

TEP 118:

Adolescent Development Spring '02

M, W 3-4:20
ERC 517

TEP 118. Adolescent Development and Education

This course introduces prospective secondary teachers to the cognitive, social, and emotional development of adolescents, including developmental learning theory, the teaching/learning process, effective learning environments, and cross-cultural variation in development. Implications for classroom practice are drawn.

Nobody thinks clearly, no matter what they pretend. Thinking's a dizzy business, a matter of catching as many of those foggy glimpses as you can and fitting them together the best you can. That's why people hang on so tight to their opinions; because, compared to the haphazard way in which they're arrived at, even the goofiest opinion seems wonderfully clear, sane, and self-evident. And if you let get away from you, then you've got to dive back into that foggy muddle to wrangle yourself out another to take its place. --- Dashiell Hammett

Contact Informtaion:

Instructor:

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Assoc. in Instruction: (TA)

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Office Hours:

We are readily available. We will hold office hours as follows and by appointment:

Instructor:

Noah Finkelstein
M,W: 4:20 -5pm
Tu: 11a-noon

Assoc. in Instruction: (TA)

Susan Strasser (Susie)
M,W: 2p-3pm

Student responsibilities:

- weekly readings ALL (prior to class)- I purposefully am not assigning that much material
- weekly responses to the readings. Three key points/ questions/ disagreements to each reading. Also a response to a fellow classmate's posting
- participate actively in class. support what is going on. Feel free to be critical, but only constructively critical.
- be prepared for pop quizzes on readings (easy)
- within a group of four identify a reading for the rest of class (May 1); and sign-up to lead a class for 30-40min in areas around this reading.
- produce a final project based on this class work. This can be a paper, an annotated class-lesson in the area of your choosing etc.

Dates to remember:

April 1: the day class begins

April 29: no class: do fieldsite observations

May 1: papers that you will report for your projects are due in class

May 13-29: your group will direct class on the paper/ topic area you selected May 1

May 27: no class

May 29: final project proposals due

Finals: fubak project is due during assigned final time.

Cheating:

There will be no cheating. Do NOT plagiarize. I would prefer to cut out the offending eye (Code of Hammurabi). However, I'll simply fail you and turn you into the administration to deal with you.

Grades:

weekly notes / responses: 20%

in class participation: 10%

occasional pop reading- quizzes: 20%

class presentation: 30%

final project: 20%

On-Line Resource:

The following web-site will be a useful complement both for your readings and for your student projects. Feel free to browse around. There are lots of neat materials. Of course, do not take any ideas without appropriately citing them.

<http://www.worthpublishers.com/developmentofchildren4e>

READINGS:

Week 1: setting the stage / Middle Childhood I

April 1: introduction. no joke. how / what of class; student intro's; a few (cognitive) games

April 3: Middle Childhood I: context and literacy & school: Cole & Cole - 503-525

Week 2: Middle Childhood and into adolescence

April 8: Middle Childhood II: schooling: Cole & Cole - 525 - 548

April 10: Adolescence: definitions/ conceptions and biology - Cole & Cole - 604-617

Week 3: Adolescence the social and cognitive side

April 15: the social side: like oh my god she thinks that he thinks I'm cute! Cole & Cole 617-638

April 17: the cognitive / psychological: Cole & Cole - 644 - 658

Week 4: Adolescence: the cognitive side II and the social

April 22: examples of thinking in the sciences

Mestre, Jose, "Learning and instruction in pre-college physical science", Phys. Today 44:9 (1991) 56-62.

Redish, "Implications of Cognitive Studies for Teaching Physics," AJP 62(6), (1994), 796

April 24: moving on to the social side: social order, the self, and adulthood: Cole/Cole 658-688

Week 5: enough theory, how does this work in practice -- Note this is mid-term

April 29: no class -> watch adolescents in the field -- write fieldnotes to turn in

May 1: report observations; sign up for days / turn in papers (limit 3-15 pages) to cover in class .

Week 6- Presentations Begin

May 6: what we know about teaching science: cognition and context/ social influences: NF

Bruer, J.T., "Science inside the Black Box" in J.T. Bruer Schools for Thought, Bradford Books

May 8: the context side:

Brown Collins, Duguid, "Situated Cognition and the Culture of Learning," Educational Researcher, Jan - Feb 1989, 32-42

Week 7: presentations II

May 13: Groups 1 & Group 2

May 15: Groups 3 & Group 4

Week 8: presentations 3

May 20: Groups 5 & Group 6

May 22: Groups 7 & Group 8

Week 9: presentations d:

May 27 --- MEMORIAL DAY -- extra-long class where you take tests and write essays

May 29: Groups 9 & Group 10 - final project proposals due 1parag.

Week 10: class wrap-up

June 3: make-up/ class summary / final project descriptions (1-20)

June 5: final project descriptions (21-40); class party (time permitting)