Fall 2015

EDCI 3310

Cynthia Ybos

University of New Orleans

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EDCI 3310 Developmentally Responsive Curriculum and Instruction for Adolescents

Fall, 2015

Class meeting: Tuesday/Thursday EDCI 3310 2:00-3:15

Instructor: Dr. Cynthia Ybos Email: clybos@uno.edu

Office hours: Room 342 11:45-12:15 on Tuesday/Thursday; other times by appointment

Prerequisites: Concurrent enrollment in EDCI 3310 and EDCI 3311 and admission to the Teacher Education Program

Course description: This course lays the foundation for teachers in middle and secondary schools. It addresses physical, emotional, cognitive, social characteristics, and development of the adolescent, with emphasis on psychological and physical wellness, components of exemplary middle and high schools, and developmentally responsive curricular and instructional strategies.

Course overview: Adolescent development is both challenging and exciting. It is important for practitioners to understand the physical, emotional, moral, and social characteristics of these learners in order to prepare effective lessons and instruction. In this course, we will explore the basis for instruction and management strategy choices and the impact these choices have on student learning. Through the exploration of theory, the practitioner will examine personal philosophy as it applies to middle and high school classrooms in order to understand personal practice.

College Mission: The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included
in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

This course addresses UNO Teacher Roles, Louisiana State COMPASS Standards and the Association of Middle Level Educators standards. For teacher preparation, the roles and responsibilities follow:

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS
   A. They establish a culture for learning by:
      1. Managing classroom procedures (COMPASS 2c)
      2. Managing student behavior
      3. Organizing physical space
      4. Organizing classrooms to integrate technology
      5. Maintaining accurate records using available technology
   B. They create an environment of respect and rapport by:
      1. Using cultural contexts in the classroom
      2. Demonstrating knowledge of diversity among students
      3. Presenting rationales for change to meet students’ needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION
   A. They understand and use curriculum and instruction by:
      1. Knowing content
      2. Knowing pedagogy
      3. Setting instructional outcomes (COMPASS 1c)
      4. Designing coherent instruction
      5. Designing student assessments
      6. Incorporating knowledge of diversity in the classroom
      7. Planning for the use of technologies in curriculum and instruction
      8. Demonstrating knowledge of resources, including technologies
      9. Planning for the use of collaborative group practices in the classroom
   B. They communicate effectively by:
      1. Incorporating effective written communication in the classroom
      2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS DELIVER INSTRUCTION AND ASSESS LEARNING
   A. They engage students in active learning (COMPASS 3c) by:
      1. Interacting effectively with students
      2. Demonstrating flexibility and responsiveness
      3. Integrating technology and other resources
   B. They integrate disciplines into instruction by:
      1. Applying connections to multiple disciplines
      2. Demonstrating connections to real life
   C. They use assessment in instruction by:
      1. Incorporating performance tasks in the classroom
      2. Using questioning and discussion techniques (COMPASS 3b)
      3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)
   D. They embed diversity in decision-making by:
      1. Selecting resources
      2. Delivering instruction
      3. Assessing learning

IV. EFFECTIVE TEACHERS PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES
   A. They advocate for children, in terms of services and supports by:
      1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:
   1. Engaging in a professional community
   2. Participating in professional development
   3. Collaborating with teachers and mentors
   4. Developing goals for social justice
   5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:
   1. Focusing on cultural contexts and social justice
   2. Collecting and analyzing data to improve practice

**AMLE Standards**

**PRINCIPLE A: The Learner and Learning/ Standard 1: Young adolescent development**
- Element a: Knowledge of young adolescent development
- Element b: Knowledge of the implications of diversity on young adolescent development
- Element c: Implications of young adolescent development for middle level curriculum and instruction
- Element d: Implications of young adolescent development level for middle level programs and practices

**PRINCIPLE B: Content**

**Standard 2: Middle Level Curriculum**
- Element a. Subject Matter Content Knowledge
- Element b. Middle Level Student Standards
- Element c. Interdisciplinary Nature of Knowledge

**Standard 3: Middle Level Philosophy and School Organization**
- Element a. Middle Level Philosophical Foundations
- Element b. Middle Level Organization and Best Practices

**PRINCIPLE C: INSTRUCTIONAL PRACTICE/ Standard 4: Middle Level Instruction and Assessment**
- Element a. Content Pedagogy
- Element b. Middle Level Instructional Strategies
- Element c. Middle Level Assessment and Data-informed Instruction
- Element d. Young Adolescent Motivation

**PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES/ Standard 5: Middle Level Professional Roles**
- Element a. Professional Roles of Middle Level Teachers
- Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices
- Element c. Working with Family Members and Community Involvement
- Element d. Dispositions and Professional Behaviors

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>EDCI 3310</th>
<th>Unit Standards</th>
<th>State Standards</th>
<th>AMLE</th>
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<tbody>
<tr>
<td></td>
<td>IIIA, IIIB, IIID</td>
<td>1C, 3C, 3D</td>
<td>1, 2, 4</td>
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<tr>
<td>1. Describe the physical, cognitive, social, emotional, and moral development of adolescents and their effects on student learning and classroom life.</td>
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<td>2. Examine current research on appropriate practices in middle and high school classes and apply that to actual teaching practice.</td>
<td>IA, IB, IIA, IIA, IIIC, IVC</td>
<td>1C, 2C, 3C, 3D</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>3. Develop understandings of classroom management and motivational techniques for multicultural classroom settings through field experiences.</td>
<td>IA, IB, IIA, IIID, IVC</td>
<td>1C, 2C, 3B, 3C, 3D</td>
<td>4</td>
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4. Analyze personal beliefs and practices to develop more effective ways of interacting with adolescents and colleagues.

5. Demonstrate a professional attitude through class participation, presentations, and overall quality of work.

Textbook and Resources


Additional reading assignments will be available through Moodle and class handouts.

Course requirements and evaluation

More detailed descriptions, due dates, requirements and criteria for evaluation are on Moodle. There is also a calendar of assignments attached to this syllabus for easy reference regarding due dates.

For this course you will:

1. **Attend and participate in all classes**

   In order for you to gain the most you can from this class, you must come to class on time and be prepared. That means staying for the entire class. If you arrive late or leave early, I will mark you absent. I will have a class roll for you to sign each class period. It is your responsibility to sign it before you leave. There will also be written activities during class which must be handed in for you to receive full participation credit.

   Class work completed during your absence may not be “made up.” After three absences, your grade will be reduced one letter grade from the total points earned for the course. After 5 absences, it will be reduced 2 letter grades. After 6 absences, you should drop the course.

   If you have any questions concerning this policy, contact me and I will discuss your concerns with you.

   You should know that I will not be spending class time reviewing what is in the reading assignment, but rather extending and adding to that information. I expect you to understand and be able to apply information learned from the reading assignments. Being prepared for class means that you understand the information in the assigned reading or bring questions you may have to class for discussion. You should be prepared to answer questions in class on any assigned reading.

2. **Complete written assignments** (5 @ 20 points each; 100 points total)

   For each assignment, there will be a task of three to six questions for you to answer. I am not looking for lengthy explanations, but rather just enough information to know that you read the assignment. I do not grade your responses by using a ruler, but do carefully look at and respond to what you have written. The reading assignments are short and relevant to the objectives of the course so I expect you to complete and submit them on time and with careful preparation. Some assignments ask that you let me know what is confusing for you. Please think about this carefully.
because I use it to plan my lessons. I prefer hard copies, but if you need to email me, discuss it with me in class before you do so. If you send your assignment to me and I do not respond within 24 hours, assume that I did not receive it. Resend it to my UNO email address. If that address does not seem to be working, you can submit it to an alternate account: **clybos@charter.net**.

Please use black print for all work, 1-1.5 inch margins and fonts between 11 and 12. Be sure your name is on each page of the assignment (use the header option for this).

**Do not use the word etc. in any work you hand in.** I will deduct one point for each time you use that word in any assignment.

3. **Complete a midterm and final exams** (2 @ 50 points each; 100 points total)

You will complete take-home style exams for this course. I will post these on Moodle about two weeks before they are due. You will complete these exams and turn them in during class on the designated due dates. The deadlines for submitting these exams will be strict so pay close attention to them.

The midterm exam will cover all assigned readings and class discussions up to and including October 1.

The final will cover all classes and assigned readings, including those for the class discussions, after October 8 and your field experiences. Although the final will not be cumulative, you may have to synthesize and apply information from the beginning of the semester to questions on the final.

4. **Engage in a research project** relevant to the course content (100 points total)

You will select a topic relative to this course and research it. Detailed information regarding this assignment is on Moodle.

5. **Write a case study analysis** based on a scenario that we will discuss in class. This is preparation for your PLT. More specific information will be posted on Moodle. (40 points)

**Grading:** The grading scale for this class is as follows: 93-100% = A; 85-92% = B; 75-84% = C; 65-74% = D; and less than 65% = F.

**Course and University Policies**

**Standards for Class Work**

**Late work:** All assignments for this course have been carefully prepared to address specific College of Education goals and standards. Failing to complete these assignments means that you will not be fully prepared for evaluations that you are required to complete prior to and after student teaching. Additionally, I carefully read and comment on what you write and return these assignments to you in a timely manner. When you hand work in late, you do not gain as much as you possibly can from this course. Because I believe that all assignments are important, I do accept late submission of work. However, repeatedly failing to hand in work on time will result in your grade being lowered. After the second late submission of work, your final grade will be lowered by one letter grade than the total number of points you earned for the semester. Your final grade will be lowered by one additional letter grade for each late assignment after that. If you
have a problem meeting deadlines, meet with me early in the semester to deal with this. I cannot help you if you come
to me the last two weeks of the semester.

_Early work:_ I do accept work early. If you hand in work at least three days in advance, I will grade it and let you know
your grade. If you are happy with your grade, nothing else is required. If you would like to improve your grade, you may
make corrections and resubmit the work. If your improvements are correct, you may earn up to one-half of the points
deducted from the original assignment. You will receive your assignment with comments when everyone else receives
their assignments.

_If at any time during this course you are confused or concerned,_ you should contact me. I am available through e-mail,
phone or meetings. The earlier you deal with issues with this class, the more likely I will be able to help you successfully
complete course requirements.

_And finally,_ just because I write many things on your assignments, do not think that I am implying that you are incorrect
or just don’t like you. I tend to make many comments for three reasons. First, I want you to know that I do thoroughly
read each of your assignments and think carefully about what you are saying. Second, I want to challenge your thinking
and make you think more deeply and critically about the information you are learning. Third, the comments I make may
reflect how I grade future assignments. Please take the time to carefully read and consider all comments I make on your
papers. It may affect your grade on a later assignment. I do tend to grade the first few assignments more easily and
then become more picky as the semester progresses which is another reason to read my comments

**Standards for Class Behavior**

The philosophy of this course is that people of all ages and learning styles learn best in an environment in which they are
free to explore topics and come to their own understanding. This environment includes working cooperatively with
others from diverse backgrounds in heterogeneous settings and is consistent with the College of Education and Human
Development’s mission to prepare professionals who practice in culturally diverse settings.

In order to allow for collaborative, professional dialogue in class, the following policies will be used for class meetings
and assignments:

1. **Please be prepared for class.** Being prepared means that you have completed the reading response assignments
   prior to class and understand the ideas presented. I will not “go over” the information in the assignments, but
   will engage you in supplemental activities designed to reinforce and expand your understanding of the concepts.
   If you are not somewhat familiar with the concepts presented, it will be more difficult to complete the activities.

2. **I use the entire class time to engage in productive activities.** I will start on time regardless of whether everyone
   has arrived or not. Late arrivals often disrupt class. Additionally, you will complete written activities during
   class. If you are late or absent, you may not make up these assignments. This will result in a lower grade for the
course. When working in groups on assignments, please stay focused on the assignment and do not engage in
off-task discussions. If we finish the tasks I have planned, we will leave. I will not prolong class; this is another
reason to arrive on time and stay focused on the class tasks.

3. **Attendance includes staying for the entire class period.** Arriving late or leaving early will be counted as an
   absence. I try to respect your time by starting class promptly, using class time effectively, and finishing class
   activities on time. In order to gain the maximum you can from this course, you must also use this class time
effectively.
4. **Turn off or silence cell phones during class.** If you must take a phone call, please leave the class quietly to conduct your conversation. Please return quietly when you have finished the call.

5. **Absences:** A calendar of due dates for assignments and schedule of classes are posted on Moodle. You are expected to attend all classes whether they are held on campus or at designated schools. You are an adult and I expect you to be judicious about what constitutes an emergency situation requiring you to miss class. Because of that, I do not have any policies regarding what constitutes an excused absence or an unexcused absence. My policy is that if you miss more than 3 classes, your grade will be lowered. Subsequent absences will reduce your grade further.

6. **If something happens and I must cancel class,** I will send everyone an email. Please check your UNO email often to access up-to-date information.

7. **All assignment due dates are tentative and subject to change as situations warrant.** If any dates for any assignments change, I will post a new calendar of assignments on Moodle, email you, and discuss the changes in class. I note the date of revision at the top of the assignment. Please be sure you are using current versions of class materials.

8. **Students are expected to demonstrate both oral and written competency.** All written work should be grammatically correct, free of spelling errors, and relatively free of typos. That is, every assignment should read like it has been thoroughly proofread.

9. **All work submitted is expected to be completed for this course only.** Do not submit assignments completed for other courses. Also, all work should be your own work.

10. **If you think you will have any problems meeting any of the requirements** for this course, email me to set up a meeting. I suggest you do this early in the semester. My options for assisting you are limited at the end of the semester.

**University Policies**

It is University Policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs maintain a policy regarding the accommodations of students with disabilities. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information go to http://www.ods.uno.edu.

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Judicial Affairs site is http://www.sg.uno.edu/judicial/.