Collaborate Innovate Educate

XAVIER UNIVERSITY College of Social Sciences, Health, and Education Department of Childhood Education and Literacy
Course Name: EDMC 212– 01 (3 credit hours) Spring Semester

INSTRUCTOR: Don Kuchey II MSW, LISW-S  Day and Time: M 4:30-7:00 PM
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CE & L Dept. Mission Statement:
Xavier University’s Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students’ families and communities.


LEARNING OUTCOMES:
In this course students will:

-Obtain an understanding of the development of adolescents within family, family, and societal contexts. (AMLE 1a)

-Understand and apply adolescent theories and terminology in both the classroom environment and independent study. (AMLE 2a,b)

-Understand relevant health and safety issues that impact adolescent students. (AMLE 1a)

-Understand critical thinking skills to evaluate the scientific validity and relevance of information as a educated consumer.

-Demonstrate an understanding of adolescent risk behaviors, treatments, role of the educator, laws, supports, and resources. (AMLE 5b)

-Relate theoretical concepts to your own experiences and cultural worldview. (AMLE1a)

Demonstrate an understanding of the writing process as it relates to the discipline

Demonstrate the skills needed to complete various assignments effectively using the
STANDARDS:

**Standard 1. Young Adolescent Development**
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

**Standard 2: Middle Level Curriculum**
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 3: Middle Level Philosophy and School Organization**
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**Standard 4: Middle Level Instruction and Assessment**
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 5: Middle Level Professional Roles**
Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

**COURSE REQUIREMENTS:**
The course will require completion of daily in-class activities, homework, quizzes, presentations, research paper, midterm examination, reaction papers, final examination, and a field experience project. Writing will also be an integral part of the course and students will be asked to complete various assignments using the writing process. Students are responsible for all announcements made in class.

Within certain parameters, students will be given a variety of options regarding participation in...
concepts. Due to the content of certain discussions and activities, students are free to decline participation in any specific discussions or particular experiential activities without being penalized. Supplementary work will be provided. Each student will be expected to provide at least 2 presentations to the class in which they will demonstrate a understanding of certain components of the “Nature & Needs of Adolescents.” Specific instructions will be provided accordingly. Finally, attend class prepared by reading assigned chapters and be prepared to engage in class discussions and complete written reactions to various assigned readings. Be an active learner.

This class will be interactive; thus, it is important to be prepared. Lectures may be used to introduce new material, but will be kept to a minimum. Discussion and sharing of one’s opinion will be encouraged. Despite potential differences of opinion, respectful listening and courtesy toward others will be the norm. Because discussions may focus on sensitive issues, it will sometimes be necessary to treat information as confidential information shared by class members, instructors, and invited guests.

Our class time will consist of lectures, discussions, and demonstrations and developing our writing skills. The primary function of lectures is to supplement, not repeat, the required readings. The lectures, therefore, will contain information not provided in the readings; you will be responsible for material presented in class and through class lectures, and you will be tested on both of these materials.

Writing Flagged Course

This course is flagged as a writing core course in the guidelines of Xavier’s core curriculum. As such 30% of your grade will be determined by writing or written assignments related tasks. These assignments will include a research paper, an observation analysis paper and reaction papers. Written assignments are required to meet professional writing standards of spell checking, grammar checking, and organization. There will also be heavy focus on how your papers are organized developed and completed. Therefore, we will be using the writing process (prewriting, drafting, revising, editing) throughout the semester in preparing your papers. Focus will also be on matters of writing style, documentation, format, and research methodology. All written papers must go through the following steps: An outline with meaningful feedback from the instructor, First draft with meaningful feedback, and then the final product. All papers must be meeting the required standard of college level writing. Each student must meet formally with the instructors prior to the final draft. Late papers will receive a 10% penalty.

Assignments

Research Paper: (Writing Flag -25 %)

Select a topic of your choice relating to adolescents development. Write a 15 page doubled-spaced paper with focus on the major concepts, principles, and theories in the current literature that are being discussed within the area of the selected topic. Connections should also be made to how the current literature (theories) may impact your teaching of the young adolescent. The paper must follow APA style with at least 10 references, and must be developed using the following steps. In preparing your paper you must adhere to the following guidelines since we will be adhering to the writing process.

- Decide on your topic (date)
- Prepare a brief outline of the organization of topic. Meaningful feedback will be given by instructor (date)
- Prepare a rough draft of your paper which will be handed in for feedback from the
• Final paper completed for scoring. (date)
Completion of each stage must be agreed on by the instructor before students can move to the next step. 
The process of writing this paper will be covered clearly and explicitly in class. We will follow the writing process (writing, reviewing, re-writing) as well as peer and instructor review. Each student will formally meet with instructor during each stage prior to presenting final copy.

Field Observation Experience (Writing Flag 5%)
You will visit and observe a middle school classroom selected by the instructor for a total of 5 hours prior to the end of the semester. The purpose of the assignment is to facilitate the application of acquired knowledge to adolescents in a classroom setting. You may focus on any topic relevant to adolescents. For example during your field observation you witness several students bullying another student. Your topic could be “Interventions for Decreasing Bullying Behaviors”. Or during your field observation you witness teacher applying behavior modification techniques. Your topic could be “Positive Effects of Successful Behavior Modification”.

Directions:
1. Observe a middle school classroom for a minimum of 3 hours. (Must provide signed documentation).
2. Identify a problem or process relevant to adolescents.
3. Write a 5 page doubled-spaced paper that included a literature review including citations along with an applied analysis of your observations. The organization and development of paper will follow the same format as mentioned above.
4. Prepare/present a 20-minute presentation to your classmates regarding of your findings. You must provide a summary handout for fellow classmates. Please e-mail copy to instructor.

Reactions Papers.
During the semester you will be required to complete 5 short reactions papers to selected assigned readings. The first part of the paper should be a brief summary of the reading and then give your reactions to the various concepts, theories etc. being discussed as they relate to teaching of the young adolescent. Your paper should be 1 1/2 pages and doubled-spaced.

Please keep current with your assigned readings. The examinations will be based on the assigned readings as well as an emphasis on material discussed in class as well as your understanding of independent research of relevant topics and issues.

Instructional Methods:
Lecture & Class Discussions
(Writing process)
In Class Problem Solving
Examinations
Quizzes
Homework
Experiential Role-Plays
Presentations

GRADING SCALE:
The Midterm & Final Examinations will make up 35% of your final grade. Your field experience presentations and research paper represent 30% of your final grade. Class assignments, chapter presentations, quizzes and homework represent the remaining 35% of
semester. Please see the following below:

Exams: A midterm and final exam. Questions may be comprised of multiple choice, true/false, matching, short answer, and essay.

Other Class Assignments:
Attendance, class participation, assignments, homework, chapter presentations and quizzes represent 35% of your total grade. These assignments will include reflections, discussions, quizzes, case studies, and chapter presentations. Chapter presentations will include each student choosing a relevant subject discussed in one of the assigned chapters and providing a Fifteen-minute presentation to the class in which they will address how their topic may have practical applications for understanding adolescents. Grading will be based on preparation, content and real life implications of the presentations. There are no make-ups for any missed class assignments. However, the lowest class assignment score will be dropped.
Grading Criteria:
The following definitions will be applied in rewarding grades for assignments:

A- to A (90-100%) Superior achievement- exemplary work which shows exceptionally high quality and careful attention to the objectives and expectations of the assignment.

B- to B to B+ (80- 89%) Commendable achievement- work that demonstrates, clear understanding of the objectives and expectations of the assignment. Though the work is not superior in quality, the weaknesses do not seriously impair the high quality of work.

C- to C to C+ (70-79%) Satisfactory achievement- work which demonstrates consistent competence in meeting the objectives and expectations of the assignment. Though obvious weaknesses are present, the work provided clear evidence of a satisfactory level of competence.

D- to D to D+ (60- 69%) Marginal achievement- work which, demonstrates persistent difficulty in meeting the objectives and expectations of the assignment. Though the work does not thoroughly fail to meet these requirements, it is seriously impaired by carelessness, disorganization, and/or inadequate content.

F (below 60%) Unsatisfactory achievement- work which is unacceptable as evidence of minimal accomplishment.

**COURSE POLICIES: Attendance:** The Xavier University catalogue states “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” Students are expected to attend and be prompt for all classes and participate in all aspects of the class. Due to the structure of the class, it would be difficult to meet the objectives of the course with multiple absences. Consequently, any student missing 3 classes will need permission from the instructor to continue the course. In the event of a missed class please notify the instructor via e-mail or phone within 24-hours to discuss the circumstances of your absence.

**Academic Honesty:** The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

**Academic Support: Learning Assistance Center** - The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/lac](http://www.xavier.edu/lac)

**Writing Center** - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/writingcenter](http://www.xavier.edu/writingcenter)
Mathematics Tutoring Lab - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.
http://www.xavier.edu/mathematics/Math-Lab.cfm

Disclaimer
Due to unexpected and unforeseen circumstances as well as the possibility of current events and class interest impacting our focus, the instructor may alter this syllabus at any time. The instructor will provide as much notice as possible if a change is made.

COURSE CALENDAR: (Class meeting dates, readings, assignments, due dates must be provided)

January 12th
Course overview

January 19th
Martin Luther King Jr. holiday - University Closed No Class

January 26th
Introduction
Chapter 1

February 2nd
Puberty, Health, and Biological Foundations
Chapter 2

February 9th
The Brain and Cognitive Development*
Chapter 3

February 16th
The Self, Identity, Emotion, and Personality*
Chapter 4

February 23rd-Midterm Exam

March 2nd- SPRING BREAK No Class.

March 9th
Gender & Sexuality*
Chapters 5&6

March 16th
Moral Development, Values, and Religion*
Chapter 7

March 23rd
Families, Peers, Romantic Relationships, and Lifestyles*
Chapter 8&9
March 30th
Schools*
Chapter 10

April 6th
Achievement, Work, and Careers, Culture*
Chapter 11&12

April 13th
Problems in Adolescence, and Emerging Adulthood
Chapter 13

April 20th
Field Experience Projects

April 27th
Field Experience Projects and Review for the Final Exam

May 4th- Final Exam (Chapters 7-13) Note:

*- Available dates for Presentations
## Research Paper Scoring Rubric

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<th>Criteria</th>
<th>Points Allocated</th>
<th>Points Earned</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Topic is Relevant to Nature and Needs of Adolescents</strong></td>
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<tr>
<td><strong>Thesis Statement Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking</strong></td>
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<tr>
<td><strong>Introduction</strong></td>
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<td>The introduction is engaging, states the main topic and previews the structure of the</td>
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<td><strong>Clear Organization</strong></td>
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<td>Structural Development of the Idea</td>
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<td><strong>In-depth Analysis of Making Connections to Teaching of young Adolescents</strong></td>
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<td><strong>Correct mechanics/usage</strong></td>
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<td><strong>Uses citations correctly</strong></td>
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<td><strong>Includes 10 references</strong></td>
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<td><strong>Adheres to the Writing Process</strong></td>
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