COURSE NUMBER: MAS 7651
COURSE TITLE: Adolescent Growth and Development
COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

- Master knowledge-based course content;
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

INTASC Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

I. COURSE DESCRIPTION

This course is a survey and examination of development from birth through early adulthood with emphasis on the characteristics of students who are in secondary grades. Social, cognitive, and physical development are included. The roles of the family, school, and peers for this age group are a focus. Students are required to prepare a case study of a student in a secondary grade that includes an evaluation of the student and recommendations for a course of action.

II. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies,
Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.}

Competency #1: Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education.

INTASC #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Learning Outcomes: Candidates will:
1.1 Know and understand the major tenets of Behaviorism, Cognitivism, Psychoanalysis, Information Processing Theory and Social-Cognitivism.
1.2 Know and understand Piaget’s concepts of thinking in middle childhood and adolescence and its impact for teachers to know.
1.3 Know and understand the cognitive changes that occur in adolescence and the ways these changes affect the scope and content of adolescent thought.

Activities/Assignments: Candidates will:
1.1 Read from the text and supplemental materials.
1.2 Participate in small group activities designed to demonstrate understanding of the above.
1.3 Complete a thorough developmental case study of a child between the ages of 10 and 14.

Competency #2: Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

INTASC #2 - The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Learning Outcomes: Candidates will:
2.1 Know and understand Piaget’s concepts of thinking in middle childhood and its impact for teachers’ understanding.
2.2 Understand and delineate the physical development of the school-age child, including the changes in fine motor and gross motor skills.
2.3 Understand and describe the physical maturation during pubescence of males and of females and delineate the changes that create difficulty for adolescents adjusting to their changing body image.
2.4 Understand and summarize the qualities of friendship and dimensions of peer groups as well as the effect of peer pressure on the adolescent.
Activities/Assignments: Candidates will:
2.1 Read from the text and supplemental materials.
2.2 Participate in small group activities designed to demonstrate understanding of the above.
2.3 Review of professional journal articles.
2.4 Complete a thorough developmental case study of a child between the ages of 10 and 14.

Competency #3: Adapt instruction for diverse learners based upon and understanding of how students differ.

INTASC #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Learning Outcomes: Candidates will:
3.1 Know and understand some of the cultural and social values that children assimilate in language development.
3.2 Know and understand the effects of dialects and bilingualism on early childhood language development.
3.3 Know and understand children’s process toward awareness of racial consciousness and toward members of other groups. Discuss further moral development and the selection of guiding values during adolescence.
3.4 Know, understand, and use a variety of instructional strategies and related techniques appropriate for diverse learners.
3.5 Understand and apply a multicultural awareness and an awareness of related concerns of diverse learners.

Activities/Assignments: Candidates will:
3.1 Read from the text and supplemental materials.
3.2 Participate in group project/presentations
3.3 Reflect on and participate in class lecture/discussion
3.4 Review selected professional journal articles
3.5 Participate in role playing activities

Competency #4: Demonstrate proficiency in oral and written communication.

INTASC #6 - The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

Learning Outcomes: Candidates will:
4.1 Compose papers and/or projects, using the APA style, which reflect the conceptual contents of the course.

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4.2 Create and provide written assignments that demonstrate an understanding of the concepts that are incorporated in this course.
4.3 Create and provide written assignments that demonstrate an understanding of Standard English.

**Activities/Assignments:** Candidates will:
4.1 Complete a written journal article review
4.2 Complete a written Case Study
4.3 Complete both a written and oral group project/paper

**Competency #5:** Create a learning environment that fosters active engagement, self-motivation and social interaction by understanding individual and group behavior.

**INTASC #5 -** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Learning Outcomes:** Candidates will:
5.1 Know and understand the differences between fear and anxiety, sources of these emotions, and ways to cope with such.
5.2 Know and understand factors which produce anti-social and aggressive behaviors in adolescents.
5.3 Know, understand and summarize the qualities of friendship and dimensions of peer groups.
5.4 Know and understand the major conflicts an adolescent must resolve to attain adulthood.
5.5 Know, understand, and define, in detail, the concepts of identity status.
5.6 Understand and discuss further moral development and the selection of guiding values during adolescence.

**Activities/Assignments:** Candidates will:
5.1 Read from the text and supplemental materials.
5.2 Participate in small group activities
5.3 Participate in group presentation
5.4 Reflect on, and participate in class lecture/discussion
5.5 Review selected professional journal articles
5.6 Participate in role playing activities.

**Competency #6:** Design instruction based upon knowledge of the disciplines, students, the community and Common Core State Standards to demonstrate knowledge of instructional planning.
INTASC #7 - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Learning Outcomes:** Candidates will:

6.1 Demonstrate the ability to prepare lessons that align both with the Common Core State Standards and with the developmental stages of the students they are teaching.

6.2 Demonstrate an understanding of how knowledge of developmental theory will impact planning and instruction.

**Activities/Assignments:** Candidates will:

6.1 Participate in small group activities designed to demonstrate understanding of the above.

6.2 Participate in role playing activities.

**Competency #7:** Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

INTASC #4 - The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Learning Outcomes:** Candidates will:

7.1 Demonstrate the ability to prepare lessons that align both with the Common Core State Standards and with the developmental stages of the students they are teaching.

7.2 Demonstrate an understanding of how knowledge of developmental theory will impact planning and instruction.

**Activities/Assignments:** Candidates will:

7.1 Participate in small group activities designed to demonstrate understanding of the above.

7.2 Reflect on and participate in class lecture/discussion.

**Competency #8:** Use multiple assessment strategies for the continuous development of students.

INTASC #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Learning Outcomes:** Candidates will:

8.1 Demonstrate an understanding of how knowledge of developmental theory will impact planning, instruction and assessment.

**Activities/Assignments:** Candidates will:

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8.1 Complete a thorough case study of a child between the ages of ten and 14, including recommendations for a course of action that cultivates the development of the student.

**Competency #9:** Pursue opportunities to improve teaching and thereby enhance professional growth.

**INTASC #9** - The teacher is a reflective practitioner who continually evaluates the effects of h/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Learning Outcomes:** Candidates will:

9.1 Analyze and explain a case study of a child to gain a better understanding of the child’s physical, intellectual, emotional, and social development and its impact on instruction.

**Activities/Assignments:** Candidates will:

9.1 Observe a child in multiple environments to gain a better understanding of the child’s physical, intellectual, emotional, and social development and its impact on instruction. (This is a graded assignment.)

**Competency #10:** Collaborate with colleagues, parents/guardians and other members of the community to support student learning and well-being, and demonstrate knowledge of the role of the school in the community.

**INTASC #10** - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Learning Outcomes:** Candidates will:

10.1 Know and understand the process of achieving objectivity in the study of human development

10.2 Know and understand the concept of ethics and its relation to perception of life, nurture, and research.

10.3 Know and understand the differences between stress and distress and identify ways to deal with stress.

10.4 Know and understand child abuse and give characteristics of it which reflect on physical and psychological aspects.

10.5 Identify public and private agencies whose mission it is to assist children/adolescents in need.

**Activities/Assignments:** Candidates will:

10.1 Participate in small group activities
10.2 Participate in group presentations
10.3 Reflect on and participate in class lecture/discussion

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10.4 Participate in role playing activities.
10.5 Review of professional journal articles

Competency #11: Use educational technology as an instructional management tool.

Learning Outcomes: Candidates will:
11.1 Identify and use online research search engines as a means of gaining information relating to the material covered in this course.

Activities/Assignments: Candidates will:
11.1 Complete both written and oral assignments using research done both online and at the library.

Competency #12: Understand and maintain standards of professional conduct guided by legal and ethical principles.

Learning Outcomes: Candidates will:
12.1 Know and understand child abuse and give characteristics of it which reflect physical and psychological aspects.
12.2 Demonstrate professional behavior during class discussions and while completing outside assignments.

Activities/Assignments: Candidates will:
12.1 Participate in role playing activities.
12.2 Complete a case study of a child between the ages of ten and 14 focusing on information that is relevant to the child’s physical, intellectual, emotional and social development and well being.

Competency #13: Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

Learning Outcomes: Candidates will:
13.1 Know, understand, and use knowledge of ways in which to interact in a positive, resourceful and productive manner with classmates, colleagues and associates.
13.2 Demonstrate knowledge of the importance of generating enthusiasm, vigor, strength, and fairness, concern for others and a sense of humor in daily professional life and practice.

Activities/Assignments: Candidates will:
13.1 Interact in class with colleagues while displaying a positive, resourceful and productive demeanor.
13.2 Interact in class with colleagues while demonstrating enthusiasm, vigor, strength, fairness, a concern for others, and a sense of humor.

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). Big School, Small School. (p. 202).

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

IV. STRUCTURED EXTERNAL ASSIGNMENT

The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard. A scoring rubric will be used to assess the candidate’s understanding of this competency based on the specific knowledge components of PC# 2. Prepare a case study of a student in a secondary grade which includes an evaluation of the child and recommendations that will assist in promoting academic success.

The following information should be included in your case study:

1. Background information about the child. Include the child’s age, familial information, and anything else that you think may be relevant (based on our discussions in class) to understanding the child. Do not give the child’s full name (respect the confidentiality of the child and his/her family).
2. Setting of observation – please describe each situation in which you observed the child.

3. A thorough description of the child’s physical, intellectual, emotional and social characteristics. Make sure that the information you include is relevant in terms of describing the child developmentally.

4. A report of any assessment date collected as part of your observations of the child.

5. What stages of the lifespan is the child in, in each of the four areas mentioned above? What stages would Piaget and Erikson place the child in? How did you reach these conclusions? Give specific examples from your assessment data that led to the conclusions you came to.

6. What do you expect to see from this child physically, intellectually, emotionally, and socially now and in the near future.

7. As an educator, what course of action would you take with this child in your classroom and what would you recommend to the child’s parents based on your observations and conclusions.

Specific details will be presented in class.
STRUCTURED EXTERNAL ASSIGNMENT

COURSE: MEE 7631  
TITLE: Child Growth and Development

PROGRAM COMPETENCY 2: Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

GRADUATION COMPETENCY 1.2 Research, prepare, and deliver professional presentations; 3.1: Effectively apply appropriate processes of inquiry

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 1: Programs are knowledge-based; 7 Programs are standards-driven

DELAWARE PROFESSIONAL TEACHING STANDARD 1: The teacher understands the core concepts and structures of the discipline and creates learning experiences that make the content meaningful to the student

NCATE STANDARD 1: Candidate knowledge, skills, and dispositions

ACEI STANDARD 1: Development, Learning, and Motivation

STRUCTURED EXTERNAL ASSIGNMENT: Teacher candidates will prepare a case study of a student in a secondary grade which includes an evaluation of the child and recommendations that will assist in promoting academic success.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>MINIMAL 2 POINTS</th>
<th>EMERGING 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
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<tbody>
<tr>
<td>2.1 Understanding of how students acquired or constructed knowledge and developed habits of the mind</td>
<td>- The candidate demonstrated a very limited level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing less than two examples of how knowledge is acquired or</td>
<td>- The candidate demonstrated a very limited level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing two examples of how knowledge is acquired or</td>
<td>- The candidate demonstrated an acceptable level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing three examples of how knowledge is acquired or</td>
<td>- The candidate demonstrated a skillful level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing four examples of how knowledge is acquired or</td>
<td>- The candidate demonstrated a very high level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing five examples of how knowledge is acquired or</td>
</tr>
<tr>
<td>2.2 Understanding of Human Development</td>
<td>The candidate demonstrated little or no understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing less than two examples.</td>
<td>The candidate demonstrated a marginal level of understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing two examples.</td>
<td>The candidate demonstrated a reasonable level of understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing three examples.</td>
<td>The candidate demonstrated a high quality of understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing four examples.</td>
<td>The candidate demonstrated an exceptional understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing five examples.</td>
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<td>2.3 Understanding of the interaction between student development and learning</td>
<td>The candidate provided less than two examples of the interaction between student development and learning.</td>
<td>The candidate provided two examples of the interaction between student development and learning.</td>
<td>The candidate provided three examples of the interaction between student development and learning.</td>
<td>The candidate provided four examples of the interaction between student development and learning.</td>
<td>The candidate provided five examples of the interaction between student development and learning (i.e., having to break down large concepts into a series of smaller ones, etc.).</td>
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**AVERAGE SCORE =**

**WEIGHT FACTOR =**

**TOTAL POINTS =**
# DELAWARE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>#1 – Content Knowledge</td>
<td>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</td>
</tr>
<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
</tr>
<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
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<tr>
<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
</tr>
<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
</tr>
<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
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<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
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<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
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<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</td>
</tr>
<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
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<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
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</tbody>
</table>
IDEA Objectives: E=3
I=2, 4

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Activities/Assignments may vary due to edition changes and/or Adjunct Faculty preferences.

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