Syllabus for EDT 222

The Development of Middle Childhood and Adolescent to Young Adult Students

Professor: Susan Ferguson
Office and Phone: Chaminade Annex, 937-229-3084
E-mail: susan.ferguson@notes.udayton.edu
Office hours: Tuesday and Thursday 8:30 to 11:30 am, Other times by appointment

I. **Course Number:** EDT 222

II. **Course Title:** Development of Middle Childhood and Adolescent to Young Adult Students

III. **Terms Offered:** I and II

IV. **Catalogue Description:** Study the physical, social, emotional, intellectual, and moral characteristics of the developmental period of early adolescence to young adulthood within a framework of human growth and development. Study of the changes in family setting, social/community contexts, threats to health and safety and risk behaviors are covered.

V. **Academic Credit:** 3 semester hours

VI. **Prerequisites:** EDT 110

VII. **Course Goals:**

**Rationale**
The School of Education and Allied Professions in conjunction with the University of Dayton's Vision 2005 has adopted a school wide theme of "Building Learning Communities Through Critical Reflection." The goal for the faculty in the School of Education and Allied Professions is to become a learning community of its own, model that learning community, and mentor others in their quest for a learning community. This can happen when we work with the human services within the larger communities of public, Catholic and private learning institutions.

The University of Dayton's Department of Teacher Education has adopted a theme that is integrated throughout our entire program of study. The theme of "Teacher as Reflective Decision Maker in a Pluralistic Society" is an appropriate choice, considering the complex needs of students from many different backgrounds and the demand that teachers have as much preparation for this challenge as possible. These learning needs are impacted by children’s backgrounds of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographic area.

The department adopted this theme in accordance with the University's Marianist Mission Statement, which encourages student to take an active role in improving the state of the larger community. This attitude is encouraged when professors and teachers embrace and model qualities of character embodied in the Marianist tradition. These values, found as well in
student centered classrooms, include faith, community, mission, inclusivity, respect, acceptance, empathy, authenticity, service, compassion, a sense of humor, expectancy of good, concern for the total development of the child, and commitment to be professional minded.

This course supports the state of Ohio’s performance based licensure standards and as such prepares beginning teachers to demonstrate student success in the classroom in relation to: (1) appropriate subject matter knowledge and (2) student learning. Student centered instruction is effective when considering the individual needs of students in a (3) diverse student population based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographic area, and when teachers are (4) planning instruction and encouraging (5) instructional strategies that develop critical thinking skills in students. The emphasis on student learning is a major component in a (6) learning environment that encourages positive interaction and self-motivation for all students. When teachers incorporate critical thinking into their learning environments that diversifies the (7) communication techniques utilized with their students, especially in relation to the connection between technology, media, and literature. A teacher as facilitator thinks about (8) assessment of his/her students in multiple ways, both formally and informally. Teachers who emphasize student learning into their classrooms have an ongoing commitment in their professional development (9) to stay updated on the research and professional literature in their subject matter. Communication with (10) parents/family members to support student learning is a necessity for effective instruction. These Ohio standards are based on the ten INTASC (Interstate New Teacher Assessment and Support Consortium) standards.

The Department of Teacher Education understands the PRAXIS III will be the summative performance based assessment used for licensure decisions for beginning teachers in the state of Ohio. Integrated into the teacher education program at the University of Dayton are the research base of the four domains and nineteen criteria of PRAXIS III. This framework will serve as a thread that connects the four years of study, including the student teaching experience, which will use the nineteen criteria as the assessment instrument. Portfolios using the structure of the PRAXIS III criteria will be used in the teacher education program.

Specific Course Goals

The School of Education and Allied Professions' conceptual framework is "Building Learning Communities through Critical Reflection." The Department of Teacher Education theme is "Teacher as Reflective Decision Maker in a Pluralistic Society." This course allows the teacher education student to understand the forces acting upon the development of each adolescent. Understanding the various characteristics and the factors affecting those characteristics of adolescent and young adult that assists the undergraduate teacher education student in recognizing the plurality and commonality of today's middle and high school classroom. Reflection on issues of nature and nurture and the growth of the adolescent student will introduce the undergraduate preservice teacher education student to the realities of their chosen profession and of possible solutions and options to challenges in the world of professional education at the middle childhood and young adult levels. Students will acquire the tools necessary to begin building a community of learners in their future classrooms.
Study the physical, social, emotional, intellectual, and moral characteristics of the developmental period of adolescence within social and cultural contexts. (NMSA 2.1)
Study the changes in family settings, social contexts, threats to health and safety, and risk behaviors in contemporary society that affect healthy development of adolescents. (NMSA 2.2)
Understand the role and function of the teacher in working and collaborating with families, resource persons, and community groups to achieve common goals for adolescents. (NMSA 4.6 and 6.2)
Understand necessary teacher characteristics for the middle childhood and young adult level and assess personal characteristics as related to ideal characteristics. (NCATE II.C.1)

VIII. Course Objectives:

Knowledge
The student will be able to explain
- Various aspects of middle childhood and young adult development: physical, social, emotional, intellectual, and moral
- Theories of middle childhood and young adult development: physical, social, emotional, intellectual, and moral
- Health and safety issues facing adolescent and young adult students
- Nature/nurture controversy
- Gender differences in development
- The position of middle childhood and young adult development in all of human growth and development
- Characteristics of an effective teacher
- Issues facing families of middle childhood and young adult students
- The teacher's role in working and collaborating with families and community resource personnel

Skills
The student will be able to
- Demonstrate an understanding of the interrelationships of physical, social emotional, intellectual, and moral characteristics of the middle childhood and young adult student; health, safety, and gender issues should also be included
- Identify current issues facing middle childhood and young adult students, their families, schools, and communities
- Write a position paper regarding an issue facing middle childhood and young adult students, their families, schools, and communities in the context of building learning communities
- List characteristics of an effective middle childhood and young adult level teacher
- Analyze and reflect upon her/himself as a decision maker in a pluralistic society at the middle childhood and young adult level

Attitude and Values
The student will gain an appreciation of
- The relationship between stages of human development and the teaching/learning process
• Why human beings are what they are, as a whole species and on an individual basis
• The importance of the social, physical and emotional areas of development to the promotion of the cognitive area
• The difference between individual rates of development and abnormal development
• An individual's unique rates of maturation based on an interaction between nature and nurture
• The role of the parent in the developmental process with emphasis on the parental perspective
• The unique role of the middle childhood and young adult teacher for students and their families
• The unique issues of the adolescent and young adult level students and their families

IX. **Course Topics:**
Development of the child, preadolescent, and adolescent
  - Physical, social cognitive, self-concept, moral development
  - Interrelationships of characteristics
  - Social and cultural context
  - Gender issues
  - Health and safety issues
  - Integration of developmental factors on the learner

**Characteristics of an Effective Teacher**
  - Committed to developmentally appropriate practice
  - Teacher as advisor
  - Interviewing skills
  - Conducting a home visit
  - Assess self and skills for teaching this age group
  - Define and demonstrate ethical professional behavior
  - Reflect on teaching and its effect on adolescent growth and learning
  - Issues for families with middle childhood and young adult aged children
  - Resources available regarding middle level and young adult education students and their families

X. **Teaching Methods:**
  - Lecture and presentations by professor and students
  - Cooperative learning
  - Media presentation
  - Case study

XI. **Instructional technology that will be integrated into the course:**
  - Video, web, and power point
XII. **Student Evaluation Criteria:**

- Portfolio, Four new entries must be related to the content of this course and preferably to the field experience as well
- Research, write and present a position paper concerning a critical issue facing students at middle childhood or young adult students, their families and the broader community in the context of building learning communities (presentation must include power point) (Technology component ISTE B. 1, and B.2)
- Examinations
- Attendance and Participation

XIII. **Clinical Experiences:** 5 hours

- Assessing developmental levels of a middle childhood student
- Establishing a position on middle childhood issues of students and their families

XIV. **Field-Based Experiences:** 25 hours

- Assessing personal characteristics in relationship to the role of adolescent and young adult level teacher. Pathwise/Praxis D2
- Develop and practice a variety of means to become familiar with relevant aspects of student's background knowledge and experiences. Pathwise/Praxis A1
- Articulate clear learning goals for the lessons that are appropriate to the students. Pathwise/Praxis A2
- Establish and maintain rapport with students. Pathwise/Praxis B2

XV. **Text:** McDevitt, Teresa and Ellis-Ormrod, Jeanne. (2002). *Child Development and Education.* Columbus, Ohio: Merrill Prentice Hall.


“TO REQUEST ACADEMIC ACCOMMODATIONS DUE TO A DISABILITY,
PLEASE CONTACT THE OFFICE FOR STUDENTS WITH DISABILITIES, 002 ALBERT EMANUEL HALL, (937) 229-3684. IF YOU HAVE A SELF-
IDENTIFICATION FORM FROM THE OFFICE FOR STUDENTS WITH DISABILITIES INDICATING THAT YOU HAVE A DISABILITY WHICH
REQUIRES ACCOMMODATION, PLEASE PRESENT IT TO ME SO WE CAN DISCUSS THE ACCOMMODATIONS YOU MIGHT USE IN THIS COURSE.

**Resources Used in the Development of Syllabus**
- NMSA guidelines 2.1, 2.2, 4.2, 4.6, 5.1, 6.2, 7.1
- NCATE guidelines
- Pathwise Domains A, B, and D

**XVII. Date of Syllabus**
July 31, 2002

**Abbreviations**
- **NMSA** National Middle School Association
- **NCATE** National Council for Accreditation of Teacher Education
- **MC** Middle Childhood
- **AYA** Adolescent to Young Adult