Instructor Information:

Instructor: R. Jon Leffingwell, Ph.D.  Phone: (817) 272-2274
Office: 418 Hammond Hall  Fax: 
E-Mail: leffingwell@uta.edu  Mailbox: 19227
Office Hrs: Wednesday 4:00 – 5:00 pm; By appointment via email

Instructor Web Site: https://www.uta.edu/profiles/r-leffingwell

Course Information:

Course Title: Pre-Adolescent/Adolescent Growth & Development
Course Number: EDML 5328.001
Semester: Spring, 2017
Course Location & Time: Wednesday 5:00 pm – 7:50 pm, UH 016 (Basement)

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 developmental characteristics pre-adolescent and adolescents including exceptional learners and students with special needs.

This human development course is designed for the pre-service teacher. The intention is to focus on those competencies and understandings that are considered essential for effective teacher-student relationships. Teachers who understand children and adolescents and their development can more effectively plan appropriate learning experiences. The overall desired outcome is the preparation of teachers who understand the development of students and who utilize these understandings in planning and implementing effective learning experiences.

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:


State Domains and Competencies:

EC-12
PPR 001, 002, 011
Learning Outcomes:

This course will:

- Discuss human development (social, emotional, physical and cognitive) from birth through adolescence.
- Describe the various methods of studying human development and behavior.
- Describe appropriate teacher behavior and roles when working with children (based upon child development study and research).
- Demonstrate through project presentation a proficiency in some aspect of human development.
- Apply human development information to the study and observation of one child.
- Arrive at a more complete understanding of his/her own development and maturational processes and the influences of these upon him/her as a teacher.
- Discuss student’s characteristics and needs in relationship to their various social-economic-cultural backgrounds.
- Discuss students with special needs, and specific problems and issues and conditions that effect children.

The candidate will display the following knowledge, skill, and/or attitudes:

- Establish a learning environment that insures all students learn.
- Work effectively with student’s families and communities with the dispositions of professional educators.
- Develop meaningful learning experiences for students based on their developmental levels.
- To value learning and teaching in classrooms with diverse student populations.
- Demonstrate the ability to teach effective to students with exceptional and/or diverse backgrounds.

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:

- Diversity
- Collaboration
- Field Experience
- Excellence
- LearnerCentered
- Research Based
- Life Long Learning
- Technology

Major Assignments:

The major assignments for this course include three exams and a Research Summary Paper and Oral Report. See the Grading section for more details.
Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance.

As the instructor of this section, attendance is mandatory. The class meeting hours make it equivalent to three regularly scheduled classes. Thus, absences will be carefully monitored. Two absences will result in a ceiling grade of B (reduction of one letter grade); with three absences, a ceiling grade of C (reduction of two letter grades); and a fourth absence will result in failure of the course. Partial absences will be counted (e.g. coming late/leaving early) according to time missed. **3 partial absences will equal 1 absence.**

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading:

**Grade Calculation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests – 3 at 25% each</td>
<td>75%</td>
</tr>
<tr>
<td>Research Summary Paper and Oral Report</td>
<td>25%</td>
</tr>
</tbody>
</table>

*See the end of the syllabus for instructions for the Service Learning project and the 3 rubrics for this assignment.*

**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

1. **Late Work:** Complete all assignments by the due date listed on the syllabus or announced in class. There will be a minimum 10% penalty for all late work if turned in by the next class meeting.
2. All work must be typewritten and submitted in a professional manner. The student’s name should be on every page of each assignment submitted. It is generally recommended that students keep photocopies of work turned in. The instructor has the right to return for resubmission any work which is not neatly, legibly, and professionally completed.
3. Study the syllabus and the schedule of deadlines carefully. If you do not agree to adhere to the policies and requirements stated herein, please drop this course.

**Grade Grievances:**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. Please see: [http://catalog.uta.edu/academicregulations/grades/#graduatetext](http://catalog.uta.edu/academicregulations/grades/#graduatetext). For student complaints, see [http://www.uta.edu/deanofstudents/student-complaints/index.php](http://www.uta.edu/deanofstudents/student-complaints/index.php).
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://wweb.uta.edu/ao/faq/).

Disability Accommodations:

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy:

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*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.*
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) 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. Additional information is available at https://www.uta.edu/conduct/.

**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.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

**Student Feedback Survey:**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:**

For semester-long courses, 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.

**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. In case of emergency, exit the classroom to the right and proceed to the end of the hall. Turn either right or left to go up the stairs and exit the building. The appropriate exits will be identified at the beginning of the semester. For further information, please view the evacuation map for UH 016 at the following link http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_All/Evac_UH/Evac_UH_016.pdf. 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 individuals with disabilities. General evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php.
Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

**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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR):

FREE!! The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. You can even submit a rough draft via email and request feedback from a tutor.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

**Librarian to Contact:**

Andy Herzog is the Education Librarian. He can be reached at 817-272-7434, and by email at amherzog@uta.edu. Other contacts: Subject Librarians library.uta.edu/subject-librarians

You will find online databases for Education at:
- http://libguide.uta.edu/education

**Cell Phones:**

Cell phones should be turned off or on silent and out of sight when class begins. If you must take an emergency call, please step into the hall to take the call.

**COLLEGE OF EDUCATION POLICIES**

**Texas Education Agency Teaching Standards**

2) **Standard 2—Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. (iii) Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.

Pedagogy and Professional Responsibilities (PPR) TExES Competencies

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 011: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
**Professional Dispositions Guidelines:**

Each student/candidate in the College of Education 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.

**Conceptual Framework:**

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible **Partners for the Future** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**TK20 Data Management System**

You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
Tk20 also serves as the centralized location for submitting program forms and field placement documents. Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and your students, and increase the value of the degrees and certifications you complete here. For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit. It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time. You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed. On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php.

AVID:

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Official University Academic Calendar: https://www.uta.edu/uta/acadcal.php
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Lecture/Topic</th>
<th>TEA Standards &amp; PPR Competencies</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, Jan 18</td>
<td>Introduction &amp; Orientation</td>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Jan 25</td>
<td>Biological Foundations</td>
<td></td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Feb 1</td>
<td>Cognitive Development</td>
<td>TEA Standard 2 Competency 001</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Feb 8</td>
<td>Self-Identity</td>
<td></td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Feb 15</td>
<td></td>
<td></td>
<td>Test#1</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Feb 22</td>
<td>Families</td>
<td>TEA Standard 6 Competency 011</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, March 1</td>
<td>Peers</td>
<td></td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Mar 8</td>
<td>Schools</td>
<td></td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Mar 15</td>
<td></td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Mar 22</td>
<td></td>
<td></td>
<td>Test#2</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Mar 29</td>
<td>Gender</td>
<td></td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Apr 5</td>
<td>Sexuality</td>
<td></td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Apr 12</td>
<td>Moral Development</td>
<td></td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Apr 19</td>
<td>Culture</td>
<td>Competency 002</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Apr 26</td>
<td>Adolescent Problems</td>
<td></td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 3</td>
<td>Oral Reports of Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 10</td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>Week 17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*TEA Standards and TExES PPR Competencies occur throughout the course, but are introduced at the designated times.*
Oral Report of Research Findings

Select a topic and have it approved by your Professor. Go to an Academic Library and locate a minimum of 5 research studies published since 2008. Your selection of research studies will come from refereed journals. These sources will contain original research findings (not theories or opinions), as well as statistical data and conclusions.

From this information prepare a two-page fact sheet and bibliography of all your sources as well as a 10-minute oral presentation in which you will present and explain to the class what you learned. The emphasis in these reports is on recent research findings; it is NOT to be a presentation about your own opinions or experiences.

On the scheduled day of the oral report, turn in to your Professor and your fellow students a typed Bibliography and 2-page fact sheet (no more) of your finding. Organize your fact sheet into topical categories for easy reference. Every fact on your fact sheet must be footnoted.

The purpose of this report is two-fold: (1) to give your Professor an opportunity to observe how you conduct yourself in an instructional/presentational mode in front of the class, and (2) to give your classmates an opportunity to learn from you – what you learned about your topic. You are required to use a PowerPoint presentation. Your ten-minute presentation should be delivered extemporaneously, not read and not memorized.