



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – WINTER 2018

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

**INSTRUCTOR:** Dr. Denise Nowicki      **PHONE:** 780-539-2792  
**OFFICE:** C-402      **E-MAIL:** dnowicki@gprc.ab.ca  
**OFFICE HOURS:** Monday and Wednesday, 11:45 a.m. – 12:45 p.m. or by appointment

**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 TEXT/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 (3<sup>rd</sup> Edition)*. Basic Books.

**DELIVERY MODE(S):** The course work includes lectures, class discussions, in-class group exercises, video conferencing, 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: UA, UC, UL\*, AU\*, MU\*, MRU\* (\*pending)

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **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 Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>

**\*\* 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:

Exam 1	Chapters 1 -3 Textbook and in-class discussion	January 31	20%
Exam 2	Chapters 4 -7 Textbook and in-class discussion	March 12	20%
Novel Study	The Boy Who was Raised as a Dog	Varies	15%
Reflective Journal		April 11	15%
Final Exam	Chapters 8 - 12 Textbook and in-class discussion	TBA	30%

**GRADING CRITERIA:**

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 may be modified and/or other topics may be added.

- A. Development
  - Topic 1: History, Theories and Methods
  - Topic 2: What is adolescence?
  - Topic 3: Puberty and Physical Development
  - Topic 4: Adolescent Cognitive Development
- B. Contexts
  - Topic 5: Family and Peers
  - Topic 6: School and Work
  - Topic 7: Community, Culture, and Media
- C. Individual Differences
  - Topic 8: Gender
  - Topic 9: Identity
  - Topic 10: Intimacy
  - Topic 11: Adolescent Challenges
  - Topic 12: Resiliency

**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 will depend heavily on in-class discussion and activities, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify the instructor 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 visit my office during office hours or at a more convenient pre-arranged time.

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 his/her responsibility to find out what was missed.

If a student foresees that he/she will be unable to write an exam at a scheduled time due to illness or emergency, he/she should notify me immediately. A message may be left on voice mail (780-539-2792) or e-mail ([dnowicki@gprc.ab.ca](mailto:dnowicki@gprc.ab.ca)) together with a phone number where the student can be reached to arrange for an alternative date to write the test, if feasible. Failure to notify me will result in a grade of zero for the test 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 responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

All assignments are due on the dates set by me and **must be submitted electronically (Moodle preferred)** following the APA format. A support document for APA is available in the Learning Resource 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.

**Note:** Assignments and projects not picked up by students will be held until the end of the first week of the following semester and then discarded.

Refer to College Policy on Student Rights and Responsibilities: [www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES](http://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.