SED 800 Syllabus and Course Policies

Message From The Instructor

Welcome to the online course SED 800 Adolescent Development. My name is Natalio Avani, and I will be your professor for this course. I have been a professor for over 30 years and I bring to this course a vast background of theory and practical experience in the area of understanding the adolescent and working with young adults or adolescents in the classroom setting.

During this course you will be learning about the adolescent, specifically about adolescent development through reflecting upon your own development during your adolescent period. I firmly believe that through reflecting upon your own adolescent journey you will develop a better understanding of the challenges facing the young adults you will encounter as a public school teacher.

As a graduate program with candidates like yourself representing a wide range of diversity and differing time periods of adolescent development, I am confident that you will have a wonderful, rich experience in this course. However, this experience can only be as rewarding and rich for you and others enrolled if you fully engage and participate! I look forward to working with each and every one of you. I look forward to meeting you and getting to know you. See you on line!

Dr. Avani

Contact Information

Office Location: Burk Hall Room 57
Email: natalio@sfsu.edu
Phone: (415) 338-6442

Contact via email is the preferred way to contact me. I am available for office hours on Tuesday 2-3:30 or by appointment. Correspondence may be delivered to my box in the Secondary Education Department office Burk Hall 41. Communication with me is important. Please feel free to contact me if you have any questions.

A more comprehensive profile of Dr. Natalio Avani can be found at: http://gcoe.sfsu.edu/gcoe/people/faculty/nathan-avani
Are You Ready For A Fully Online Course?
This graduate level course is organized in the format of an asynchronous seminar. Candidates must manage their own time to complete the course assignments. You can complete the session in one sitting or multiple sittings during each seven-day week. Much of the time in each session will be spent on reading and watching assigned resources, participating in discussions, and completing online assignments. You will be provided with options when it come to completing assignments. Candidates that do well in this type of course usually possess the following characteristics:

- Disciplined student with strong time management skills
- Learns well on their own using reading, video lectures, PowerPoint, and other online resources with little face to face contact with my professor
- Not over committed with other responsibilities
- Have dedicated time for this course (roughly 3 hours a week)

Technical Help Resources
If you need help on the technical side of things, here are Technical Resources at San Francisco State University:

- SFSU Password and login assistance
- Forwarding your @mail.sfsu email
- iLearn FAQ
- iLearn Technical Requirements
- iLearn Technical Help
- Online Quick Start

Online Etiquette
Simply stated, it’s network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, netiquette is a set of rules for behaving and interacting properly online.

Why is netiquette important?
Each culture, (and cyberspace has its own culture), operates under a system of rules that may not be explicitly stated but are expected and enforced all the same. When you enter any new culture you're liable to commit a few social blunders unless you know the rules. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it’s not intended.

The rules in cyberspace are intrinsically different than those of everyday life because cyberspace presents such a novel environment. Gone are the gestures,
facial expressions, voice tone, laughter, body language and other features of human non-verbal communication that help inform our understanding of others.

To make matters worse, the logistics of communicating in cyberspace make it easy to forget that you’re interacting with other real people -- not just ASCII characters on a screen, but live human beings.

So, as a result of missing out on important non-verbal clues, forgetting that people online are still real, and not knowing the conventions, well-meaning cybernauts can make all kinds of mistakes and miscommunications.

The "Simple Rules of Netiquette" and the explanations that follow them are offered here as a set of general guidelines for cyberspace behavior. They probably won't cover all situations, but they should give you some basic principles to use in communicating online.

**Some Simple Rules of Netiquette**

- Make your messages easier to read by making your paragraphs short and to the point.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.
- *Asterisks* surrounding a word can be used to make a stronger point.
- Use the underscore symbol before and after the title of a book, (i.e., _Green Eggs and Ham_.)
- Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism. When being humorous, use emoticons to express humor. (tilt your head to the left to see the emoticon smile)  
  :-( = happy face for humor
- Never give your user ID or password to another person. System administrators that need to access your account for maintenance or to correct problems will have full privileges to your account.

Source: Indiana University, Bloomington School of Education  

**Course Description**

In this course the principles of adolescent development will be studied in context. We will raise and explore some of the key concepts in adolescent development in light of how these concepts impact what teachers and schools can do to support the healthy development and academic progress of the adolescent students they serve. Adolescents' biological, psychological, cognitive, social and moral development will be examined. Credential candidates in this course will explore how the social experiences of family, peers, school and the broader community influence the
development and academic performance of the adolescent. The focus will be on who our adolescent students are and how that knowledge is recognized and acted upon by the adults in the classroom and in the school, ultimately impacting how and what adolescents learn (and want to learn).

**Teacher Performance Expectations (TPE)**
The following Teacher Performance Expectations (TPE) will be discussed and developed in this course through your session activities assignments. Teacher Performance Expectations are embedded in all credential courses. In fact, you may experience certain TPS’s are covered in multiple credential courses.

- **TPE 4 – Making Content Accessible**
  - Uses logical, coherent sequence.
  - Presents content in multiple ways.
  - Provides time for practice, application.
  - Teaches reading strategies.
  - Motivates & encourages students.
  - Adjusts lesson as needed.

- **TPE 5 – Student Engagement**
  - Communicates objectives clearly.
  - Ensures active & equitable participation.
  - Re-engages off-task students.
  - Encourages student dialogue.
  - Makes instruction relevant.
  - Asks challenging questions.

- **TPE 6 – Developmentally Appropriate Teaching Practices**
  - Promotes higher-order thinking.
  - Promotes goals, requirements, criteria.
  - Connects curriculum to community.
  - Promotes student responsibility.
  - Supports individuality.

- **TPE 7 – English Language Learners**
  - Applies ELD principles to instruction.
  - Promotes opportunities for reading, writing, listening, & speaking English.
  - Plans differentiated instruction for ELL.
  - Contextualizes key concepts.
  - Allows for first language support.

- **TPE 8 – Learning About Students**
  - Assesses prior knowledge & skills.
  - Knows students as individuals.
  - Interacts with parents.
  - Identifies students with special needs.
  - Understands how students’ identities influence

- **TPE 11 – Social Environment**
Promotes student effort & engagement.
- Implements a discipline plan.
- Treats students fairly & with respect.
- Promotes group & independent work.

**Course Objectives**

1. To become aware of the adolescent’s physical and psychological development and how this affects teaching and learning in the classroom.
2. To become aware of the adolescent’s cognitive development in responding to disruptive student behavior.
3. To increase one’s self-knowledge as related to one’s role as a teacher, as a method of enhancing teacher effectiveness.
4. To increase awareness in the emotional and psychological issues affecting adolescents in today’s culture.
5. To become aware of one’s own pre-conceived notions and biases relating to adolescent development.
6. To increase awareness of beliefs and expectations based on student’s gender, linguistic and cultural backgrounds, and special needs.
7. To increase understanding of diversity in family structure, legal rights of students and families, and ways of working with families.
8. To become aware of the implications of democratic principles and social agents for teaching adolescents, particularly as related to management and motivation.
9. To become informed about laws and principles regarding student health and safety and how to incorporate these in classroom organization and management.
10. To examine recurring foundational issues and theories, and then make and reflect on decisions applying theories and research.

**Instructor Goals**
The primary goal is for credential students to be better prepared to contribute to their students’ growth by teaching in ways that "fit" their developmental needs. To do this, candidates will:

1. Examine and critically analyze traditional and new theoretical approaches to understanding the psychosocial development of the adolescent.
2. Demonstrate an ability to relate appropriate knowledge of adolescent development to educational practices.

**Grading & Course Assignments**

**Course Assignments**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT OF FINAL GRADE</th>
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<tbody>
<tr>
<td>Miscellaneous Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Homework Short Essay (10 Short Essays/Presentations)</td>
<td>30%</td>
</tr>
</tbody>
</table>
Teen Media Experience (2 Short Essays) 20%
Autobiographical Case Study (1 Final Project) 40%

**Final Course Grading**

Final grade are determined based on the following.

**A grade**
Full credit on all assignments and attendance at all classes. Work shows evidence of in-depth understanding of course material. All work is outstanding and meets a high graduate level work.

**B grade**
All work and class requirements are met. Work shows some evidence of understanding of course material. Work meets minimum standards.

**C grade**
Class requirements are not completed. Work shows evidence of superficial understanding of course material, generally disorganized and does not participate. Materials do not meet graduate level standards.

**Final Grades Scale**

<table>
<thead>
<tr>
<th>FULL CREDIT</th>
<th>SOME EVIDENCE</th>
<th>SUPERFICIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 95 – 100</td>
<td>B+ = 87 – 89</td>
<td>C = 70 – 79</td>
</tr>
<tr>
<td>A- = 90 – 94</td>
<td>B  = 84 – 86</td>
<td>D = 60 – 69</td>
</tr>
<tr>
<td></td>
<td>B- = 80 – 83</td>
<td>F  = 0 – 59</td>
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**Reflection Forums**

Every weekly session you will post and participate in a discussion forum on that session's topic.

You will:

- Post a written, video, or audio reply to given discussion prompts
- Then read and reflect upon all reflection postings
- Reply to individual classmates posts OR after you've read all the replies share your overall response by posting a second reflection to the forum.

**Grading**

This activity is voluntary and will not be graded, but you will be graded on how well you incorporate issues and topics from the forum discussions into each of your other graded assignments as described in those rubrics.

It is strongly recommended that you participate in the forum discussions as much as possible!

I will read and participate in the forums. I encourage you to do the same and participate in every session's forum. This is a great way to learn other people's viewpoints and opinions.
Homework Short Essays

Homework Short Essays will be on a variety of topics and are assigned as outlined in the iLearn course. These essays should include your questions, observations and reflections from the reading material, discussion forums, and/or from your on-site school observations. Writings are based on how the situation affects or impacts the adolescent.

- 10 Homework Short Essays
- 10 essays together worth 30% of total course grade
- 7 or more of the 10 essays are short written papers
- Up to 3 of the 10 essays can be an Essay Presentation instead of a written essay
  - A 5-10 minute oral presentation with a slide presentation (such as Powerpoint)
  - Approximately 3-5 slides
  - Delivered in person to Dr. Avani OR a video recording of your presentation submitted online

Grading: 16 points each (together worth 30% of course total) based on following rubric:

<table>
<thead>
<tr>
<th>Organization and overall layout or structure</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The report jumps around and does not follow a logical sequence or structure. The report lacks clarity.</td>
<td>There is some structure but the report is difficult to follow and at times lacks clarity.</td>
<td>The report is clearly structured and organized in a logical manner.</td>
<td>The essay is clearly structured and logically organized. The flow of content helps to build on the central theme.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection to teaching</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The report is missing connections to the teaching profession.</td>
<td>The report makes some connections to the teaching profession.</td>
<td>The report makes general connections with general ideas about informing practice.</td>
<td>The paper provides provocative connections to teaching with concrete ideas about how to inform practice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language, and Writing Mechanics</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors in spelling, punctuation, capitalization, usage, grammar, pronunciation, and presentation. Writing or language repeatedly distracts the reader and make the essay difficult to follow.</td>
<td>The candidate shows reasonable grasp of language mechanics. Language mechanics are sometimes handled well but errors are distracting and impair understanding.</td>
<td>The candidate shows an understanding of language mechanics. Language mechanics are generally handled well with few errors.</td>
<td>The candidate shows a strong grasp of language mechanics and uses them effectively to enhance understanding.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Connection to Reflection Forums</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not address or incorporate issues from the Reflection Forum to the essay topic</td>
<td>Student addresses and incorporates some issues from the Reflection Forum to the essay topic</td>
<td>Student shows a thoughtful understanding and application of issues from the Reflection Forum to the essay topic</td>
<td>Student draws accurate conclusions from the forum reflections and clearly applies</td>
<td></td>
</tr>
</tbody>
</table>

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<td>The candidate shows reasonable grasp of language mechanics. Language mechanics are sometimes handled well but errors are distracting and impair understanding.</td>
<td>The candidate shows an understanding of language mechanics. Language mechanics are generally handled well with few errors.</td>
<td>The candidate shows a strong grasp of language mechanics and uses them effectively to enhance understanding.</td>
<td></td>
</tr>
</tbody>
</table>
Teen Media Experience
In these assignments you are exploring the types and forms of media and culture, such as music, books, games, films, web tools/communities, etc, that influence and shape adolescent youth.

Although you may have personal interest in some of the media forms, research and critically analyze the specific media and discuss the influential implications this has on the adolescent. Be prepared to discuss the viewing/listening experiences with the class.

- View, listen and/or observe a minimum of an hour of movie, television, website, web application (social network, mobile app, etc.), video game, music, or book/magazine which your students have and are viewing or listening to.
- Write 2-3 page written report about teens and media.
- Explain why knowing about this form of media is useful for teachers
- Discuss this media’s potential impact on youth

Grading: 16 points. (1 of 2 Teen Media Experience assignments combined worth 20% of course total)

Students will be graded using the following rubric:

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Organization and overall layout</strong></td>
<td>The report jumps around and does not follow a logical sequence or structure. The report lacks clarity.</td>
<td>There is some structure but the report is difficult to follow and at times lacks clarity.</td>
<td>The report is clearly structured and organized in a logical manner.</td>
<td>The paper is clearly structured and logically organized. The flow of content helps to build on the central theme.</td>
</tr>
<tr>
<td><strong>Connection to teaching</strong></td>
<td>The report is missing connections to the teaching profession.</td>
<td>The report makes some connections to the teaching profession.</td>
<td>The report makes general connections with <em>general ideas</em> about informing practice.</td>
<td>The paper provides provocative connections to teaching with <em>concrete ideas</em> about how to inform practice</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>Errors in spelling, punctuation, capitalization, usage, grammar. Paragraphing repeatedly distracts the reader and make the text difficult to read.</td>
<td>The writer shows reasonable grasp of writing mechanics. Writing mechanics are sometimes handled well but errors are distracting and impair readability.</td>
<td>The writer shows an understanding of writing mechanics. Writing mechanics are generally handled well with few errors.</td>
<td>The writer shows a strong grasp of writing mechanics and uses them effectively to enhance readability.</td>
</tr>
<tr>
<td><strong>Connection to Reflection</strong></td>
<td>Student does not address or review and incorporate</td>
<td>Student addresses and incorporates</td>
<td>Student shows a thoughtful and accurate approach</td>
<td>Student draws a thoughtful and accurate conclusion</td>
</tr>
</tbody>
</table>
Forums

| Forums | incorporate issues from the Reflection Forum to the essay topic | some issues from the Reflection Forum to the essay topic | understanding and application of issues from the Reflection Forum to the essay topic | conclusions from the forum reflections and clearly applies them to the essay topic |

**Autobiographical Case Study (Signature Assignment)**

This is a comprehensive paper including appropriate visual media that is a thoughtful reflection and analysis of the highs, lows and everyday life of *your own adolescence*. This paper, referred to as a "signature assignment" is a major requirement for this course. I will not give a page number of limit on this assignment. YOU will determine the number of pages that meets the objective of this assignment.

To create a document that captures your own adolescent development using the chapters covered in this course from Steinberg. I believe that in documenting and reflecting upon your own adolescent development will you have a deeper perspective and understanding of the forces that influenced your development. Documenting this process will enable you to have a greater understanding of the adolescents you come in contact with when you become a teacher.

This case study is about YOU and should cover aspects from pre-puberty to the adult that you have become.

- No page number or limit
- Properly formatted (Calibri 12 point font)
- No spelling and grammar errors
- Look at yourself through the lenses of each chapter (from the Steinberg text) covered during this course and tell me both who you are and how you became to be this person. Every chapter/session covered during this course needs to be included in your autobiographical self-case study. However, not all chapters/sessions need be comprehensive. You decide based upon your unique developmental journey which chapter you will focus more attention to than others.
- Describe and illustrate your future self and development. Define for yourself who you will be in your senior years.
- Include at the end, a section on how you believe this course and the signature assignment helps prepare you to work more effectively as a teacher with young adults or adolescents.
- Provide photographs and pictures from your past and present to illustrate and support your writing. You can draw, beg, borrow but no stealing! You can embed pictures of you now and or things that represent you at different times during your adolescent development. You can use pictures from various sources such as magazines or websites (remember to cite them properly).
• Use appropriate data sources that support your development.
• Be creative in creating this autobiography. I want you to not only tell me about your development but to illustrate it in creative and multiple ways in your attempt to show me "evidence" of your developmental journey however you wish to display it!

**Grading: 24 points (scaled to 40% of course total)**

This assignment will be grade using the following rubric:

<table>
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<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Content of the study paper jumps around and does not follow a logical structure, Content is not clear and lacks organization</td>
<td>There is some structure to the paper, but the flow of ideas are at times difficult to follow.</td>
<td>The paper is clearly structured and organized in a logical manner.</td>
</tr>
<tr>
<td><strong>Writing Quality</strong></td>
<td>The writing is difficult to follow.</td>
<td>The writing is mostly clear and sometimes describes ideas but is often too general.</td>
<td>The writing is clear, easy-to-read, and contains some thick description</td>
</tr>
<tr>
<td><strong>Data Sources</strong></td>
<td>The paper does not contain data from multiple sources to support candidate's development interviews.</td>
<td>The paper uses data sources only at a surface level.</td>
<td>The paper uses data sources in a sophisticated and in-depth manner.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The study seriously lacks creativity and originality.</td>
<td>The study contains some creative effort in its development and final document</td>
<td>The study reflects a sufficient level of creativity</td>
</tr>
<tr>
<td><strong>Connections to Teaching</strong></td>
<td>The paper is missing connections to the teaching profession.</td>
<td>The paper makes some connections to the teaching profession.</td>
<td>The paper provides provocative connections to teaching, with concrete ideas about how to inform practice.</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.</td>
<td>The writer shows reasonable grasp of conventions. Conventions are sometimes handled well but errors are distracting and impair readability.</td>
<td>The writer shows a good grasp of writing conventions (spelling, grammar) and uses conventions effectively to enhance readability.</td>
</tr>
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**Required Text And Materials**

The following textbook is required:

This text can be purchased in the SFSU Bookstore. They have both used and new copies available. You can also get this text through Amazon.com. You may use the 9th or 10th edition. It is okay if you are able to get this text (9th or 10th edition) through some other supplier.

**Cheating And Plagiarism**

Students enrolled in the class are expected to adhere to the University’s Standards for Student Conduct.

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term “cheating” not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from 0 or F on a particular assignment, through an F for the course, to expulsion from the university.

For more information on the University’s policy regarding cheating and plagiarism, refer to the following resources:

- [Standards for Student Conduct](#)
- [SFSU Academic Dishonesty](#)
- [Plagiarism: what it is and what is expected from students](#)

**Accommodations For Students With Disabilities**

If you are a student with a disability who requires special accommodation in this course you must be registered with the Disability Programs and Resource Center. Your counselor there will give you a letter that you must give to each instructor. At that time you will set up an appointment to meet and discuss accommodations with each instructor. This must happen by the end of the third week of classes.

It is a violation of student privacy to give the letter to the Secondary Education Office. They may not accept such letters. Instructors will not share the letters with each other. Each instructor must be approached individually.

The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process.
Student Services Building SSB 110
Telephone at 415-338-2472 (voice/TTY)
E-mail at dprc@sfsu.edu