



MLED 314-01W,
Adolescent Development & Learning Theories
COURSE SYLLABUS: FALL 2025

INSTRUCTOR INFORMATION

Instructor: Sherri Harwell

Office Location: Frank Young Education North Ste 202

Office Hours: Mondays (Noon-1:00PM) via Zoom (link posted in D2L)

Please email me to schedule an appointment if this time does not work for you.

This is an online class, so I am offering virtual office hours for your convenience.

However, I am happy to meet with you in-person for an appointment if you prefer.

University Email Address: Sherri.Harwell@ETAMU.edu

Preferred Form of Communication: Email

Communication Response Time: Max. response time of 48 hours; typically, faster

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Many assignments will require the use of a standard office suite (such as Microsoft Word documents). You will also need a web browser to access the D2L course, and any content linked within it. Students may be required to create one or more short videos. This can be done with free software online, such as [ScreenPal](#), or applications already available on a student's device. Please note that ScreenPal itself is not the only acceptable video capture software; it is identified as a useful suggestion.

Optional Texts and/or Materials: None

Course Description

Three semester hours. MLED 314 is designed to provide preservice teachers with a knowledge base of the changes and issues that typically affect development during

The syllabus/schedule are subject to change.

adolescence. Students will examine and study the various domains of physical, cognitive, social and emotional, and identity development. Students will also consider how various learning theories inform practices for teaching adolescents. Special attention will be given to cognitive theories and development grounded in the science of learning.

Student Learning Outcomes

1. Students will describe specific instructional strategies and justify their use based on principles of adolescent development and learning theories.
2. Students will analyze lesson plans from High Quality Instructional Materials (HQIM) [or Open Education Resources (OER) for content areas without state approved HQIM] to identify connections between domains of adolescent development, learning theories, and instruction.
3. Students will design modifications to an existing HQIM/OER unit plan to adapt instruction to better meet the needs of adolescents, applying information a broad range of learning theories and special topics (contextual issues, peer influences, cognitive development, etc.).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. There are no multiple-choice quizzes or tests in this course; students will be expected to demonstrate their understanding through their work products. Within each unit you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus. Except for video participation assignments, all assignments will have a viewable rubric. Educator standards are identified on PLC, mini-project, and lesson analysis rubrics to help you connect what you are doing to the intended learning outcomes for the course (and your eventual teacher certification).

The syllabus/schedule are subject to change.

Student Responsibilities or Tips for Success in the Course

Professionalism and Ethical Behavior

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

Begin each module early in the week.

Did you know that college students typically underestimate how long it takes to complete their work? This can lead to late assignments, even when we have the best intentions. Starting early and working toward finishing early each week is the secret to finishing on time with a quality work product (because you are giving yourself that extra time to get it done).

Ask questions early and often.

Instructors want to support you, but this is difficult if you don't communicate about your struggles. Please reach out to the course instructor with questions about assignments. You can set yourself up for success by asking your questions early enough to use the instructor's feedback before an assignment is due.

Designate a study space and time(s) that are free from distractions.

Did you know that multi-tasking is less effective for learning than paying full attention to one task at a time? Use your brain power more efficiently by finding a place free from distractions for your coursework. This can mean a quiet room or place in the library, turning off your phone notifications, etc.

Don't cram. Space out your work instead!

You will learn more effectively if you work for 45 minutes to an hour at a time instead of a marathon study session. This can be difficult to schedule with our busy lives, but the amount of information you retain will be improved if you can do some work each day instead of all at once.

READ.

AI is a fantastic tool that can be useful for summarizing information. However, part of building your understanding through reading is mentally interacting with the text – asking questions, making predictions or connections, summarizing information as you go, etc. If you have AI do this for you, you're going to be missing out on the mental processes that make your learning stick!

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

The syllabus/schedule are subject to change.

B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Video Participation & Reading Reflections	20%
Discussion Posts & Responses ("PLC Posts")	20%
Mini-Projects	20%
Lesson Analysis Assignments	20%
Final Unit Analysis Assignment	20%
TOTAL	100%

Assessments

Video Participation

Each weekly unit will include a recorded video presentation. The video will have embedded reflection questions that must be answered by the student to continue watching. Responding to all questions within the video by the deadline for the week will be taken as a completion participation grade. Answers are not meant to be correct or incorrect. These questions are designed to assist your thinking and processing of the information presented. I will review student answers and use responses to gauge student understanding. This assignment is the equivalent of receiving credit for attending and participating in a traditional face-to-face course.

Reading Reflection

Each week, free online texts will be linked in D2L. One 3-2-1 Reading Reflection will need to be completed and turned in. You will explain three things you learned from the reading(s), two questions that occurred to you or connections to your personal prior knowledge, and one thing you felt was interesting and important to remember. Additional details and a template for completing this assignment will be available in D2L.

Professional Learning Community (PLC) Discussion Posts

Discussion posts for this course will be in the format of a mock-PLC. PLCs commonly take place in schools. Teachers in the PLC collaborate to plan, discuss instruction and data, and problem solve. The PLC in this class is an opportunity to apply what we are learning to instructional strategies, respond to real-world scenarios, and build community as collaborative learning partners. There will be one or two topics each week related to the content found in the video and/or reading. You will need to respond to at least two of your peers for each topic, but I encourage you to read all the posts to learn as much as possible. You are expected to maintain professionalism, as you would in a real PLC. "Great idea!" and "Good job!" are not by themselves meaningful additions to the conversation. Think critically about the information to provide substantive and respectful responses to your colleagues/peers.

The syllabus/schedule are subject to change.

Mini-Projects

Mini-Projects are an opportunity to apply what we are learning. Most, but not all, mini-projects are designed to help you practice ideas and incrementally build conceptual understanding for use during your lesson analyses. Individual mini-projects will have their own rubric with criteria for success that is based on the standards addressed and the task you are given. You can think of these as quizzes. Some projects may require skills creating a five minute video, slides for a presentation, infographic or flyer.

Lesson Plan Analyses

At the beginning of the semester, students will select a grade level and content area. Setting the overall context by analyzing grade level data for a hypothetical school is part of your first mini-project. The second mini-project is selecting a unit plan from online lesson resources. Detailed instructions are provided in D2L for these and all other assignments. After selecting the unit plan, there are three separate Lesson Plan Analysis assignments. Students will select a separate lesson plan from their chosen unit plan for each analysis assignment. Application of multiple concepts and/or theories will be involved in analyzing the lesson plan. This is a more formal assignment that occurs three times during the course. You can think of these as tests.

Unit Plan Adaptations Project

The final assignment of the semester is a “Unit Plan Adaptations” project. This task will serve as the final exam for the course. Throughout the semester, you will be applying what you have learned to different lessons within a unit plan (containing 4 to 8 lessons total). The final project is an opportunity to apply all that you have learned to the set of lessons as a whole, and suggest adaptations/changes that would better serve the needs of your hypothetical students. Additional details on this assignment and the rubric for assessment criteria will be provided in D2L closer to the end of the semester.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

The syllabus/schedule are subject to change.

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 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.

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

Please contact me with any questions you may have. I do have an office on campus with an office phone, but I often have meetings in other buildings or locations on campus. The quickest way to reach me, no matter where I am for the day, is to send me an email. I monitor my email regularly and typically respond within one business day.

Please send correspondence through your LeoMail account. This is the official email account for student/instructor correspondence.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

The syllabus/schedule are subject to change.

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 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. 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.

Attendance / Participation

Due to this being an online course, traditional attendance of sitting in a classroom is not taken. In place of physical attendance, participation will be considered in the course grade. Please review the above information on course grades and assignments to learn more about how your participation will be counted.

Artificial Intelligence Policy

Unless expressly permitted as part of the instructions for an assignment, the use of artificial intelligence (ChatGPT, Copilot, Gemini, Claude, etc.) will not be permitted in this course. If the use of AI is included in a course assignment, students must report what was used and how to the instructor. Failure to report the use of AI, or using AI when it has not been expressly permitted, will be considered academic dishonesty.

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).

<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>

The syllabus/schedule are subject to change.

ETAMU 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 East Texas A&M University 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:

[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

East Texas A&M University

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/>

The syllabus/schedule are subject to change.

Nondiscrimination Notice

East Texas A&M University 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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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/counseling-center

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.

The syllabus/schedule are subject to change.



Department or Accrediting Agency Required Content

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

TEExES Pedagogy and Professional Responsibility:

- Domain I
 - Competency 001 – (A), (B), (C), (D), (E), (F), (G), (N), (O), (P)
 - Competency 003 – (A), (E)
 - Competency 004 – (A), (C), (D), (F), (P)

Newly State Adopted Teacher Pedagogy Standards:

- (b) Instructional Preparation:
 - (1) – (A), (B), (C), (D)
 - (2) – (A), (B), (C), (E)
 - (5) – (A)

Commissioner's Teacher Standards:

- 2.B
- 5.C.i
- 6.A.i

Texas Essential Knowledge and Skills Standards:

- 8

Technology Application Standards:

- Standard II
 - 2.2s
 - 2.7s
- Standard III
 - 3.1s
 - 3.7s

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change.

As stated previously in the syllabus, this calendar is subject to change based on instructor evaluation of students' needs. Please refer to D2L and course announcements for any changes that may occur.

Week	Module(s)
1) Aug. 25 – 31	Intro. to Human Development & Theories
2) Sept. 1 – 7	Physical Development in Adolescence
3) Sept. 8 – 14	Cognitive Development in Adolescence
4) Sept. 15 – 21	Psycho-social Development in Adolescence
5) Sept. 22 – 28	Behaviorism
6) Sept. 29 – Oct. 5	Social Cognitive Theory
7) Oct. 6 – 12	Humanism & Maslow's Hierarchy of Needs
8) Oct. 13 – 19	Constructivism
9) Oct. 20 – 26	Sociocultural Theory & Cooperative Learning
10) Oct. 27 – Nov. 2	Motivation Theories
11) Nov. 3 – 9	Information Processing Theory
12) Nov. 10 – 16	Cognitive Load Theory
13) Nov. 17 – 23	Spacing, Retrieval, and Interleaving
14) Nov. 24 – 30	Self-Regulated Learning Theory
15) Dec. 1 – 7	Myths & Misconceptions
16) Dec. 8 – 12	Finals Week

The syllabus/schedule are subject to change.