotional development in the classroom	(article) Milner & Tenor Due: Plan For Practice
15: December 7, 2015	Synthesis and Goal Setting	Willingham Chapter 9