Syllabus
EDP 3203-004
Learning & Development in the Secondary School Adolescent
Fall, 2010

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**Office:** JPL 4.04.12  **E-Mail:** nancy.martin@utsa.edu

*Office Hours:* Thurs. 10:00-11:00 & by appointment

* My availability to you is important. Because of my administrative responsibilities, getting together sometimes requires effort that I will gladly make. If you need to see me, I suggest that you call and make an appointment or that you contact me via e-mail at the address above.

**Meeting Time & Place:** Thursday 11:00-1:45, HSS 3.03.14


**LiveText Registration**
LiveText is a web-based comprehensive assessment system required for the teacher preparation program in the COEHD. *All students in the teacher preparation program* are required to purchase a one-time LiveText key code. If you have not yet purchased your LiveText key code, you may do so at the UTSA bookstore or purchase your key code on-line at [www.livetext.com](http://www.livetext.com). This is a one-time registration fee and is good for 5 years.

Acccording to 19 TAC Chapter 228, §228.40 (a)(b). Teacher certification programs are required to “establish benchmarks and structured assessments of the candidate’s progress throughout the program.” The State board of Education Certification requires that UTSA develop *systemic processes* that enable the program to benchmark/assess whether its candidates have met the required competencies. COEHD at UTSA will use LiveText as a way to meet this requirement.

**Prerequisite:** Sophomore standing. Satisfaction of TSI requirement

**Course Description.**
An introduction to major theories of learning and development, with an emphasis on applications at the secondary level. Topics include individual and group differences, motivation, and secondary-level classroom management.

**Course Objectives.** Upon completion of this course, the student will be able to:
1. describe the course of cognitive development according to Piaget;
2. give appropriate examples of the major concepts involved in Piaget’s theory of cognitive development;
3. explain essential differences in child and adolescent thought, including the effects these differences may have upon the adolescent's learning;
4. describe the general features of physical growth during adolescence and their impact;
5. describe the stages of personality development and relate the significant concepts to the understanding of emotional and personality development in adolescents;
6. explain external influences, such as culture, peers, media, early and late maturation, and cultural norms on the adolescent's personality;
7. explain Kohlberg's theory of moral development,
8. describe socialization processes and the development of pro-social behavior in adolescents;
9. describe student-centered approaches to classroom management and explain their importance,
10. identify characteristics of pro-social development and relationship development among the adolescent peer group.
11. describe cognitive and behavioral learning theories
12. identify examples of cognitive and behavioral learning theories.
13. describe student-centered approaches to instruction and explain their importance.
14. explain how different views of intelligence influence instruction
15. explain how cognitive learning theories influence instruction
16. describe various approaches to classroom management
17. describe how various classroom arrangements influence classroom management
18. evaluate the likely impact of various classroom arrangements

**Texas Examination of Educator Standards (TEXES).**

*Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous & appropriate assessment.

*Standard II.* The teacher creates a classroom environment of respect & rapport that fosters a positive climate for learning, equity, & excellence.

*Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, & timely, high-quality feedback.

*Standard IV.* The teacher fulfills professional roles & responsibilities & adheres to legal & ethical requirements of the profession.

**Course Requirements**

**Exams. 675 points.**

There will be 3 exams and a comprehensive final. All exams include both objective and subjective items. The exams are worth 150 points each while the final is worth 225 points. You will need a Scan-Tron answer sheet, form 886-E, for each exam and form 882-ES for the final exam. *Once an exam has begun, no one will be allowed to leave the room for any reason.*

(3 Exams X 150 pts each = 450 pts. Final Exam = 225 pts)

**Consensus Points. 270 points.**

Following each exam, you will meet with your assigned group, discuss and reach consensus on each objective test question. Consensus points will be awarded to all group members in the following manner:

- Item correct on first attempt = 2 points
- Item correct on second attempt = 1
- All subsequent attempts = 0

(45 Objective Items per Exam X 2 pts per Item = 90 pts X 3 exams = 270 points)
Reflection Papers. 20 points.
There will be a total of 4 brief written assignments that will require your personal reflection or reaction to concepts covered in class. Rubrics for each assignment will be posted on Blackboard. You are to review the rubric BEFORE you begin writing your paper, print it and staple it to the front of your paper. Each assignment will receive a grade of 0 to 5 points.

Requirements: Title page (stapled to the back of the paper), each paper is a maximum of 1 page, typed double-spaced in 12-point font (Arial or Times New Roman), 1-inch margins all around. (4 assignments X 5 pts each = 20 pts).

Personal Goal History and Teacher Identity. 100 points.
The goal history will involve you tracing your goal to become a teacher back to what you believe the goal’s origin to be, discussing transactions among the concepts discussed in class, and the path you have taken to this point related to that goal. We, as a class, will discuss the specifics of the assignment throughout the course.

Requirements: Grading Criteria Sheet, 7 to 9 Pages; Title page. The title page should be stapled to the BACK of the project. (I want to grade your papers anonymously.) NO FOLDERS. Typed, double-spaced; 12-point font (Arial or Times New Roman), 1-inch margins all around.

Course Policies
Grading. Course grades are based on a 10-point scale and determined by the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 X 150)</td>
<td>= 450</td>
</tr>
<tr>
<td>Goal History &amp; Identity</td>
<td>= 100</td>
</tr>
<tr>
<td>Reflection Papers (3 X 5)</td>
<td>= 20</td>
</tr>
<tr>
<td>Consensus (3 X 90)</td>
<td>= 270</td>
</tr>
<tr>
<td>Final Exam</td>
<td>= 225</td>
</tr>
<tr>
<td>1,065 points</td>
<td></td>
</tr>
</tbody>
</table>

Grades will be available on Blackboard but will not be posted elsewhere or given out over the phone.

Electronic Devices.
• **Cell Phones.** Cell phones disrupt the learning environment and must be turned off or set to vibrate during class.
• **Audio-Taping.** It is permissible to tape class lectures if you so desire. However, taping the class while going over an exam is prohibited.

Makeup Exams, Late Work, Extra Credit, & Incompletes. Make-up exams and late work will not be allowed unless previously cleared with the professor. If a makeup exam is permitted, the student must take the exam prior to or during the next scheduled class meeting. Late work will be allowed at my discretion. If late work is accepted, points will be deducted at a rate of 5 percentage points per day, excluding weekends and holidays. No late work will be accepted more than 1 week after the due date.

No work for extra credit will be allowed for any individual student for any reason. Course incompletes will be given only in EXTREME cases.
Attendance. Regular attendance is necessary for successful completion of the course and is, therefore, mandatory. Dropping a course is the student’s responsibility. Instructors may **NOT** drop or withdraw students because of non-attendance. *Chronic absences, tardies, or leaving class early may result in a grade reduction. (Note relevant dates on tentative class schedule.)*

**Students with Disabilities.** Students with documented exceptionalities should register with Disability Services (MS 2.03.18, 458-4981 or – Downtown BV 1.302, 458-2945). For more information regarding the Office of Disability Services, consult the following link: [http://www.utsa.edu/disability/students.htm](http://www.utsa.edu/disability/students.htm)

**Tomás Rivera Center.** I encourage you to utilize the academic support services available to you through the Tomás Rivera Center (TRC) to assist you with building study skills and tutoring in course content. These services are available at no additional cost to you. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the web site at [www.utsa.edu/trcss](http://www.utsa.edu/trcss) or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

**Cheating.** Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. According to The Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22, "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, and act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information regarding the UTSA Student Code of Conduct, consult the following link: [http://www.utsa.edu/infoguide/appendices/b.html](http://www.utsa.edu/infoguide/appendices/b.html)

**Materials** required for successful completion of the course:
1. 3 Scan-Trons, Form 886-E. (Major Exams)
2. 1 Scan-Tron Form 882-ES (Final Exam)
3. LiveText Registration

**TExES PPR Review Sessions (8-12 PPR) will be held:** 9:00-12:00, Sept. 11, Oct. 23, Dec. 18 in MB 0.104. All teacher candidates are required to attend a review session. You may attend the review either prior to or after taking the practice test. Registration is not required for the review sessions but you must sign in order to receive credit.

*Optional Tutoring Sessions: 9:00-12:00, Sept. 18, Oct. 16, Nov. 6 in MB 1.104*

**TExES PPR & Some Content Practice Tests will be held:** Sat. Sept. 18 & Nov 13, 9:00-2:00, MB 0.104. You must register for TExES Practice exams on Banner ASAP TExES menu through Testing Services. You may only take one TExES exam per test session.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week of . . .</th>
<th>Topic</th>
<th>Chapter Reading</th>
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</table>
| Aug 26      | Course Intro  
Biological Development | Chap 3 (Bio, pgs 77-82) |
| Sept 2      | **Tues., Aug 31: Last day to add a course.**  
Psychosocial Development  
**Student Questionnaire due.** | Erikson, pgs 83-89 |
| 9           | Peers; Cooperative Learning  
**Reflection #1 due.** | Peers: Crowds/Cliques,  
Peer Cultures, Friendships,  
pgs 70-72; Chap 9 (Coop Learning, pgs 323-333) |
| 16          | Intelligence  
**Reflection #2 due.** | Chap 4 (Intelligence, pgs 114-121) |
| 23          | **Exam 1** | |
| 30          | Cognitive Development (Piaget & Elkind) | 2 (Piaget, pgs 31-42) |
| Oct 7       | Vygotsky; Moral Development | 2 (Vygotsky, pgs 42-52) |
| 14          | Behaviorism | 6 |
| 21          | **Exam 2** | |
| 28          | Theories of Motivation  
**Reflection #3 due.** | 11 |
| Nov 4       | Information Processing | 7 |
| 11          | Classroom Management  
**Reflection #4 due.** | 12 |
| 18          | **Exam 3** | |
| 25          | **Thurs-Fri, Nov 25-26: Thanksgiving Holidays** | |
| Dec 2       | Wed., Dec 1: Last day to drop an individual course.  
**Personal Goal History and Teacher Identity Due**  
Course wrap up  
Review for Final Exam | |
| Dec 8       | **Mon-Tues, Dec 6-7: Student Study Days**  
Wed., Dec. 8: 10:30-1:00: Comprehensive Final Exam | |