



MLED 314.01W: Young Adolescent Development

COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Becky Adams

Office Location: Education South #214, Commerce/Main Campus

Spring Office Hours: I plan to be in my Commerce office on Tuesdays for face-to-face meetings. Please schedule an appointment to insure a meeting time by emailing me at becky.adams@tamuc.edu

Phone: 903-886-5537

University Email Address: Becky.Adams@tamuc.edu (Answered on a regular basis, M-F 8:00-:500 plus additional days/times. This is the (preferred) best way to contact me).

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Dates and Times:

This course is 100% online and requires no face-to-face meetings.

Required Text:

This text is a classic and may be purchased or borrowed from any source.

Walsh, David (2005). Why Do They Act That Way? Free Press trade paperback edition. Additional readings as required within D2L.

This syllabus is subject to change.

Course Description

MLED 314 - Young Adolescent Development

Hours: 3

Young Adolescent Development. Three semester hours. MLED 314 is designed to provide preservice teachers with a knowledge base of the changes and issues that typically affect development in the years from age 8 through adolescence. Students will examine and study the various domains of physical, cognitive, social and emotional development; and will consider how various learning theories, particularly multiple intelligence theory, can inform practices in middle level classroom. The effect of environmental factors on development will also be explored.

.Student Learning Outcomes

The following principles will guide the coursework in MLED 314:

- Students will understand the basic principles of development and how these principles impact student needs and learning
- Students will recognize the developmental milestones in the major domains of development [cognitive, psycho-motor, social, and emotional], in concert with interactions of English language proficiency stages.
- Students will understand connections between adolescent development and the major learning theories
- Students will gain awareness of societal issues currently impacting adolescent development[i.e., peer pressure, gangs, drugs, family structure, media impact, language differences, etc.]
- Students will learn to apply knowledge of development in interacting with adolescent students
- Students will be able to apply developmental and language acquisition principles in determining reasonable expectations of the middle level students
- Students will be able to support students in developing positive social relations and in dealing with conflict

Student Learning Objectives:

The Texas teacher certification candidates demonstrate their knowledge of this information by passing the TExES Pedagogy and Professional Responsibilities (PPR) exam, which is divided into four standards and thirteen competencies.

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

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

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- 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.
- Competency003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. The syllabus/schedule are subject to change.

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

- Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

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; and timely, high-quality feedback.

- Competency 008: The teacher provides appropriate assignments that actively engage students in the learning process.
- Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.
- Competency 010: The teacher monitors student performance and achievement: provides students with timely, high-quality feedback: and responds flexibly to promote learning for all students.

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

- Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
- Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

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COURSE REQUIREMENTS

Minimal Technical Skills Required

Instructional / Methods / Activities Assessments

Student Responsibilities or Tips for Success in this Course

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. During each unit, you will work on various combinations of written assignments, activities, discussions, readings, etc.

1. **Class Attendance & Participation.** You are expected to “attend” the online course, participate and complete all course assignments and activities during the semester as outlined in the Course Calendar. The rules of the University regarding class attendance will be followed in this course. The university policy on excused absences is explained in the university Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by individual faculty to be excusable. Assignments submitted late without documentation of an excused university absence will not be accepted.

2. Written Activities/Assignments – 30% of Final Grade Activity learning will be demonstrated as written assignments and may occasionally serve as a discussion responses. All written activities (informal or formal) are expected to demonstrate communication skills at a undergraduate level to prepare for the teaching profession. Specific guidelines follow in the next section.

Expectations:

- All written assignments are to be typed and are expected to exhibit professional quality.
- You should demonstrate mastery of organizing, structuring, and editing for all aspects of mechanics in your writing. Excessive errors in grammar, spelling, and vocabulary will result in the reduction of your score by at most a letter grade.
- Student work is expected to be well-written, logical, and easy-to-read and follow.
- Assignments should be single or double spaced, use 12 pt. font size, 1” margins and submitted prior to the stated due date.

3. Discussions – 10% of Final Grade

Students will participate in many online discussions to share experiences and learning with classmates, who are also “future teachers.” Your discussion responses will be evaluated using the following rubric:

(1) Quantity of your initial response; (2) Quality of your initial response; (3) Quantity of your responses

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to your team members and (4) Quality of your responses to your team members. Be thoughtful in your responses. In other words, “Good thinking” or “I agree” are NOT quality feedback.

Professionalism:

- As we proceed through the course, we will disagree from time to time about a variety of subjects. It is okay to disagree as it reminds us of the vast diversity of our future students, their parents and our work environments. It is not okay to be disagreeable. Prepare to present disagreements in reasoned, reasonable and professional ways.
- Thoughtful participation in class discussions in online courses is expected. This requires reading the assignments and thinking about them (before posting). It also requires being open-minded to other students as well as the instructor. Students not following the stated University Code of Conduct and Netiquette (end of syllabus) will receive an F and be removed from the course. If you are concerned by a classmates conduct, please inform the instructor at once.

4. Quizzes – 20% of Final Grade

There will be many quizzes in this course to evaluate your understanding of readings and other lesson content.

5. Midterm Exam – 20% of Final Grade

There will be one midterm exam in this course to evaluate your understanding of readings and other lesson content.

6. Final Exam – 20% of Final Grade

There will be one final exam in this course to evaluate your understanding of readings and other lesson content.

Work Expectations:

Society expects teachers to demonstrate high levels of professionalism, in and outside the classroom. Therefore, completion of all written tasks, discussions and projects should exhibit professionalism in appearance and content at an acceptable level of scholarship. Assignments are to be completed and submitted according to the schedule posted in the course shell. Late work will not be accepted without an excused absence and/or extenuating circumstances, as determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed. As future teachers I expect the highest level of academic honesty of students. Read the later section on University Academic Dishonesty, especially the Plagiarism information. Academic dishonesty in this course will result in an F and removal from the course.

Grading: All work should reflect an understanding of content and be presented in a professional manner. Papers should be typed and carefully edited. All work will be completed and turned in on time. Late work is not accepted. Extra credit is not an option.

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Written Assignment Specifics

1. Adolescent Autobiography (Introduction):

This assignment integrates the writing process and your own experiences. To start thinking about characteristics of your future students' adolescent development (i.e., quirky hormonal behavior), it will be helpful to start with your recollection of your own adolescence. Different sources define varying age ranges of young adolescents - for the purposes of this assignment/paper focus on ages 13-17. Please note this paper will be confidential and not shared with your classmates. This is to be a writing process paper – in other words you will go through the writing stages:

- Stage 1: Prewriting – throw down some of the first thoughts (phrases/activities/people/etc.) that come to mind when you think about your own adolescence.....bullet format please! (10-20 bullets) The syllabus/schedule are subject to change.
- Stage 2: Questions/drafting – take a look at some of the questions below and answer some of them – this is to help jog your memory of some things you might have forgotten. Submit at least 5 of these please – more if you wish. (copy/paste the questions you select into your document – and then type your answer below each question)
- Stage 3: First draft – organize your thoughts into a first draft and have a friend read/edit it
- Stage 4: Revise it as needed to polish it up based on the suggested edits.
- Stage 5: Final typed copy to submit to instructor – double-spaced – 12 pt. font - minimum 2 pages – formal writing language (i.e., no texting abbreviations, use correct capitalization, punctuation, etc.)

You will turn in two separate submissions:

- Submission 1: Writing Stages 1 and 2 – Prewriting and Drafting
- Submission 2: Writing Stage 5 - Final Copy (no submission for stages 3 & 4 - you will do these independently)

Stage 2 Drafting Questions – Answer at least 5 of the following.

- Did you enjoy school during your adolescent years?
- What kind of student were you during your adolescence?
- What would you do for fun during your adolescence?
- Was there a teacher or teachers who had a particularly strong influence on your life during your adolescence? Tell me about them.
- Who was the most important person in your life during your adolescence? In what way?
- What was the happiest moment of your life during your adolescence? The saddest?
- Who was the biggest influence on your life during your adolescence? What lessons did that person teach you?
- What are the most important lessons you learned during your adolescence?
- What is your earliest memory during your adolescence?
- Are there any funny stories your family tells about you during your adolescence that come to mind?
- What were you proudest of during your adolescence?
- When during your adolescence did you feel the most alone?

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- If you could hold on to one memory from your adolescence forever, what would that be?
- How would you like to be remembered during your adolescence?
- Do you have any regrets during your adolescence?
- Where did you live during your adolescence? What was it like?
- What were your parents like during your adolescent years?
- How was your relationship with your parents during your adolescence?
- Did you get into trouble during your adolescence? What was the worst thing you did during your adolescence?
- What did you look like during your adolescence?
- How would you describe yourself as an adolescent? Were you happy?
- Did you have a nickname during your adolescence? How did you get it?
- Who were your best friends during your adolescence? What were they like?
- How would you describe a perfect day during your adolescence?
- Do you have any favorite stories from your adolescence?
- Did you first fall in love during your adolescence?

2 & 3. Hot Topic Research/Presentation Assignment

You will become our class expert on the issue you choose. You will be expected to answer questions from classmates and the instructor on that topic. This assignment will have two parts:

- 1) Research Paper (suggested length of 2-4 pages double-spaced, 12-point font) submitted in D2L. You will cite your sources at the end of the paper. The due date and grading rubric will be provided.
- 2) Presentation. You will construct an outline on a webpage or other electronic medium for your presentation. Look for ways to make your presentation interactive. Consider developing questions on your topic to pose to the class using online collaborative tools. You could show the class a brief video clip, create a wordle and use a variety of web 2.0 tools!

Hot Topics to choose from....

- o Media – radio & TV
- o Media – social networking
- o Cell phones (texting, sexting, etc)
- o Gothic tendencies
- o Bullying o Gangs
- o Alcohol, tobacco & other drugs
- o Adolescent suicide
- o Peer relationships/cliques/social rejection
- o Female & male body image (eating disorders, etc.)
- o Adolescent/parent relationships o Adolescent dating issues
- o Adolescent stress/depression
- o Family financial problems
- o Teen pregnancy o Absent or divorced parents
- o Death or serious loss in family
- o Truancy
- o Psychiatric disorders (schizophrenia, manic-depressive disorder, conduct disorders, depression)
- o Chronic illness

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o Sexual or physical abuse patters in family

4. Comments on Peer’s Electronic Presentations

You will gain information on other topics by reviewing your peer’s hot topic electronic presentations. You will provide thoughtful feedback and reflection on what you have learned.

5. Dear Abby or Current Event

Create a self-made video or web 2.0 tool over Dear Abby or Current Event. You will submit final product through D2L. Provide either a Dear Abby adolescent scenario (typed in paragraph form) OR an adolescent current event (submit event source...newspaper, internet article etc. Or if seen on TV...and type a paragraph about it.

GRADING

Often, assignments are scored wholistically (A, B, C, etc.), however our course shell gradebook does not allow letter grades. The following rubric guidelines will be used for grading most assignments for the course, however I must enter numerical grades into the gradebook. Therefore, don’t stress over exact points – Your final grade will be an A, whether your actual numerical average is a 91, or a 99.

| Category | Full Credit (A) | Partial Credit (B/C/D) | No Credit (F) |
|--|---|--|--|
| Supporting information | Information is clearly stated, comprehensive, and includes required supporting information. | Information is stated, but is unclear. | Information presented does not specifically or comprehensively address the topic. |
| Evidence and Examples | All responses and examples provided are specific and relevant to the topic. | Most of the responses and/or examples are present, specific and relevant to the topic. | Reponses and/or examples are not specific or relevant to the topic. |
| Sentence Structure | All sentences are well-constructed and information well-organized. | Most of the sentences are well-constructed and organized. | Most sentences are not well-constructed and/or organized. |
| Capitalization, punctuation and grammar usage | There are no errors in capitalization, punctuation, or grammar usage. | There are one or two errors in capitalization, punctuation, or grammar. | There are several (two or more) errors in capitalization, punctuation, or grammar. |
| Quality of Work | Complete clear, readable responses. | Partially readable clear responses. | Not legible and/or unreadable. |

FINAL GRADE IN THE COURSE

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. Some assignments carry more weight than others. Grades The syllabus/schedule are

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subject to change. on individual assignments are numerical and based on the table below. Grades are recorded in the online grade book.

Students are responsible to alert instructors of any errors seen in the Gradebook.

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Percentage scores will be used to calculate a final grade on a scale of 90-100% (A), 80-89% (B), 70-79% (C), 60-69% (D), etc.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Questions about the Course, Assignments, Syllabus, etc.

Contact me via email any time 24/7. I check my email Monday through Friday (8:00-4:00) and often on the evenings/weekends. If you email me and do not receive a response from me after 24 office hours (not including the weekend), please resend the email.

Office Hours

I am available most days to meet with students either at my office in Commerce or by phone. Click here to schedule an appointment <https://tamu-commerce.campus.eab.com/pal/MgtcO9b4DJ>

Email Correspondence

All emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day. Always send emails to me at the university email address provided on the first page.

Student Technical Support

Texas A&M University-Commerce provides students technical support. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you encounter a technical issue that prevents you from completing an assignment, copy me the work order from the Tech Department.

Best Phone Support: Tech support available 24/7 by a techie located in Commerce, Texas – call 903-468-6000.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

Specific dates and times are established for every assignment. No late work is accepted without extenuating circumstances approved by the instructor. Students who feel they have an extenuating

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situation must contact the instructor prior to or during the due date about the circumstance. Work cannot be made up and extra work is not allowed to compensate for missing or later work.

Technology Failure is not an automatic approved excuse for submitting late work. If you experience a technology issue you should:

1. Contact the Tech Support Team and The syllabus/schedule are subject to change. send a copy of the “trouble ticket” to the instructor to document your efforts
2. Email the assignment directly to the instructor before the due date to document your efforts.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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COURSE OUTLINE / CALENDAR – provided in D2L

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