



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2021

**EP3040 (A3): Adolescent Learning and Development – 3 (3-0-0)
45 Hours for 15 Weeks**

INSTRUCTOR: Dr. Denise Nowicki

PHONE: 780-539-2792

E-MAIL: dnowicki@gprc.ab.ca

OFFICE: B301 A

OFFICE HOURS: By appointment

WINTER 2021 DELIVERY: Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca.

CALENDAR DESCRIPTION: This course is designed to provide students in Education who expect to work with adolescents (ages 11-17) with a working knowledge of important concepts and issues in Educational Psychology. Students will gain an understanding of how adolescents from diverse backgrounds develop and learn and how teachers provide appropriate learning opportunities to support academic, cognitive and moral development, culture and diversity, and psychological development.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXTS/RESOURCE MATERIALS: McMahan, I. & Thompson, S. (2015). Adolescence: Canadian Edition. Toronto: Pearson.

Perry, B. D., & Szalavitz, M. (2017). The Boy Who was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook (3rd Edition). Basic Books.

DELIVERY MODE(S): The course work includes on-line lectures, discussion forums, class discussions, group exercises, a novel study, video conferencing, reflective journaling, and individual and/or group student presentations, both written and oral.

COURSE OBJECTIVES: Students will gain the abilities to define, explain, demonstrate, evaluate and articulate:

- adolescence as a distinct stage of development,
- the major theories, perspectives and concepts in Educational Psychology as related to adolescent development,
- the process of cognitive and social development in adolescents and their impact on acquisition of knowledge,
- the role of environment, society and culture in determining adolescent behavior through the principles of learning,
- the impact of family, peer and teacher relationships and their reciprocal relationship with adolescent development and learning,
- ways to support adolescent resiliency, and
- the process of formal and informal evaluation and assessment of students' knowledge.

LEARNING OUTCOMES:

- Critically examine adolescence as a distinct stage in human development.
- Identify the various research methods for studying and understanding adolescent development.
- Describe major concepts and theoretical perspectives on biological, cognitive, social, cultural and emotional adolescent development and how they contribute to adolescent learning.
- Demonstrate knowledge of multiple instructional strategies and resources to support adolescent development and learning.
- Summarize current understanding and knowledge of the characteristics and stereotypes commonly associated with adolescence while recognizing the uniqueness of the individuals within the group.
- Identify and describe how adolescent development influences and/or is influenced by family, peers, and teachers.
- Explain formal and informal assessment strategies to evaluate and ensure the continuous development of the learner.

TRANSFERABILITY:

This course is considered a University Transferable Course; however, the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

| | | |
|--------------------------------|---|-----|
| Discussion Forums | Topics Vary | 10% |
| Textbook Chapter Quizzes | Topics Vary | 30% |
| Novel Study | Select chapters from: The Boy Who was Raised as a Dog | 25% |
| Final Exam: Reflective Journal | Reflective Journal | 35% |

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)
Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|-------------|--------------------|-----------------------|--|-------------|--------------------|-----------------------|
| A+ | 4.0 | 90-100 | | C+ | 2.3 | 67-69 |
| A | 4.0 | 85-89 | | C | 2.0 | 63-66 |
| A- | 3.7 | 80-84 | | C- | 1.7 | 60-62 |
| B+ | 3.3 | 77-79 | | D+ | 1.3 | 55-59 |
| B | 3.0 | 73-76 | | D | 1.0 | 50-54 |
| B- | 2.7 | 70-72 | | F | 0.0 | 00-49 |

COURSE SCHEDULE/TENTATIVE* TIMELINE:

***Note: These discussion topics/dates may be modified, and/or other topics may be added.**

| Schedule | Textbook | Novel Study | Discussion forum |
|-----------|--|-------------|--|
| | Development | | |
| Module 1 | Chapter 1: Adolescence | | Personal Intro |
| Module 2 | Handout: Classroom Assessment, Grading and Testing | Chapter 1 | Biggest concerns of beginning teachers |
| Module 3 | Chapter 2: Puberty and Physical Development | Chapter 6 | |
| Module 4 | Chapter 3: Cognitive Development | | |
| | Contexts | | |
| Module 5 | Chapter 4: Families | Chapter 5 | |
| Module 6 | Chapter 5: Peers | Chapter 4 | |
| Module 7 | Chapter 6: School and Work | | What is the difference between active and passive learning? How do/should we encourage one over the other? |
| Module 8 | Chapter 7: Community, Culture and Media | Chapter 2 | |
| | Individual Differences | | |
| Module 9 | Chapter 8: Gender | | |
| Module 10 | Chapter 9: Identity | Chapter 3 | |
| Module 11 | Chapter 10: Intimacy | | |
| Module 12 | Chapter 11: Adolescent Challenges and Chapter 12: Resiliency | Chapter 10 | Thoughts about the courses. Major "ah ha" moments. |
| April 12 | Last Day of Classes | | |
| | Final Exam (Reflective Journal Submission) Schedule TBA | | |

STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course depends heavily on in-class discussion and activities, attendance at

all sessions is required and is critical to student success in the course. In case of illness or emergency, notify me as soon as possible. If you find yourself having difficulty in this course, please contact me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please email me to arrange a Zoom meeting.

Students will be held accountable for lectures delivered, readings assigned, and any announcement that will be made in class from time to time. If a student is unable to attend a particular class, it will be their responsibility to find out what was missed.

If a student foresees that they will be unable to write an exam or complete an assignment at a scheduled time due to illness or emergency, they should notify me immediately. A message may be left on voice mail (780-539-2792) or e-mail (dnowicki@gprc.ab.ca) together with an email address and phone number where the student can be reached to arrange for an alternative date to write the test or submit the assignment, if feasible. Failure to notify me will result in a grade of zero for the test and/or assignment that was missed, unless proof is presented that the student was physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond the student's control.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, constructive response to criticism, and arriving on time.

All assignments are due on the dates set by the instructor and **must be submitted electronically (in the provided drop-box on MyClass)** following the APA format. A support document for APA is available in the Academic Success Centre within the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

Refer to College Policy on Student Rights and Responsibilities:

www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at** <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available on the same page.