

**DEPARTMENT Humanities and Social Sciences**

**COURSE OUTLINE – Winter 2024**

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

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

<b>INSTRUCTOR:</b>	Dr. Denise Nowicki	<b>PHONE:</b>	780-539-2792
<b>OFFICE:</b>	C401	<b>E-MAIL:</b>	dnowicki@nwpolytech.ca
<b>OFFICE HOURS:</b>	TBA		

**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:**

Steinberg, L. (2023). *Adolescence* (13<sup>th</sup> ed.). McGraw Hill LLC.

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> ed.). Basic Books.

- Access to the **NWP myClass** site
- Access to **NWP email**
- Handouts and Website resources as assigned
- A laptop and/or smart phone and internet access

**DELIVERY MODE(S):** On-Campus

**LEARNING OUTCOMES:** 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.

**TRANSFERABILITY:**

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:**

Exam 1	Chapters 1, 2, 3, in-class discussions, & book study	25%
Exam 2	Chapters 4, 5, 6, 7, in-class discussions, & book study	25%
Book Study	Select chapters from: The Boy Who was Raised as a Dog	20%
Final Exam	Chapters 8, 9, 10, 11, 12, in-class discussions, & book study	30%

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

**Grading Chart**

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	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
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**COURSE SCHEDULE/TENTATIVE TIMELINE:**

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

Schedule	Topic	Details
January 9		First Day of Class
Jan. 9 & 11	Module A	Textbook Chapter 1: Biological Transitions
Jan. 11		Book Study Chapter 1 In-Class Discussion
Jan. 14		Book Study Chapter 1 Due on myClass 11:55 pm
Jan. 16, 18, 23	Module B	Handout: Classroom Assessment, Grading and Testing
Jan. 25 & 30	Module C	Textbook Chapter 2: Cognitive Transitions
Feb. 1 & 6	Module D	Textbook Chapter 3: Social Transitions
Feb. 1		Book Study Chapter 6 In-Class Discussion
Feb. 4		Book Study Chapter 6 Due on myClass 11:55 pm
Feb. 8		Tentative First Exam: Textbook Chapters 1, 2, & 3, In-Class discussions, & Book Study Chapters 1 & 6
Feb. 13 & 15	Module E	Textbook Chapter 4: Families
Feb. 19		Family Day
Feb. 20 - 23		Winter Break No Classes
Feb. 27 & 29	Module F	Textbook Chapter 5: Peers
Feb. 29		Book Study Chapter 4 In-Class Discussion
Mar. 3		Book Study Chapter 4 Due on myClass 11:55 pm
Mar. 5 - 14	Module G	Textbook Chapter 6 and 7: School and Work, Leisure, and Media
Mar. 19		Tentative Second Exam: Textbook Chapters 4, 5, 6, 7, In-Class Discussions, & Book Study Chapter 4
Mar. 21 & 26	Module H	Textbook Chapter 8: Identity
Mar. 26		Book Study Chapter 5 In-Class Discussion
Mar. 28 & Apr. 2	Module I	Textbook Chapter 9: Autonomy
Mar. 31		Book Study Chapter 5 Due on myClass 11:55 pm
Apr. 2 & 4	Module J	Textbook Chapter 10: Intimacy and Chapter 11: Sexuality
Apr. 4		Book study Chapter 2 In-Class Discussion
Apr. 7		Book study Chapter 2 Due on myClass 11:55 pm
April 9 & 11	Module K	Textbook Chapter 12: Achievement
April 11		Last Day of Classes
TBA		Final Exam Schedule TBA Textbook Chapters 8, 9, 10, 11, & 12, In-Class Discussions, & Book Study Chapters 2 & 5

### **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 come to my office during office hours or email me to arrange a 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 you foresee that you will be unable to complete an assignment for the scheduled time due to illness or emergency, you should notify me immediately, preferably one day in advance. A message may be sent to my e-mail (the best way to contact me) [dnowicki@nwpolytech.ca](mailto:dnowicki@nwpolytech.ca) together with a phone number where you can be reached to arrange for an alternative date to hand-in/present the assignment, if feasible. Failure to notify me will result in a grade of zero for the assignment that was missed, unless proof is presented that you were physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond your 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.

### **STATEMENT ON ACADEMIC MISCONDUCT:**

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

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

### **Additional Information:**

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, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the **student's intellectual effort involved (e.g., use of ChatGPT or other AI)**, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked above in this outline) may be applied.