

**Department of Curriculum & Instruction**

**EDML 4300: Adolescent Development**

**MayMester, 2015**



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**Instructor Information:**

Instructor:	<b>Dr. Diane Galloway</b>	Cell/Text: <b>307-421-9278</b>
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**Course Information:**

Course Title:	<b>Adolescent Development</b>
Course Number:	<b>EDML 4300</b>
Semester:	<b>MayMester, 2015</b>
Course Location and Time:	<b>TH Rm 111 M-F May 20 – June 5 8:00 – 11:50</b>

**Catalog Description:**

Prerequisite to subsequent courses in teacher education. Physical, social, emotional, and cognitive growth patterns from emphasizing familial, cultural, societal, and genetic determinants of behavior. Topics include the following: developmental characteristics of pre-adolescents/adolescents including exceptional learners and students with special needs, a variety of disabilities (LD, ED, physical handicapped, conduct, ADD, ADHD, etc.), the creation and purpose of Individual Education Plans, concepts and forms, as well as the IDEA law, its application, and ethical considerations.

The learning outcomes for this course are essential for future secondary teachers. One cannot be highly effective in the classroom without a solid understanding of the complex changes that occur in adolescence.

**University Mission:**

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

**College Mission:**

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels. Core Values: Effective teaching; Active learning; Quality research; and Meaningful service

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a community of multiple partners to insure the future of education for all.

***ADOLESCENT DEVELOPMENT EDML 4300 LEARNING OUTCOMES:***

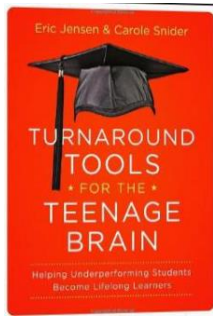
1	Extend one’s reasoning and critical thinking skills.
2	Develop a knowledge base of the social, cognitive, physical, emotional and moral characteristics of adolescents.
3	Gain knowledge and understanding of adolescent development as a positive, normative process and understand that the developmental processes of adolescence are inextricable intertwined.
4	Understand that adolescents’ development is both an individual process and one that is significantly influenced by contexts which it unfolds: family, culture, schools, peer groups, community and that the range of environments they encounter grows with the increasing autonomy of adolescent.
5	Develop an application of effective leaning climates through considering the social, emotional, cognitive and physical needs of learning environments for adolescents.
6	Develop an understanding of the effects of culture of the students. Be able to identify one’s own bias and have a personal strategy and commitment to respect and accommodate cultural differences.

<b>7</b>	<b>Develop an understanding of the legal and educational definitions of specific conditions relating to exceptional, diverse, and at-risk students.</b>
<b>8</b>	<b>Gain in-depth experience with multiple topics and issues of adolescent development through on-line research, a planned class presentation on a given topic, small and large group discussions.</b>

***National & State Domains and Competencies this course addresses:***

1. *Develop a greater knowledge base of the social, cognitive, physical, emotional and moral characteristics of adolescents. (NMSA 1,4,5; TExES 001,002,004,005)*
2. *Gain an awareness of human development and apply principles of development in field settings. (NMSA 1,4,5, 7; TExES 001,002,004,005, 011)*
3. *Develop a greater understanding of effective learning climates through considering the social, cognitive and physical needs of learning environments for young adolescents (NMSA 1,4,5; TExES 001,002,004,005)*
4. *Gain in-depth experience with multiple topics and issues of adolescent development through class presentations, small and large group discussions and activities. Demonstrate understanding through successful completion of four research explorations. The explorations will be based on adolescent brain development; social interaction theories and research; risk and protective factors of adolescents; physical development and the examination and application of effective school practices. (NMSA 1,4,5,7; TExES 001,002,004,005,011)*
5. *Develop an understanding of the legal and educational definitions of specific conditions relating to exceptional, diverse, and at-risk students. (NMSA 1, 7)*
6. *Develop an understanding of the effects of culture upon students with special needs. (NMSA 1, 6, 7; TExES 005)*
7. *Gain experience utilizing the developmental processes knowledge and understanding of student diversity in order to respond to developmental characteristics and needs and motivate students.(NMSA 1, 7; TExES 004, 005, 007, 008)*

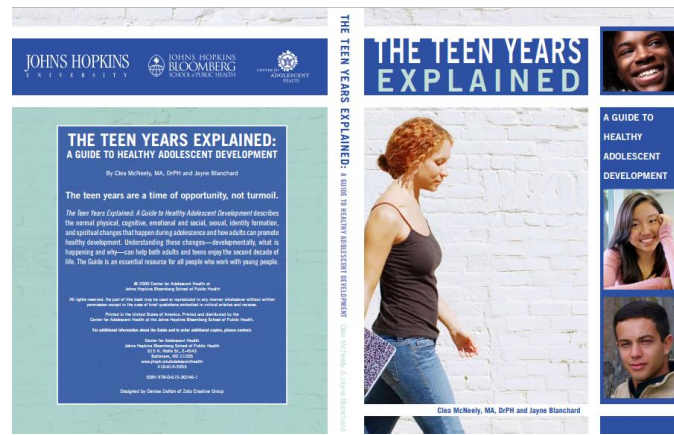
**Required Course Materials:**



## Turnaround Tools for the Teenage Brain: Helping Underperforming Students Become Lifelong Learners

Eric Jensen & Carole Snider (2013)

Available at Amazon and other online sources



## The Teen Years Explained: A Guide to Healthy Adolescent Development

McNeely & Blanchard

John Hopkins University  
Center for Adolescent Health

**Download online**

<http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/includes/Interactive%20Guide.pdf>

### Computer & Internet Accessibility

### COURSE ASSESSMENTS / Point Value

<b>Assessment</b>	<b>Possible Points</b>
Class Engagement 12@ 35 pts	420
Film or Book Critical Analysis	120
Turn Around Tools Quizzes 8 @ 20	160
Research & Project Presentation	200
Final Exam	100
Points Possible	1000

## GRADING SCALE (TOTAL POSSIBLE POINTS=1000)

A	930-1000
B	830-929
C	730-829
D	630-729
F	Below 620

### Course Policies:

*The instructor reserves the right to make changes in the syllabus deemed necessary to enhance the learning outcomes of the course. Students will be notified of any and all changes.*

**CLASS SEMINAR PARTICIPATION:** Seminar engagement points are awarded for your full participation in the class discussions, simulations, and team learning. The important part of the course is engaging with the instructor and peers. Your research presentation is an experience preparing to teach. Learning takes place when one applies with new knowledge in a number of experiences.

**BLACKBOARD:** Assignments and communication will be posted on the course blackboard web site. It is your responsibility to keep up-to-date and monitor the site. Go to Blackboard on the UTA website and log into blackboard with your NetID and Password

### University Policies

**Academic Integrity:** At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but 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 examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations,*

*and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code*

Go to UTA Website for information : <http://www.uta.edu/studentaffairs/judicialaffairs/>

For definitions of cheating, plagiarism, and collusion go to the Rights and Responsibilities Brochure on the left side of the web page. Be sure to view the plagiarism tutorial.

## **Departmental Professional Dispositions Expectation**

### **PROFESSIONAL DISPOSITIONS STATEMENT** (Approved by Teacher Education Council, 2-7-2012)

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions

#### **I. PROFESSIONAL DISPOSITIONS GUIDELINES**

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.<sup>1</sup> Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

##### **A. Professional Demeanor:** TAC Standards 1.9, 1.10, 2.1 through 3.9

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
  - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
  - Accepts decisions made by institutional authority.
  - Treats others in a just and equitable manner.
- Maintains composure and self-control.
  - Responds positively to constructive criticism.
  - Follows appropriate channels of communication/authority.
  - Reacts professionally (calm and patient) when under stressful situations.

##### **B. Professional Practices:** TAC Standards 1.1 through 3.9

- Complies with class and program requirements
  - Attends classes, trainings, and field experiences.
  - Arrives on time and remains for the duration.
- Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty

program area standards<sup>2</sup>

**C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5**

- Displays personal appearance and/or hygiene appropriate for professional settings.

**D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9**

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information. Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

**II. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEHP PROFESSIONAL DISPOSITIONS POLICY Found on pages 18 & 19 of this syllabus.**

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University Policies cont.

**Medical Reimbursement:** University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based experiences or student teaching. The university will not reimburse the student for any expenses related to injuries or illness.

**Grade Grievance:** The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

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<sup>2</sup> Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

**Undergraduate Withdrawal Policy:** Effective May/Summer Term 2006 and thereafter, a student may withdraw from all courses for the current session/term from the First Class Day until a point in time two-thirds of the way through the session/term by contacting their major academic department (or the University Advising Center for undeclared students) for appropriate advisement and removal from the coursework. A student who elects to withdraw on the first day of class or thereafter will incur financial responsibility to the University as regulated by Student Financial Services at [www.uta.edu/fees](http://www.uta.edu/fees). Students are responsible for adhering to the following regulations concerning withdrawal from the University.

a) A student may withdraw from the University with grades of "W" until the two-thirds point in the semester/term. A student may be removed from a course after that point only upon approval of the appropriate official.

b) Students who enter the University Fall 2006 or thereafter are limited to a total of 15 hours with a grade of "W" during their academic career at UT Arlington.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

***Final Review Week:*** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate

Exceptions to this policy may be entertained due to extraordinary non-academic circumstances. Under such circumstances, approval must be received from the coursework instructors and major department chair, dean, and Office of the Provost.

***Emergency Exit Procedures:*** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located across the hall and down two flights of stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.



