



**Professional Education Unit – College of Education
Department of Foundational & Graduate Studies in Education**

Adolescent Development

EDF 611 (All Sections) ONLINE

Fall Term 2011 [August 22, 2011 – December 16, 2011]

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EMAIL is BEST for contacting me. I check email usually twice per day minimum.

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[I spend little time in my office, so if you choose to call, leave a message with your name, time and date, and question / issue, **then send an email.**]

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[Please use only in case of emergency and during daytime hours between 9:00 AM – 5:00 PM, Monday – Saturday (If I do not answer, leave message with your name, time and date, and question / issue), then send an email]

Course Description:

EDF 611: Adolescent Development. (3-0-3); I, II.

Prerequisite: Admission to Graduate School

A concentrated examination of cognitive, physical, social, moral, and emotional development of early and late adolescence. Effective learning and teaching strategies for adolescents are emphasized.

Required Field Experience Hours: 0

Conceptual Framework Theme:

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes (SLO's):

Upon completion of this course, the candidate will be able to:

- 1) **demonstrate** a conceptual understanding of the major issues regarding adolescent development in each of developmental domain (i.e., physical, cognitive, psychosocial); the relationships and issues among these domains with regard to adolescent development; and how these issues are manifested in the ecological contexts of peer groups, families, school, work and leisure, as well as that of the broader community and society.
- 2) **demonstrate** knowledge about the major theoretical perspectives, developmental concepts and constructs used in the organization, and interpretation of issues and research data regarding adolescence.
- 3) **explain** the processes of typical adolescent development and **identify** developmental trends associated with such.
- 4) **identify** the atypical adolescent development and **explain** developmental outcomes associated with atypical development.
- 5) **articulate** the relationship between student diversity (i.e. SES, race, ethnicity, ability, gender, sexual orientation, etc.), individual student development, and the culturally responsive dispositions needed by helping professionals (teachers, nurses, child-care providers, etc.) working with diverse learners in American society;

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's:

| EDF 611 Adolescent Development | | | | | |
|----------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------|--------------|
| Aligned with Assessment (percentage of grade) | Kentucky Teacher Standards (KYS) | Kentucky Core Academic Standards (KCAS) | Education Professional Standards Board (EPSB) | National Middle School Association (NMSA) | NCATE |
| Summative Self-Reflection Paper (13%) CFO: 1, 3, 4 SLO: 1,2,3,5 | 1,2,3,7,9,10 | n/a | Diversity, assessment, literacy, achievement gap, technology | 1,2,5,6,7 | 1, 4 |
| Plagiarism Tutorial and Module Quizzes (22%) CFO: 1 SLO: 1,2,4 | 1 | n/a | technology | 1 | 1 |
| Weekly Formative Discussion Forums Participation (20%) CFO: 1,3,4 SLO: 1,2,3,5 | 1,2,3,7,9,10 | n/a | Diversity, assessment, literacy, achievement gap, technology | 1,2,5,6,7 | 1,4 |
| Topic Focused Summative Discussion Forums Participation (25%) CFO: 1,3,4 SLO: 1,2,3,5 | 1,2,3,7,9,10 | n/a | Diversity, assessment, literacy, achievement gap, technology | 1,2,5,6,7 | 1,4 |
| Exams (20%) CFO: 1 SLO: 1,2,4 | 1 | n/a | technology | 1 | 1 |

Assignment Descriptions:

| EDF 611 Adolescent Development | |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment (percentage of grade) | Description |
| <p>Plagiarism Tutorial and Module Quizzes (27%)</p> <p>[PT =2%] [Module Quizzes = 25%]</p> | <p>As a prerequisite to beginning the assignments / discussions, all students must complete an on-line tutorial identifying plagiarism at the following web site:</p> <p>http://www.indiana.edu/~istd/</p> <p>Also, complete and submit, via email, a copy of p. 21 of the SYLLABUS, once you have read the syllabus COMPLETELY. You are responsible for reading and complying with all requirements and protocols contained therein.</p> <p>There will be a quiz for each of thirteen (13) of the content modules (See Course Calendar in Syllabus). Each will consist of 30-35 multiple choice items. Each quiz will be available as indicated (See Course Calendar) for each module. The 'multiple attempts' / mastery option (i.e., 'repeated attempts') is in effect. You may take the quiz up to three (3) times during the time duration specified. The score is recorded in the BlackBoard Gradebook. {See additional information on each of these below, and on the BlackBoard site for your respective section of the course.}</p> |
| <p>Topic-focused Summative Discussions (n=3) Participation (21%)</p> | <p>Three (3) times during the semester (see Course Calendar in the Syllabus), the instructor will present a prompt regarding specific issues or problems for <i>extended (usually two weeks)</i>, in-depth, active and engaging discussion. STUDENTS SHOULD CONSIDER THESE TO BE FORMAL PAPERS (Think 'Term Paper') THAT ARE PRESENTED FOR DISCUSSION BY MEMBERS OF THE CLASS. These submissions should demonstrate the students' understanding of the subject /topic, and also their understanding and implementation of Professional Writing practices (e.g., formal grammar and syntax, paragraph construction, etc....much like what would be required in a TERM PAPER. This includes references other than the texts. These discussions will pertain to the content and issues considered in course materials, including the readings and the weekly formative discussions to that point in the term, particularly the Larson et al text. (SEE Course</p> |

| | |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Calendar). Students are required to address the issues/ questions / problems presented in a critical and analytical manner, demonstrating their mastery of the concepts and issues regarding adolescent development that have been discussed to that point. The general theme will be adolescent preparation for adult status attainment respective of socio-political and cultural ascriptions (See Larson et al. text). The instructor will assign points for the quality of engagement AND participation of each student. (See the Discussion Board Scoring Rubric in the Syllabus). These points will be based upon the instructor’s evaluation of student contributions / postings relative to the rubric provided. Students are expected to be fully informed with regard to the reading assignments and prepared to make meaningful, critical, and insightful contributions to the discussions. {See additional information below, and on the BlackBoard site for your respective section of the course.}</p> |
| <p>Weekly Formative Discussions (n=16) Participation (20%)</p> | <p>Note: The weekly formative discussions are intended to loosely mimic what would occur each week if the course were presented face-to face. These Discussions should be considered as being informal, yet structured, and pertinent to the topic readings assigned for that week / module. They are intended to allow students a loosely-focused venue for discussing, with their co-learners and the instructor, the materials presented in each of the content Modules (n=16). The instructor will pose a question for each forum, but the general tenor of these weekly exercises is an open discussion regarding the module readings. The instructor will assign points for the quality of engagement AND participation of each student in the weekly online “blog “(The Discussion Board Scoring Rubric in the Syllabus functions as a guide for these discussion forums, but will be loosely applied given the nature of the discussions.). These points will be based upon the instructor’s general evaluation of student contributions / postings relative to the rubric provided. Students are expected to be fully informed with regard to the reading assignments and prepared to make meaningful, critical, and insightful contributions to the discussions. {See additional information below, and on the BlackBoard site for your respective section of the course.}</p> |

| | |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summative Self-Reflection Paper (12%) | Specific requirements / parameters / questions for the assignment are posted to the BlackBoard {See additional information below, and on the BlackBoard site for your respective section of the course.} |
| Exams (20%) Summative [Mid-Term = 10%] [Final = 10%] | There will be two (2) summative exams – the mid-term, and the final. Items are designed to assess the candidate’s knowledge and application of terms, concepts, and constructs relevant to adolescent development as presented in the text, readings, and discussion forums. |

Textbook / Resource Information:

REQUIRED:

Steinberg, L. D. (2011). *Adolescence* (9th ed.). New York: McGraw-Hill.

Larson, R. W., Brown, B. B., & Mortimer, J. T. (Eds.) (2002). *Adolescent’s preparation for the future: Perils and promise*. Ann Arbor, MI: The Society for Research on Adolescence.

{A digital version of this text is available via the External Links tab on BlackBoard.}

Additional readings will be made available through Internet / Web Links provided through the **BlackBoard** delivery system set up for the course (see Course Schedule / Timeline).

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe
<<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

HIGHLY SUGGESTED:

1. A recent Human Growth and Development text:

If you have not previously had a course in human development or child development, either as an undergraduate or graduate student, or if it has been some time since this has occurred, consider ‘picking up’ such a text [e.g., a used or an older edition, since 2006....any reputable author (e.g., Santrock, Steinberg, Berk) for background readings that will help you to review and refresh your understanding of the basic foundational theories and concepts of the field of human development. Some sources on the INTERNET may also suffice for this as well, but **stay away from Wiki’s**.....literally anyone can ‘add’ to these, and they are typically not reviewed for accuracy and validity of information....sometimes, entries are down-right false!!

Optional:

2. APA Publication Manual

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

(Note: The 6th edition of the Publication manual of the American Psychological Association was released in July, 2009 and was revised late Fall 2009) It is not required that you purchase for this course. However you will likely need it for future courses in your programs (e.g., EDF 600), and **you will be expected to follow the basic tenants and format (e.g., citations and referencing of resources) for the assignments in this course.** (See note below regarding students as self-directed learners.)

Evaluation / Grading System:

- I. Plagiarism Prevention Program (see link below and/or External Links tab on BlackBoard) and Student Accountability Form (see page 21 of Syllabus) (5 pts) [Weight = 2.0%]

[Assignment completion due by Monday, September 5, 2011: 11:55 PM]

As a prerequisite to beginning the assignments, all students must complete an on-line tutorial identifying plagiarism at the following web site:

<http://www.indiana.edu/~istd/>

Completing the on-line quiz with 100% will allow you to print out a certificate of accomplishment. No further assignments will be accepted until this is received by the instructor. The receipt of the certificate is evidence that candidates are familiar with what constitutes plagiarism in academic writing and will use such knowledge in the construction of their assignments for this and other courses. The accountability form acknowledges that you have read the syllabus and agree to abide by the parameters and requirements therein. Once you have successfully completed the plagiarism test, copy the certificate to a Word file (.doc), fill in the blanks on the certificate, electronically sign your name (type in your name)

and attach a copy to an email to the instructor. Do the same for the Student Accountability form.

[This will be the ONLY assignment students are to submit via email to the instructor during the semester]

Students MUST complete the tutorial.

NO OTHER ASSIGNMENTS (e.g., Postings to Discussion Forums; Topic Paper) WILL BE ACCEPTED until confirmation of the completion of the tutorial and accountability form is received by the instructor as directed above.

II. Weekly Discussion Participation (Formative) (320 pts) [Course Weight = 20%]

[16 Discussion Board Forums X 20 points each= 320 pts possible]

The weekly formative discussions are intended to loosely mimic what would occur each week if the course were presented face-to face. These discussions are intended to allow students a loosely-focused venue for discussing, with their co-learners and the instructor, their learning experiences. The instructor will pose a question for each forum, but the general tenor of these weekly exercises will be a relatively open discussion regarding what they have learned from the module readings for the given topic week, and what questions they may have about the material. The instructor will assign points for the quantity and quality of participation of each student in the weekly online formative discussions ([The Discussion Board Scoring Rubric](#) under Course Documents tab, also in the Syllabus, functions as a guide for these discussion forums, but it will be loosely applied given the informal nature of the discussions). **Points earned will be based upon the instructor's assessment of the quality and thoughtfulness (i.e., quality) of a student's contributions. Students are expected to be fully informed with regard to the reading assignments and ready to make meaningful and insightful contributions to the discussions.**

A student's first posting should address the question presented for the forum in such a manner that demonstrates that the student has read the assignments / readings and has reflected upon the question in a thoughtful and scholarly manner. A student's first / initial posting is to be entered as a new thread on the discussion forum. **These contributions are to be posted as directed in the Course Calendar / Schedule. This gives the instructor and members of the group sufficient opportunity / time to respond appropriately, to offer commentary or additional questions, such that a collegial and collaborative discussion of the topic will be attained and maintained. One posting is generally insufficient to satisfy the aforementioned requirement).**

A student's second posting to the forum is ALSO to be responsive, contemplative, and engaging contributions to the DISCUSSION / conversation.

The instructor will monitor and participate in discussion forums (e.g., infusion of commentary) as needed. The instructor will monitor discussion board postings. It is imperative that students AT MINIMUM, READ ALL of the initial postings submitted by their peers and respond to the submissions of at least one of their group members, or to the gist of the conversation. Therefore, students will need to review the discussion board postings FREQUENTLY so that EVERYONE remains engaged as an ACTIVE participant in the discussions (See Criterion # 3 of

Discussion Board Grading Rubric). Discussions, by definition, require multiple inputs / contributions from each participant.

The following are examples are of inappropriate / insufficient responses and would not garner quality points for the discussion forum:

"Atta boy/girl." "Wha,Wha,Wha!" "OK." (or 'o-be, k-be')
 Duh! "That's just wrong!" "Good point!" "Loser!" "Bad form."

**Late postings to discussion forums will not be considered for grade.
 Consistent posting each week is the key....procrastination is the enemy!**

III. Focused-Topic Discussion Forums [Summative] [Weight = 21 %]

Three (3) times during the semester (see [Course Calendar in the Syllabus](#)), the instructor will present a formal writing prompt regarding specific issues or problems for extended (usually two weeks), in-depth, active and engaging discussion. **STUDENTS SHOULD CONSIDER THESE TO BE FORMAL WRITING ASSIGNMENTS THAT ARE PRESENTED FOR DISCUSSION BY MEMBERS OF THE CLASS.** These submissions should demonstrate the students' understanding of the subject /topic, and also their understanding and implementation of Professional Writing practices (e.g., formal grammar and syntax, paragraph construction, etc....much like what would be required in a **FORMAL TERM PAPER**. These discussions pertain to the content and issues considered in course materials, including the readings and the weekly formative discussions, to that point in the term, particularly to the Larson et al text. ([SEE Course Calendar](#)). Students are required to address the issues/ questions / problems presented in a critical and analytical manner, demonstrating their mastery of the concepts and issues regarding adolescent development that have been discussed to that point. The general theme will be adolescent preparation for adult status attainment respective of socio-political and cultural ascriptions (See Larson et al. text). The instructor will assign points for the **quality of engagement AND participation** of each student. ([See the Discussion Board Scoring Rubric](#) under [Course Documents](#), and the [Syllabus](#)). These points will be based upon the instructor's evaluation of student contributions / postings relative to the rubric provided. Students are expected to be fully informed with regard to the reading assignments and prepared to make meaningful, critical, and insightful contributions to the discussions.

{See additional information below, and on the BlackBoard site for your respective section of the course.}

Late postings to discussion forums will not be considered for grade.

IV. Module Quizzes [Formative] [Weight = 25 %]

[13 Quizzes X (pts vary) = 260 points possible]

There will be a quiz for each of thirteen (13) of the content modules (See [Course Calendar](#)). Each will consist of 20-30 (approximately) multiple choice items. Each quiz will be available as indicated (See [Course Calendar](#)) for each module. The 'multiple attempts' / mastery option (i.e., 'repeated attempts') is in effect. You may

take the quiz **up to three (3)** during the time duration specified. The score attained on your most recent attempt is recorded in the BlackBoard Gradebook.

"Missed" Quizzes may not be 'made up'!

VI. Self-Reflection Topic Paper [Summative] (20 pts) [Weight = 12%]

Specific descriptive information regarding this assignment will be posted on the BlackBoard under the Assignments tab later in the semester.

Students will write a self-reflective paper, describing their learning experiences during this course, how these have affected their understanding of adolescent development, and how this will affect their teaching and learning practice (see [Course Schedule / Calendar](#)). The paper is to be a **minimum of 6 (six) maximum of eight (8) pages, double-spaced, 12 pt. font, Times Roman, 1 inch margins, header information on first page as previously directed (per the Written Work Policy)**. Specific requirements / parameters / questions of each assignment will be posted to the *BlackBoard* under the **Assignments** tab. **APA style is to be used for citations and references.**

The assignment is due Monday, December 5, 2011, 11:55 PM

Assignments submitted late, past the due date published above, will receive a two (2) points per calendar day reduction in grade.

VII. Examinations [Summative] [Weight = 20 %]

(See [Course Timeline / Schedule](#))

Mid-Term [Weight = 10 %]

Modules 1 – 7

Available Monday, October 10, 2011, 12:05 AM

Completion by Sunday, October 16, 2011, 11:55 PM

Specific information and instructions for completion of the exam will be presented as the time for the exam approaches.

Final [Weight = 10%]

(See [Course Timeline / Schedule](#))

Modules 8 – 15

Available Monday, December 12, 2011, 12:05 AM

Completion by Friday, December 16, 2011, 11:55 PM

Specific information and instructions for completion of the exam will be presented as the time for the exam approaches.

"Missed Exams may not be "made-up"!"

Final Grade Assignment:

Per Weighted Total Percentage Points by Category or Assignment:

| <u>Assignment</u> | <u>Weighted Percentage</u> | <u>Scale</u> |
|---------------------------|----------------------------|----------------------------|
| Plagiarism Tutorial | 2.0% | 5 pts |
| Discussion Participation | | |
| Weekly (Formative) | 20.0% | 320 pts (16 X 20 pts each) |
| Discussion Participation | 21.0% | 60 pts (3 X 20 pts each) |
| Topic-focused (Summative) | | |
| Self-Reflection Paper | 12.0% | 20 pts |
| Mid-Term Exam | 10.0% | 50 pts |
| Final Exam | 10.0% | 50 pts |
| Quizzes | 25.0% | 458 pts |
| Total | 100.0% | 963 pts |

Based upon the Weighted Total Percentage accumulated for the term, course grades will be determined as follows:

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
below 59% = E

Attendance / Participation Policies:

The course will be comprised of the following elements to varying degrees: Online lecture [**minimal**, but may be textual, video, or audio, so **make sure you have the appropriate technology capabilities. [See the BlackBoard Homepage]**]; online weekly discussion forums / seminars (n=16); online special topic discussion forums (n=3); formative quizzes (n=13); self-reflection assignment (1); and summative examinations (n=2) [Mid-term and Final (neither is comprehensive)].

This course is fully **ONLINE / INTERNET**. A *BlackBoard* site is established for the purposes of dissemination of information, assignments information, documents, additional readings, external links / additional reading assignment, communication, class discussions, grades, examinations, quizzes, etc. Students will be enrolled automatically on *BlackBoard*. It is the student's responsibility to attain and maintain access to the site **at all times throughout the term**, as well as reliable **email** capabilities. **Your MSU email address is the default for the MSU systems..... use this address for all business with MSU, including this course. ALWAYS include the Course and Section Number of the course in which you are enrolled in the Subject Line of ANY email addressed to**

the instructor. This will facilitate the instructor in responding to your question / issue effectively. It is *HIGHLY SUGGESTED* (actually the technology of today and the sheer size of files, etc. practically DEMANDS) that you use high speed broadband (e.g. DSL, cable) service (much faster and less likelihood of being disconnected or losing data). If you are relying on service through the computer network provided by a **school system, KDE, place of employment, or other source, consult your local technology coordinator to confirm that you are able to access the MSU BlackBoard and email. The KDE and school system services sometimes block email and/or access to web pages (even MSU). On occasion there have been issues regarding the use of **Hotmail or Yahoo** mail. **Use only your MSU supplied email.** It is 'housed' on the MSU server, is secure, and is accessible via the MSU homepage. Your MSU email address is the default for the course, unless YOU change it. **It is advised that you check your MSU email at least once per day.****

IT IS THE STUDENT'S RESPONSIBILITY TO MAINTAIN CONNECTIVITY THROUGHOUT THE TERM

DAILY PARTICIPATION IN COURSE ACTIVITIES IS NECESSARY.

What if the Hokey-Pokey IS what it's all about?

Written Work Policy:

ALL assignments must be typed/word-processed (self-evident in that the course is text-based and online). The Self-Reflection Paper assignment (See specific instructions in ASSIGNMENTS) is the one and only “paper” for this course. These are to be **MS-Word .doc or .rtf files ONLY**. Microsoft Word allows you to choose to save files in a variety of ways...these are the two that are acceptable and somewhat universal at this time.

All assignments are to be checked for grammar, syntax, spelling, etc., **BEFORE** being submitted for grade. **Deductions will be imposed for deviations from conventions for grammar, spelling, lack of or inappropriate references and citations, etc. In other words, proofread your work and correct it BEFORE you submit it.**

All other “assignments” are to be posted as threads to the respective discussion forums.

All assignments are to be submitted by the due date / time published in the [Course Calendar in the Syllabus](#).

Note: *Those of you with Windows Vista or MS Office 2007, and newer versions, make sure you know how to save your documents as .doc or .rtf files. Windows Vista and MSWord 2007 .docx files are not compatible with Windows XP and earlier versions of Windows and Microsoft Office. Assignment submitted in any other format (e.g., .wps) are not acceptable, and will be returned for immediate correction.*

When submitting your assignments as file attachments to the BlackBoard, include your name and assignment identification in the subject area and include your name and the Assignment designation in the file name you wish to attach:

FOR EXAMPLE:

SmithR SRP.rtf = Self-Reflection Paper assignment for Robert Smith and is submitted in rich-text format

The following information **must** be included on the **upper right** corner of the **1st page of the submitted** assignment.

Name:

Course and Section:

Title of Assignment:

Date Submitted:

[No cover page is necessary, but please include page numbers.]

ALWAYS KEEP BACK-UP COPIES OF WORK SUBMITTED!!!!

ASSIGNMENTS ARE TO BE SUBMITTED VIA THE BLACKBOARD ONLY.

Student Responsibilities:

Each student, as a result of being enrolled in this course, agrees to:

- maintain adequate and effective connectivity and communication as directed and required.
- READ THE SYLLABUS in its entirety.
- monitor **DAILY** the BlackBoard Announcements and/or email relevant to the course.
- learning to use the technology essential for participation in the course.
- actively engage in discussion forum leadership and participation as directed and required.
- submit assignments as directed and required.
- complete all of the examinations / quizzes as directed and required.

Ground Rules for Online Communication and Participation:

The instructor assumes that students, as disciplined and self-regulated learners, possess technology skills, communication skills (i.e., reading comprehension, formal writing and standard composition rules) and critical thinking abilities appropriate for effective participation and success in this graduate-level college course.

- ***Technical abilities / hardware / software (See Previous):*** Given that this is a full **ONLINE** course, the instructor assumes that students enrolled in the course have the required skills, hardware, and software capabilities necessary to participate in the course as directed (e.g., use of BlackBoard features, email, attaching files to email, etc.) See the MSU BlackBoard tutorials for instruction and information.
- ***General email:*** Students should use email for private messages to the instructor or other students. **When sending email to the instructor, you must identify yourself fully in the subject line by giving your name, the course number and section in which you are enrolled, and the subject of the message.** System changes DEMAND that **USE THE MSU EMAIL ADDRESS assigned to you by MSU (get used to doing so)**. It is more secure and accessible.
- ***Submissions / Postings to Online threaded discussion forums*** are **public messages** and all writings in this area will be viewable by the entire class or assigned group members. Observe appropriate rules of Netiquette.
- ***Assignment Grading / Feedback:*** The instructor will endeavor to complete the review / assessment and evaluation of student assignments within 10 working days of due date as directed. Feedback to students will be provided through BlackBoard.
- ***Observation of “Netiquette”:*** All online communications (e.g., discussion board postings, emails, etc.) need to be composed with accuracy, fairness, honesty, caring, and tact. Spelling, grammar, and capitalization are very important facets of **ALL** communication, particularly in an **ONLINE**

course. **What you ‘put into’ an online course reflects your level of, COMMITMENT, courtesy and professionalism.**

- **Check the Announcements, Syllabus, and Course Schedule / Timeline BEFORE you ask general course “housekeeping” questions via email. It is HIGHLY SUGGESTED YOU DO THIS FREQUENTLY, once per day at minimum.** You may also use the **General Discussion Forum** to ask / respond / comment on such issues or questions.
- ***Instructor Email Response Policy:*** The instructor will check email frequently (usually twice per day if possible...sometimes, it is not possible) and will respond in an appropriate and timely fashion. **If you have questions regarding the 'mechanics' and 'protocol' for the course, consult the Course Syllabus, Course Schedule and Timeline, Announcements (posted on the BlackBoard), or the General Discussion Forum first. Usually, you will find the answer from these sources.**

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Course Calendar / Planned Schedule & Timeline:

**EDF 611: Adolescent Development [ALL Sections]
FALL Term 2011**

[ALL SECTIONS ONLINE (via BlackBoard)]

| Week / Dates | Topic (Readings and Discussion Board Forum) | Readings | Assignments (See Syllabus) |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 08/22 thru 08/28 | Introduction: See Syllabus {Formative Discussion Forum OPENS Tuesday, 08/23 @ 11:55AM} 1 st post due by Thursday, 08/25@ 11:55AM | Syllabus & Course Information View External Link Video "Country Boys" | |
| Week 2 08/29 thru 09/04 | Module 1: Conceptualizations {Formative Discussion Forum OPENS Tuesday, 08/30@ 11:55 AM} 1 st post due by Thursday, 09/01 @ 11:55AM | Steinberg Text (pp. 4-20) Additional Readings: Module 1 [By end of Week 4 read Larson, et al. (pp. v-viii, and pp. 1-31, and pp. 149- 158)] | Plagiarism Tutorial & Student Accountability form Due by Monday 09/05 @ 11:55 PM |
| Week 3 09/05 thru 09/11 | Module 2: Biological Transitions {Formative Discussion Forum OPENS Tuesday, 09/06@ 11:55 AM} 1 st post due by Thursday, 09/08@ 11:55AM | Steinberg, Chap.1 Additional Readings: Module 2 View External Link Video "The Teen Brain" [By end of Week 4 read Larson, et al. (pp. v-viii, and pp. 1-31, and pp. 149- 158)] | Plagiarism Tutorial & Student Accountability from Due by Monday 09/05 @ 11:55 PM Formative Quiz Module 2: DUE by Sunday, 09/11 @ 11:55 PM |
| Week 4 09/12 thru 09/18 | Module 3: Cognitive Transitions {Formative Discussion Forum OPENS Tuesday, 09/13 @ 11:55 AM} 1 st post due by Thursday, 09/15@ 11:55AM | Steinberg, Chap.2 Additional Readings: Module 3 [By end of Week 4 read Larson, et al. (pp. v-viii, and pp. 1-31, and pp. 149- 158)] | Formative Quiz Module 3: DUE by Sunday, 09/18 @ 11: 55 PM |

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| <p>Week 5</p> <p>09/19 thru 09/25</p> | <p>Module 4: Social Transitions {Formative Discussion Forum OPENS Tuesday, 09/20@ 11:55AM} 1st post due by Thursday, 09/22 11:55 AM</p> <p>Summative Discussion Forum # 1 Opens / Begins 09/19 @ 11:55 AM.</p> | <p>Steinberg, Chap.3</p> <p>Additional Readings: Module 4</p> <p>[By end of Week 4 read Larson, et al. (pp. v-viii, and pp. 1-31, and pp. 149- 158)]</p> | <p>Formative Quiz Module 4: DUE by Sunday, 09/25 @ 11: 55 PM</p> |
| <p>Week 6</p> <p>09/26 thru 10/02</p> | <p>Module 5: Families {Formative Discussion Forum OPENS Tuesday, 09/27 @ 11:55 AM} 1st post due by Thursday, 09/29 11:55 AM</p> <p>Summative Discussion Forum # 1 Closes / Ends 10/02 @ 11:55PM</p> | <p>Steinberg, Chap. 4</p> <p>Additional Readings: Module 5</p> <p>[By end of Week 9 read Larson, et al. pp. 31-68 and pp. 99-120.]</p> | <p>Formative Quiz Module 5: DUE by Sunday, 10/02 @ 11: 55PM</p> |
| <p>Week 7</p> <p>10/03 thru 10/09</p> | <p>Module 6: Peer Groups {Formative Discussion Forum OPENS Tuesday, 10/04 @ 11:55 AM} 1st post due Thursday, 10/06 11:55AM</p> | <p>Steinberg, Chap. 5</p> <p>Additional Readings: Module 6</p> <p>[By end of Week 9 read Larson, et al. pp. 31-68 and pp. 99-120.]</p> | <p>Formative Quiz Module 6: DUE by Sunday, 010/09@ 11: 55 PM</p> <p>Summative: MID-TERM Exam (Modules 1 - 7) Opens 10/10 @ 12:05AM DUE by Sunday, 10/16 @ 11:55PM</p> |
| <p>Week 8</p> <p>10/10 thru 10/16</p> | <p>Module 7: Schools {Formative Discussion Forum OPENS Tuesday, 10/11@ 11:55 AM} 1st post due Thursday, 10/13 11:55AM</p> | <p>Steinberg, Chap. 6</p> <p>Additional Readings: Module 7</p> <p>[By end of Week 9 read Larson, et al. pp. 31-68 and pp. 99-120]</p> | <p>Formative Quiz Module 7: DUE by Sunday, 10/16 @ 11:55 PM</p> <p>REMINDER: MID-TERM Exam DUE by Sunday, 10/16 @ 11:55PM</p> |

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| Week 9 10/17 thru 10/23 | Module 8: Work, Leisure, and the Mass Media {Formative Discussion Forum OPENS Tuesday, 10/18@ 11:55 AM} 1 st post due Thursday, 10/20 11:55AM | Steinberg, Chap. 7 Additional Readings: Module 8 [By end of Week 9 read Larson, et al. pp. 31-68 and pp. 99-120] | Formative Quiz Module 8: DUE by Sunday, 10/23 @11:55 PM |
| Week 10 10/24 thru 10/30 | Module 9: Identity {Formative Discussion Forum OPENS Tuesday, 10/25 @ 11:55 AM} 1 st post due Thursday, 10/27 11:55 AM Summative Discussion # 2 Opens / Begins 10/24 @ 11:55 AM. | Steinberg, Chap. 8 Additional Readings: Module 9 | Formative Quiz Module 9: DUE by Sunday, 10/30@11:55 PM |
| Week 11 10/31 thru 11/06 | Module 10: Achievement {Formative Discussion Forum OPENS Tuesday, 11/01 @ 11:55 AM} 1 st post due Thursday, 11/03 11:55AM Summative Discussion # 2. Closes / Ends , 11/06 @ 11:55 PM | Steinberg, Chap. 12 Additional Readings: Module 10 | Formative Quiz Module 10: DUE by Sunday, 11/06 @11:55 PM |
| Week 12 11/07 thru 11/13 | Module 11: Autonomy {Formative Discussion Forum OPENS Tuesday, 11/08 @ 11:55AM} 1 st post due Thursday, 11/10 11:55AM | Steinberg, Chap. 9 Additional Readings: Module 11 [By end of Week 14 read Larson, et al. pp. 69-98 and pp. 159-166] | Formative Quiz Module 11: DUE by Sunday, 11/13 @11:55 PM |
| Week 13 11/14 thru 11/20 | Module 12: Intimacy {Formative Discussion Forum OPENS Tuesday, 11/15 @ 11:55 AM} 1 st post due Thursday, 11/17 11:55AM | Steinberg, Chap. 10 Additional Readings: Module 12 [By end of Week 14 read Larson, et al. pp. 69-98 and pp. 159-166] | Formative Quiz Module 12: DUE by Sunday, 11/20 @11:55 PM |
| Week 14 11/21 Thru 11/27 | Module 13: Gender {Formative Discussion Forum OPENS Tuesday, 11/22 @ 11:55AM} 1 st post due Thursday, 11/24 11:55AM | Additional Readings: Module 13 (no reading assignments from course texts) [By end of Week 14 read Larson, et al. pp. 69-98 and pp. 159-166] | No Quiz Reminder: Summative Self-Reflection Paper Due by 11:55 PM, 12/05 |

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| Week 15 11/28 thru 12/04 | Module 14: Sexuality {Formative Discussion Forum OPENS Tuesday, 11/29 @ 11:55 AM} 1 st post due Thursday, 12/01 11:55PM Summative Discussion # 3 Opens / Begins 11/28 @ 11:55 AM | Steinberg, Chap. 11 Additional Readings: Module 14 | Formative Quiz Module 14: DUE by Sunday, 12/04 @11:55 PM Reminder Summative Self-Reflection Paper Due by 11:55 PM, 12/05 |
| Week 16 12/05 thru 12/11 | Module 15: Psychosocial Problems {Formative Discussion Forum OPENS Tuesday, 12/06 @ 11:55 AM} 1 st post due Thursday, 12/08 11:55PM Summative Discussion # 3 Closes / Ends, 12/11 @ 11:55 PM | Steinberg, Chap. 13 Additional Readings: Module 15 | Reminder: Summative Final Exam (Modules 8 - 15) Opens Monday, 12/12 @ 12:05AM MUST BE COMPLETED by Friday, 12/16 @ 4:30 PM |
| Week 17 12/12 thru 12/16 | Module 16: Epilogue / Final {Discussion Forum OPENS Monday, 12/12 @ 11:55 AM } Final post due by Friday, 12/16 4:30 PM | | Summative Final Exam (Modules 8 - 15) Opens Monday, 12/12 @ 12:05AM MUST BE COMPLETED by Friday, 12/16 @ 4:30 PM |

FALL TERM 2011 ENDS Friday, 12/16, at 4:30 PM

EDF 611 Scoring Rubric for Blackboard Discussion Forums (20 point)

| | Criterion | Superior – 5 points | Strong – 4 points | Adequate – 3 points | Weak – 1-2 points |
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| 1 | Shares relevant resources and experiences <i>5 points possible</i> | Offers clear and detailed descriptions of relevant resources and experiences appropriate to the topic/questions presented for discussion. Provides accurate and appropriate citations, if warranted. | Shares relevant resources and experiences appropriate to the topic/questions presented for discussion. | Shares resources and experiences. Lacks clarity or depth of thought. Addresses question(s) or issue(s) at a minimal level. | Postings lack clarity and relevance. Does not acknowledge source(s) of information. |
| 2 | Mechanics of discussion <i>5 points possible</i> | Consistently applies appropriate composition standards. Grammar is accurate, posting flows logically and is easy to read. | Presents ideas in a logical sequence with attention to composition standards. Grammar is accurate, but there may be issues with ease of readability. | Disorganized or fragmented message content with little adherence to composition standards. Discussion may address only the minimum standards. | One or more items presented for discussion is not addressed. The level of communication is minimal. May contain serious or distracting errors in spelling or grammar. |
| 3 | Builds positive relationships and community <i>5 points possible</i> | Offers meaningful, encouraging feedback to others, interjecting specific examples and suggestions to stimulate group discussion. Graciously offers and receives feedback. Employs nonbiased, nonracist, and nonsexist language. | Offers thoughtful comments. Acknowledges value of others' contributions. Offers and receives feedback. Employs nonbiased, nonracist, and nonsexist language. | Includes a basic attempt to build mutually beneficial relationships with peers. Provides non-constructive feedback. | Does not build positive relationships with peers. Messages are discouraging, sarcastic, offensive, or may contain profanity. Does not acknowledge value of others' contributions. |
| 4 | Critically and reflectively examines the issue(s) presented <i>5 points possible</i> | Consistently employs critical and reflective learning strategies while attending to issues of validity, ethics, and objectivity/subjectivity. Stimulates high level critical and reflective thinking in self and others. | Rephrases problems, defers or makes judgment as appropriate, identifies possibilities, seeks clarification, questions assumptions. Stimulates moderate level critical and reflective thinking. | At a minimal level, addresses the issue(s) presented at a critical level. Responses may be too brief to be considered 'fully engaged' in the topic, indicating little reflection. | Does not address the issue(s) presented in a critical manner. May give weak justification for positions, or appear to rely heavily on 'code' words as opposed to being critically engaged. |

Student Verification / Acknowledgement of Syllabus Reading and Accountability

I _____ (student name goes here) _____ do hereby acknowledge that I have read and understand the content contained in ALL sections / segments of this syllabus. I also acknowledge that I am responsible for engaging in the course as described in the syllabus.

Signed on this date, _____, 2011.

Student's signature _____