

CURRY SCHOOL OF EDUCATION FALL 2011
EDLF 5011: Adolescent Learning and Development

Instructor Information:

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Supporting Instructors: [REDACTED]
[REDACTED]

Course Information:

Meeting Time: [REDACTED]
Meeting Place: [REDACTED]

Course Description:

How do children and adolescents develop? What really occurs when teens and pre-teens learn? The processes of physical, cognitive, and socio-emotional development occur in the context of students' schools, families, communities, and general culture and relate intricately to the learning that adolescents experience during their many hours in school. As future teachers, it is critically important that you understand these processes, how they impact your students, and how they influence you as well.

Many of you have studied learning and development in your psychology courses. EDLF 5011 will build on this knowledge, helping you consider learning and development from a multi-cultural, multi-disciplinary, and multi-generational perspective, and helping you to apply your knowledge to your future role as a teacher. This course presents you with experiential and research-based information and an opportunity to reflect upon your own life as a teacher with the ultimate goal of helping you become more effective in your chosen profession. Using a developmental systems approach, we will explore the mutually influential relations among the many levels of organization involved in development (e.g., school, family, community), with an emphasis on the links between individuals and contexts. In identifying links between these domains and learning, we will emphasize three themes: individual variability and diversity, developmental trends, and translating educational research to practice.

This course is presented in tandem with a companion course (EDLF 5010) taught by [REDACTED] [REDACTED]. Students enrolled in [REDACTED] class are preparing to be elementary and/or special education teachers. Several class sessions and activities will be conducted together

as we share a common base of teaching knowledge with a specific developmental focus. We also encourage you to learn from your peers.

Course Texts:

*McDevitt, T. M., & Ormrod, J. E. (2010). *Child development and education* (4th ed.). Upper Saddle, NJ: Pearson Education, Inc.

Nakkula, M. J., & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, MA: Harvard University Press

Both texts will be available for purchase in the UVA bookstore and will be on reserve in the CLIC (formerly the Education Library), 3rd floor of Ruffner Hall.

*The McDevitt & Ormrod text is also available for purchase as an “e-book” at about ½ the price of the hard copy; visit www.coursesmart.com to purchase the on-line version (be sure to get the 4th edition).

Other assigned readings listed in the course outline will be uploaded to UVaCollab unless otherwise noted (note: books for the “book analysis” are not included on the bookstore list).

Course Requirements:

Midterm & Final Exam (40%): To assess your understanding of major theories and empirical findings in adolescent development, two assessments will be given. Each will consist of information from assigned readings, class notes, discussions, and lectures. The questions will ask you to apply your new learning to classroom situations, requiring both memorization and the ability to make inferences. The mid-term will be in-class on October 6th and may include multiple choice, short answer and short essay items; the final will be a take-home exam due December 8th. More information will be provided prior to each assessment. **Oct 6th/Dec 8th**

Book Analysis (22%): Select a book from a list provided (on Collab) *to read in its entirety*. Using information gained during the semester, you should integrate data from the book with theoretical and practical discussions elicited during class. Most importantly, you should provide a critical discussion of the implications of the material for your future role as a teacher. **3-5 page paper DUE: Oct 27th** on Collab (see handout on Collab for details and book list)

Research Project (30%): We will introduce the project options on September 8. There will be three project options from which to choose. Regardless of the option you choose, you will be required to turn in a **project proposal** (Due Oct 13) and a **5-page project paper** (DUE Nov 17).

- Option A: this will be a paper reviewing current empirical research articles on a specific topic pertaining to learning and development. This paper will give you an opportunity to learn more about a topic of interest and will help you in your role as a teacher.
 - Proposal: A one-page statement with your topic idea in the form of a question and a preliminary list of references.
- For Option B: This will be a written analysis of a lesson that you will have delivered to a middle- or high school-aged youth and/or college-aged peer. This option will improve your understanding of the processes associated with learning.

- Proposal: A one-paragraph description of the one to two hour lesson that you plan to deliver to a middle or high school-age youth and/or college-aged peer. This description must include steps you plan to use to assess existing knowledge, teach the information, and support transfer. These steps may be presented as a bulleted list.
- Option C: Developmental comparison interview: Interview 2 adolescents, one ‘early’ adolescent (age 11-14) and one ‘late’ adolescent (age 15-19) on the same topic. In your paper, discuss how their responses match up with what we know about that topic from a theoretical/research perspective and highlight any inconsistencies with developmental science. (You will also need to attach signed letters of consent for participation)
 - Proposal: A one paragraph description of the two adolescents you plan to interview (use pseudonyms for purpose of description) along with the interview topic and a draft of 4-7 questions that you plan to ask the youth.

Project proposal (5%): **Due on Collab on or before October 13;** they will be graded on an all-or-nothing basis- late proposals will not be accepted for credit.

Project paper (25%): This is a five-page paper reporting on project options A, B, or C, **due on Collab on or before November 17th (Turn in by: Nov 3rd - 2 extra pts.; Nov 10th - 1 extra pt.)**

Teacher Panel Question (3%): During our last class meeting we will hear from local middle and high school teachers and administrators about their experiences with adolescents. In preparation for this class, you will be asked to submit **one** question ahead of time that you would like the panel to address; they will be graded on an all-or-nothing basis and late submissions will not receive credit. **DUE: MONDAY November 28th on Collab**

Participation (5%): You will be expected to participate fully in class, including small- and large-group discussions, writing prompts, and related activities. Students who repeatedly miss class or leave early will receive a “0” for participation. Late assignments (if accepted) may also affect your participation grade.

Assignments break down in the following categories:

Midterm & Final Exams	40%
Book Analysis	22%
Final Project	30%
Panel Question	3%
Participation	5%
Total	100%

Course grades are assigned based on the scale listed below (rounded up to nearest percent):

99% and up	A+
94-98%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-

77-79%	C+
74-76%	C
70-73%	C-

Note: B- is the lowest grade that can be counted for graduate credit.

Academic Expectations for the Class:

- This is a graduate level class. You will be expected to be an active, thinking participant in class. Although this is a large class, you are expected to ask questions and contribute as much as possible.
- You will be expected to complete the readings **before** you attend class. This preparation will help you take charge of your own learning and provide an opportunity for effective integration of the material and useful sharing in class.

Course Policies:

Assignments. Students are all expected to complete and submit assignments **on-time**. Please pay attention to the submission format guidelines (i.e., on Collab, in-class, etc.). **Each student is responsible for ensure that his or her assignment is submitted successfully, particularly for electronic submissions.** Late assignments may affect your participation grade.

Attendance. Each student has the responsibility to attend each and every class meeting; missing multiple classes may affect your grade. Given the large lecture format, the instructor assumes no responsibility for conveying information to students who are not in attendance at regular class sessions, so be sure to check your syllabus and Collab regularly. Additionally, class begins *promptly* and arriving late or leaving early is disruptive to the rest of the class and should be avoided; if a student is late, this may be treated as an absence.

Behavior. Students are expected to behave in a manner that demonstrates respect to themselves, fellow students, and the instructor. This includes listening attentively to whoever is speaking, raising your hand to ask a question, and staying awake during class. **All cell phones should be turned off during class, and laptops are permitted ONLY for class-related activities (e.g., taking notes).**

Communication. Please be sure to check your email and the Collab site regularly for announcements and updates. You are encouraged to see us if you have any questions or concerns. Email communication is fine as well; however, please allow a reasonable time for a response, and keep in mind that we are unlikely to check email between 10:00pm and 8:00am.

Learning Needs/Disability Services. All students with special needs requiring accommodations should present the appropriate paperwork from the Learning Needs and Evaluation Center (LNEC). It is the student's responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g., extended time) should be arranged at least one week before an exam. The LNEC is located in the Department of Student Health and can be contacted at 434-243-5180/5181.

Honor Code. You are expected to follow the University of Virginia honor code in this class. Be especially careful to use your own words when completing written assignments. **Please pledge and sign any assignment submitted in hard copy, and pledge electronic assignments by checking the appropriate box on Collab when requested.**

Exemptions from the Course. Not all PGMT and MT students need to take EDLF 5010. You may be exempt if you have met the following conditions: 1) you are (or were) a psychology major AND you have taken a Human Development or Child Development class; OR 2) you have taken either Human Development or Child Development as well as one of the following: Cognitive Psychology or Educational Psychology. If you are unsure of your status, please speak to Sandi Cohen (sbc7v@virginia.edu).

LECTURE, READING, & EXAM SCHEDULE: SUMMARY

Date	Topic	Presenter, Notes, Due dates, etc.
August 25:	Course Introduction; Themes in Child/Adolescent Development & Education; Developmental-Ecological Systems Perspective	JLW/JAR
Sept 1:	I: Brain Development in Children and Adolescents II: Using Research to Understand Children and Adolescents	Prof. Ruth Ferree Prof. Sara Rimm-Kaufman (Joint w/ 5010)
Sep 8:	Physical Development, Maturity, & Decision-making in Adolescence	JLW/JAR
Sep 15:	Major Theories in Cognitive Development: Piaget & Vygotsky	JLW/JAR
Sep 22:	Cognitive processes, Intelligence, & Stereotype Threat	JLW/JAR
Sep 29:	Motivation and achievement	Prof. Joe Allen- part 1
Oct 6:	MIDTERM EXAM	
Oct 13:	Identity Development & Self-concept in Adolescence	PROJECT PROPOSAL DUE
Oct 20:	Topic I: Social cognition & peer influence Topic II: Sexual identity	JLW/JAR LGBT Speakers Bureau
Oct 27:	Moral development in childhood & adolescence	Prof. Herb Richards (w/ 5010) BOOK ANALYSIS DUE
Nov 3:	Ecological perspective on learning and development	JLW/JAR; <i>*Early bird project due-date- 2 pts. extra</i>
Nov 10:	Cognitive approaches to teaching and learning	Prof. Jerry Short (w/ 5010) <i>*Early bird project due-date- 1 pt. extra</i>
Nov 17	Working with diverse learners	Prof. Stanley Trent (w/ 5010); PROJECT PAPER DUE
Nov 24:	Thanksgiving break	Panel question due Nov 28
Dec 1:	View from the driver's seat: Teacher Panel; Youth Dialogues Facilitated Discussions	Guest from local schools
Dec 8:	Take-home exam due	

LECTURE, READING, & EXAM SCHEDULE*: DETAILS**August 25**

Topic: **Course Introduction; Themes in Child/Adolescent Development & Education; Developmental-Ecological Systems Perspective**

Questions: What is learning? What is development? What do we need to know about children and how they learn and develop in order to teach them in the classroom?

Readings:

- Bronfenbrenner, U. (1993). Ecological models of human development. In Guvain, M., & Cole, M. (Eds.), *Readings on the development of children*, 2nd ed. (pp. 37-43). New York: Freeman. [WILL READ IN-CLASS]

September 1 (Joint with 5010)

Topic: **I: Brain Development in Children and Adolescents [Dr. Ruth Ferree]
II: Using Research to Understand Children and Adolescents [Dr. Sara Rimm-Kaufman]**

Questions: What do we need to know about brain functioning in order to engage our students? Why is educational research important and useful? What does research tell us about development in the physical, cognitive, and social domains?

Readings:

- McDevitt & Ormrod
 - Chapter 1: pp. 2-11, 17-29 (skim)
 - Chapter 2: pp. 33-50
 - Chapter 5: pp. 149-159
- US Dept. of Education, What Works Clearinghouse (2010). WWC quick review of the article "Recursive processes in self-affirmation: Intervening to close the minority achievement gap". (Available on Collab or http://ies.ed.gov/ncee/wwc/pdf/quickreviews/selfaffirm_020910.pdf)

Optional:

- McCall, R. B. (2009). Evidence-based programming in the context of practice and policy. Society for Research in Child Development Social Policy Report, 23, 1-20. (Available on Collab or http://www.srcd.org/index.php?option=com_content&task=view&id=232)
- US Dept. of Education (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. (Available on Collab or <http://www2.ed.gov/rschstat/research/pubs/rigorousvid/rigorousvid.pdf>)

September 8

Topic: **Physical Development, Maturity, & Decision-making in Adolescence**

Questions: What key changes occur during adolescence and how might they affect teaching and learning? What role does the adolescent brain play in decision-making and psychosocial maturity?

Readings:

- McDevitt & Ormrod, Chapter 5: pp. 162-182
- Nakkula & Toshalis, Chapter 3: pp. 41-46, 50-60
- Strauch, B. (2003). *The Primal Teen*. New York: Doubleday. (Chapter 3: pp. 23-36; on Collab)

- Kazdin, A. E., & Rotella, C. (2010, February). No brakes! Risk and the adolescent brain. *Slate*. Retrieved February 6, 2010 from <http://www.slate.com/id/2243435/> (available as MS Word document on Collab)

Optional:

- Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. *Current Directions in Psychological Science*, 16(2), 55-59.
- Parker-Pope, T. (2011, February 3). Teenagers, friends, and bad decisions. *The New York Times*. Retrieved from: http://well.blogs.nytimes.com/2011/02/03/teenagers-friends-and-bad-decisions/?WT.mc_id=HE-SM-E-FB-SM-LIN-TFA-020411-NYT-NA&WT.mc_ev=click

September 15

Topic: **Major Theories in Cognitive Development: Piaget & Vygotsky**

Questions: How do students learn? What are *Constructivism, Equilibration, Scaffolding and the Zone of Proximal Development*? Why have the theories of Piaget and Vygotsky stood the test of time?

Readings:

- McDevitt & Ormrod, Chapter 6
- Nakkula & Toshalis
 - Chapter 1
 - Chapter 3, pp. 46-50
- Rittle-Johnson, B. (2006). Promoting transfer: Effects of self-explanation and direct instruction. *Child Development*, 77(1), 1-15.

September 22

Topic: **Cognitive processes, Intelligence, & Stereotype Threat**

Questions: How do we process information? How has intelligence been defined and what implications does it have for student beliefs and performance? What is *stereotype threat* and how might it be minimized?

Readings:

- McDevitt & Ormrod
 - Chapter 7: pp. 233-236, 249b-258
 - Chapter 8: pp. 273-280, 288-308
- Tatum, B., *Can we talk about race?* Chapter 2 Library ebook: <http://search.lib.virginia.edu/catalog/u5052017> (you need to access this on-Grounds or through the Library proxy server)

September 29

Topic: **Motivation and achievement [Part I: Dr. Joseph Allen]**

Questions: How has motivation been conceptualized from a theoretical perspective? What do teachers need to understand about adolescent motivation in order to create engaging classroom environments?

Readings:

- McDevitt & Ormrod, Chapter 13: pp. 480-503
- Pianta, R. C., & Allen, J. P. (2008). Building capacity for positive youth development in secondary school classrooms: Changing teachers' interactions with students. In M. Shinn

& H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 21-39). New York: Oxford University Press.

- Allen, J. P., & Allen, C. W. (2009). *Escaping the endless adolescence: How we can help our teenagers grow up before they grow old*. New York: Ballantine Books. (Chapter 9, “Ending high school as we know it”, pp. 196-219; on Collab)

October 6: MIDTERM EXAM (in-class)

October 13 PROJECT PROPOSAL DUE ON COLLAB

Topic: **Identity Development & Self-concept in Adolescence**

Questions: How is identity development described from an Eriksonian perspective? Why are relationships an important part of identity development? Why is adolescence a critical time for discussing identity development?

Readings

- McDevitt & Ormrod
 - Chapter 11: pp. 403-406
 - Chapter 12: pp. 443-466
- Nakkula & Toshalis
 - Chapter 2, pp. 18-39
 - Chapter 5, pp. 79-87
- Markus, H. R. (2008). Identity matters: Ethnicity, race, and the American dream. In M. Minow, R. A. Shweder, & H. R. Markus (Eds.) *Just schools: Pursuing equality in societies of difference* (pp. 63-89). New York: Russell Sage Foundation. **Read pp. 63-72 & 78-89** (On Collab)

Optional

- Tatum, *Why are all the black kids sitting together in the cafeteria?* Chapter 4, pp. 52-74
- Nakkula & Toshalis, Chapters 6-8 (gender, racial, and ethnic identity development)

October 20

Topic: **I. Social cognition & peer influence**

II: Sexual identity [Guest speakers: LGBT Speakers Bureau]

Questions: How do youth interpret social cues, and why do peers take an increasingly central role in adolescence? What is heterosexism and how can teachers create supportive environments for all youth?

Readings:

- McDevitt & Ormrod
 - Chapter 12, pp. 466-476
 - Chapter 15, pp. 553-571
- Nakkula & Toshalis: Chapter 9
- Pascoe, C. J. (2007). *Dude you're a fag: Masculinity and sexuality in high school*. Chapter 3, pp. 52-83; library e-book, <http://search.lib.virginia.edu/catalog/u4805926> (you need to access this on-Grounds or through the Library proxy server)
- Simmons, R. (2002). *Odd girl out: The hidden culture of aggression in girls*. Orlando, FL: Harcourt, Inc. (Ch. 1, “The hidden culture of aggression in girls”, pp. 15-37, on Collab)

Optional:

- James, V. H., & Owens, L. D. (2005). 'They turned around like I wasn't there': An analysis of teenage girls' letters about their peer conflicts. *School Psychology International*, 26(1), 71-88.

October 27 (joint with 5010) BOOK ANALYSIS DUE

Topic: **Moral development in childhood & adolescence** [Dr. Herb Richards]

Questions: How did Lawrence Kohlberg describe moral development in childhood and adolescence? What is *heteronomous* morality? What ethical dilemmas might teachers and schools encounter when working with youth?

Readings:

- McDevitt & Ormrod
 - Chapter 14, pp. 516-530
- Bear, G. G., Richards, H. C., & Gibbs, J. C. (1997). Sociomoral reasoning and behavior. In Bear, G. G., Minke, K. M., & Thomas, A. (Eds). *Children's needs II: Development, problems, and alternatives* (pp. 13-25). Bethesda, MD: National Association of School Psychologists.

November 3: *1st early-bird due date for project paper- 2 extra points*

Topic: **Ecological perspective on learning and development**

Questions: How do family, community, and peer settings jointly influence youth development and how might that affect teaching and learning?

Readings:

- McDevitt & Ormrod
 - Chapter 15, pp. 571-586
 - Chapter 3, pp. 62-68, 76-104
- Nakkula & Toshalis, Chapter 12
- Spencer, M. B., Fegley, S. G., Harpalani, V., & Seaton, G. (2004). Understanding hypermasculinity in context: A theory-driven analysis of urban adolescent males' coping responses. *Research in Human Development*, 1(4), 229-257. **Read pp. 229-241 only**
- Phelan, P., Davidson, A.L., & Cao, H.T. (1991). Students' multiple worlds: Negotiating the boundaries of family, peer, and school cultures. *Anthropology and Education Quarterly*, 22, 224-250.

November 10 (joint with 5010) *2nd early-bird due date for project paper- 1 extra point*

Topic: **Cognitive approaches to teaching and learning** [Dr. Jerry Short]

Questions: TBD

Readings: TBD

November 17 (Joint with 5010) *PROJECT PAPER DUE*

Topic: **Working with diverse learners** [Dr. Stanley Trent]

Questions: Are students from all groups equally represented at all levels of performance? What are culturally relevant teaching practices and how can they be beneficial to all students?

Readings:

- Collins, M. & Tamarkin, C. (1982). *Marva Collins' way*. New York: Jeremy P. Tarcher/Putnam. (Chapter 14 only, pp. 165-180; on Collab)

- Trent, S. C. (2003). So that all people can see themselves: Hearing and heeding the voices of culturally diverse students who are at-risk for school failure. *Educational Leadership*, 61(2), 84-87.
- Trent, S. C. (2010). Overrepresentation of culturally and linguistically diverse students in special education. In E. Baker, P. Peterson, & E. Baker, & B. McGaw, (Eds.). *The International Encyclopedia of Education*. Amsterdam. The Netherlands: Elsevier.

Optional:

- Trent, S. C., Artiles, A. J., Fitchett-Bazemore, K., McDaniel, L., & Coleman, A. (2002). Addressing ethics, power, and privilege in inclusive classrooms in urban schools: A cultural-historical approach. *Teacher Education and Special Education*, 25 (1), 11-22.
Outstanding Publication Award, Teacher Education and Special Education (2002,vol. 25)

November 24: THANKSGIVING BREAK

*****Monday, November 28: Please submit 1 teacher panel question on Collab before 11:55PM!*****

December 1

Topic: View from the driver's seat, teacher panel

December 8: Take-home exam due

**Course topics, readings, and dates are subject to change at the discretion of the instructor.*

Additional Recommended Reading/Resources:

Crawford, G. B. (2004). *Managing the adolescent classroom: Lessons from outstanding teachers*. Thousand Oaks, CA: Corwin Press.

Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press.

Lerner, R. M., & Steinberg, L. (2009). *Handbook of adolescent psychology*, (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Meece, J. L., & Daniels, D. H. (2008). *Child and adolescent development for educators* (3rd ed.). New York: McGraw-Hill.

Steinberg, L. (2008). *Adolescence*, 8th edition. New York: McGraw-Hill.

Online video series: Annenberg Media Learner.org, *Teacher resources and teacher professional development programming across the curriculum*. www.learner.org

Appendix A

EDLF 5011, Adolescent Learning & Development: Book Analysis

This assignment is designed to provide you with more in-depth insight into a particular adolescent issue from a research-based perspective; it is not a book summary, report, or review. Your analysis should address the following questions:

1. Why did you select this particular book? Consider the following (but you don't need to answer all of these): Did it have any personal relevance for you? Is this an issue that you were curious about and wanted to know more? Is this a topic that you are already familiar with or something with which you are less comfortable?
2. Describe **three areas of knowledge** that were expanded for you as a result of reading this book. Use **specific examples** from the book (reference with quotes and/or page numbers) to elaborate on these areas. This can be personal knowledge (i.e., the new information impacts your personal life/relationships), applied knowledge (i.e., the new information will impact your approach to teaching), and/or general knowledge (i.e., the new information has broadened your understand of some aspect of youth development).
3. How does this new knowledge complement and/or conflict with the material you've learned in this course or other courses related to adolescents that you've taken? In your response, **provide at least one specific example** of a theory, model, or topic that is relevant to the book, and explain the connection. What each student chooses will vary greatly depending on the book you select; for example, you might address expanded knowledge of ethnic identity development models if you read Beverly Tatum's book, while reading Nancy Deutsch's book may complement your understanding of ecological systems or development-in-context.
4. Discuss the implications of this book and the new knowledge that you acquired from it for your future role as a teacher (or researcher, if relevant). How will you incorporate this information into your work with adolescents? Are you left with any unanswered questions or confusion about what this particular topic means for your teaching?

Assignment Logistics

Due Date: October 27, 2011; post one copy on Collab no later than 11:55PM

Citations and References: APA Format; be sure to include page numbers when citing particular sections of the book (or with direct quotations)

Writing Style: Can be first-person, but should still be relatively formal (please check your grammar, syntax, and spelling)

Length: 3-5 pages

Format: Times New Roman 12-point font, 1-inch margins, double-spaced

****The book list is available on Collab in the “Resources” section (pp. 2-3 of this document)****

Book List

Select a book from the list below* *to read in its entirety* (follow hyperlinks for more information on Amazon.com):

[Allen, J. P., & Allen, C. W. \(2009\). *Escaping the endless adolescence: How we can help our teenagers grow up before they grow old*. New York: Ballantine books.](#)

Welcome to the stunted world of the Endless Adolescence. Recent studies show that today's teenagers are more anxious and stressed and less independent and motivated to grow up than ever before. Twenty-five is rapidly becoming the new fifteen for a generation suffering from a debilitating “failure to launch.” Now two preeminent clinical psychologists tell us why and chart a groundbreaking escape route for teens and parents...

[Deutsch, Nancy L. \(2008\). *Pride in the projects: Teens building identities in urban contexts*. New York: New York University Press.](#)

Based on four years of field work with both the adolescent members and staff of an inner-city youth organization in a large Midwestern city, **Pride in the Projects** examines the construction of identity as it occurs within this local context, emphasizing the relationships within which identities are formed...

[Ferguson, A. A. \(2001\). *Bad boys: Public schools in the making of Black masculinity*. University of Michigan Press.](#)

Statistics show that black males are disproportionately getting in trouble and being suspended from the nation's school systems. Based on three years of participant observation research at an elementary school, *Bad Boys* offers a richly textured account of daily interactions between teachers and students to understand this serious problem...

[Humes, E. \(2003\). *School of dreams: Making the grade at a top American high school*. Orlando, FL: Harcourt.](#)

SCHOOL OF DREAMS: Making the Grade at a Top American High School (Harcourt, September 1, 2003) is the in-depth, riveting story of our best and brightest students, struggling to balance their parents' ambitious dreams with their own goals...

[Lerner, R. M. \(2007\). *The good teen: Rescuing adolescence from the myths of the storm and stress years*. New York: Three Rivers Press.](#)

What the book really delivers is simply the notion that the teen years need not be a time of sullenness, angst and rebellion. Lerner encourages parents to promote healthy, positive, admirable, and productive behaviors in our young people. His approach focuses on the Five C's: Competence, Confidence, Connection, Character, and Caring. He theorizes that a kid secure in the Five C's will probably be equipped to avoid real storm and strife during adolescence...

[Pascoe, C. J. \(2007\). *Dude, you're a fag: Masculinity and sexuality in high school*. Berkeley, CA: University of California Press.](#)

Based on eighteen months of fieldwork in a racially diverse working-class high school, *Dude, You're a Fag* sheds new light on masculinity both as a field of meaning and as a set of social practices. C. J. Pascoe's unorthodox approach analyzes masculinity as not only a gendered process but also a sexual one. She demonstrates how the "specter of the fag" becomes a disciplinary mechanism for regulating heterosexual as well as homosexual boys and how the "fag discourse" is as much tied to gender as it is to sexuality...

[Pipher, M. \(1995\). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Ballantine Books.](#)

Backed by anecdotal evidence and research findings, she suggests that, despite the advances of feminism, young women continue to be victims of abuse, self-mutilation (e.g., anorexia), consumerism and media pressure to conform to others' ideals...

[Pollack, W. \(1998\). *Real boys: Rescuing our sons from the myths of boyhood*. New York: Random House.](#)

In a lucidly written primer for parents, Harvard Medical School psychiatry professor Pollack dismantles what he terms "the Boy Code", society's image of boys as tough, cool, rambunctious and obsessed with sports, cars and sex...

[Simmons, R. \(2002\). *Odd girl out: The hidden culture of aggression in girls*. New York: Harcourt.](#)

Although more than 16 years have passed, Rhodes Scholar Simmons hasn't forgotten how she felt when Abby told the other girls in third grade not to play with her, nor has she stopped thinking about her own role in giving Noa the silent treatment. Simmons examines how such "alternative aggression" where girls use their relationship with the victim as a weapon flourishes and its harmful effects...

[Strauch, B. \(2003\). *The primal teen: What the new discoveries about the teenage brain tell us about our kids*. New York: Doubleday](#)

Strauch, medical science and health editor at the New York Times, sets out to offer reassurance to parents baffled by their kids' seemingly irrational and erratic behavior. She discusses the latest research, including brain scans that show changes in the brain's structure and function that could explain the crazy behavior exhibited by teens...

[Tatum, B. \(2003\). "Why are all the Black kids sitting together in the cafeteria?": A psychologist explains the development of racial identity. New York: Basic Books.](#)

Anyone who's been to a high school or college has noted how students of the same race seem to stick together. Beverly Daniel Tatum has noticed it too, and she doesn't think it's so bad. As she explains in this provocative, though not-altogether-convincing book, these students are in the process of establishing and affirming their racial identity...

*We would prefer that you select a book from this list; however, if there is another book that you are really eager to read that would fit with this assignment, please contact the instructor.

Appendix B

Research Project Options for EDLF 5011, Fall 2011

Adolescent Learning and Development

Joanna Lee Williams & Julie Ragsdale

There are three project options from which to choose. You only need to complete *one* of the *three* options. Regardless of the option you choose, you will be required to turn in a project proposal (Oct 13) *and* a project paper (Nov 17) on Collab.

- Option A: Review of Empirical Papers
- Option B: Teaching and Analyzing a Lesson
- Option C: Developmental Comparison Interview

Due dates to put on your calendar:

- Project Proposal is due on or before Oct 13th on Collab.
- Project Paper is due on or before November 17th on Collab.

General guidelines for all project papers, regardless of the option you choose:

- Your paper should be double-spaced, size 12 font, and four to five pages in length not including the reference page.
- Paper should follow style guidelines specified by APA style for citations & references:
 - You may have learned other styles of citing references, such as MLA. APA is used widely in educational research. Citing and preparing a reference section in APA style is worth mastering so that you can use it in your other Curry classes.
 - If you need more specific information on how to cite references according to APA style, see the Publication Manual of the American Psychological Association, 5th or 6th Edition.
 - Some very useful websites for APA style can be found at:
www.wisc.edu/writing/Handbook/DocAPA.html;
<http://owl.english.purdue.edu/owl/resource/560/01/>;
<http://www.apastyle.org/learn/index.aspx> (tutorial);
<http://www.apastyle.org/learn/faqs/index.aspx> (FAQs); <http://blog.apastyle.org/> blog
 - The two sections that will be helpful are: 1) Parenthetical citations (citations in text), and 2) Reference list
 - The McDevitt & Ormrod textbook is in APA format, so check their reference section if you need an example (Nakkula & Toshalis is *not* in APA format)
 - All references should be listed in alphabetical order by the first authors' last name.

Option A: Review of Empirical Papers

This research project will provide you with an opportunity to examine empirical research on a specific interest or question related to adolescent's learning and development.

The project follows a four-part process:

1. Creating a question that reflects your interests about youth's learning and development.
2. Finding at least three current empirical research articles that address your question.
3. Reporting the findings in a succinct 4-5 page paper that reviews the articles, summarizes the results, and describes their implications.
4. Citing references using the APA publication style (5th or 6th Edition).

Expectations:

Project Proposal (Due Oct 13th) Turn in one page on Collab giving your topic idea in the form of a question, along with a preliminary list of references.

1. Look for articles from the past 10 years, 2000 and later.
2. Select articles that report actual studies, describing original empirical research. Review articles, articles from the popular press, handbook chapters and dissertations are good sources of background information (for example, they may provide you with names of researchers working in the field), however, they cannot count as one of the three empirical articles reviewed.
3. Cite references following the APA publication style.

Project Paper. Your research paper is due November 17 on Collab.

A Few Tips:

I recommend you follow two steps in creating a question that reflects your interests about adolescent's learning and development.

First, identify a *what*, *what*, and *who*.

- *What*: Your area of interest in learning and development (e.g., parenting styles, brain research, classroom climate, socialization, etc.)
- *What*: An aspect of learning and/or development (e.g., intrinsic motivation, physical development, moral development)
- *Who*: A specific category of students of interest to you in your role as a teacher (e.g., gifted teens, adolescent females, African American males, Spanish-speaking children, etc.)

Second, formulate your *what-what-who* into a question.

- In other words, "What is the contribution of ---*what*---on---*what*---in---*who*? As a more concrete example, "What is the contribution of *parenting styles* on *aggressive behavior* in *adolescent boys*?"
- Or, "What is the relationship between---*what*---and---*what*---in---*who*? As a more concrete example, "What is the relationship between *classroom teaching methods* and *high school graduate rates* among *American Indian (Navajo & Cherokee) adolescents*?"

Answer to a Few Frequently Asked Questions:

Are my resources articles describing empirical research?

Empirical research articles report actual studies. There are a few things to look for to determine whether an article is empirical. Most empirical articles have introduction, methods, results, and discussion sections. All empirical articles, both quantitative and qualitative, describe a data set, tell you how the data were collected, and describe what has been learned from the data.

Is my topic focused enough?

Please remember this is only a four to five page paper. If you are having a difficult time narrowing your topic, try concentrating on a specific group (e.g., females, Chinese American youth, 16-18-year-olds, etc.).

How can I find empirical articles?

We recommend you access references listed in PsycInfo.

- To access PsycInfo, visit the library home page and proceed through these sequential steps:
 - Click on :
 - <http://guides.lib.virginia.edu/education>
 - choose *PsycINFO Database*,
 - then put in your search terms and hit search,
 - (under the section that says, “limit,” you *can* select “peer reviewed journal” as publication type as a timesaver),
 - click through to get a pdf version of your article.

REMEMBER, the library staff is happy to help you become comfortable with the resources of the library. If you have questions, please ask the library staff. (But please do not ask the library staff to find your specific references for you.)

Google Scholar (<http://scholar.google.com>) can also be a helpful place to start, but it's best used when you know some specifics about what you're looking for. If you're accessing Google scholar on-Grounds (or through a UVA proxy site), it will often provide a link to the actual article through the UVA library website.

Option B: Teaching and Analyzing a Lesson

This project will provide you with an opportunity to teach someone a lesson and examine its elements. This option will improve your understanding of the processes associated with teaching and learning.

The project follows a five-part process:

1. Creating and writing a lesson in an area of competency.
2. Teaching that lesson to another person.
3. Analyzing your teaching and your student's learning of the lesson in relation to the course.
4. Reporting your lesson and analysis in a four to five page paper.
5. Citing references using the APA publication style (5th or 6th Edition).

Expectations:

Project Proposal (due Oct 13th). Turn in one page on Collab giving your lesson topic idea in the form of a statement with an outline of your lesson plan.

1. Describe your opener and how you will assess what your “student” already knows about the topic.
2. Describe the body of your lesson.
3. Describe the closer that you use to your lesson.

Project Paper. Your research paper is due on November 17 on Collab.

A Few Tips:

I recommend you choose a topic that you know a lot about and can teach easily. You can choose an academic or non-academic topic. Some examples that you might teach a peer might include: how to use an ipad, create a sustaining exercise program, organize your closet, pack a suitcase for a trip, manage/organize digital photos, or use scientific notation. Some examples that you might teach a student might include: how to use a checkbook, dive off of a diving board, manage a soccer ball on the field, solve for X, write a poem, or create a resume.

Choose a person to whom you can teach your topic. You can administer your lesson to an adult. Alternatively, you can choose an adolescent, for example, a youth whom you tutor or babysit.

Divide the lesson into three segments: 1) the opener, 2) the body of the lesson, and 3) the closer. In particular, assess prior knowledge, teach in a way that helps a person become an expert in an area (e.g., describe an overarching principle or approach and practices that exemplify that approach, break the process into small steps), and finish the lesson with strategies (e.g., reflection, application to a new situation) that promote transfer to novel situations.

Your final paper should describe your lesson and its components using terms and ideas from your textbook and other course materials. The final page of your final paper should describe aspects of your lesson that worked (and why) and aspects of your lesson that you think did not work (and why).

Option C: Developmental Comparison Interview

This project will provide you with an opportunity to learn about a specific aspect of learning or development from two youths’ perspectives. This option will improve your understanding of development differences among older and younger adolescents.

The project involves a five-part process:

1. Identifying and garnering permission from two adolescents- one younger (11-14) and one older (15-19) and a parent/guardian for each if the youth is under 18. (See permission letter at end of document)
2. Selecting one aspect of learning or development and developing an interview about it.
3. Interviewing each of your participants and recording details from that interview.

4. Writing a 5 page paper describing the concordance and discordance of the different views on your topic of choice and offering analysis and insight into why the interviewees held similar or different views on the topic.
5. Citing references, if any, using the APA publication style (5th or 6th Edition).

Expectations:

Project Proposal (due Oct 13th). Turn in one page on Collab describing the people you plan to interview and the topic that forms the basis for your interview.

1. Describe each of the youth who you plan to interview.
2. Describe your topic as well as your key interview questions.

Project Paper (due Nov 17th on Collab)

1. Your paper should describe the youths' responses to the topic that you've chosen (about two pages) as well as the concordance (1 page) and discordance (1 page) between the younger teen's response compared to the older teen's response. Then, offer some analysis of why the participants held similar or different views (1 page).

A Few Tips:

1. Choose a single topic that interests you that a teen would be capable of discussing. For example, what are the rules you live with at home? What is it that you do when you try to learn something new? What are friendships like in your school? What does your ethnic background mean to you?
2. Look to your textbook and learn more about the topic you have chosen. Create a short interview with questions that an older and younger teen can understand.
3. Identify the youth with whom you would like to work and then ask their permission and their parent/guardian's permission to interview them (parent/guardian needed only for youth under 18).
4. Complete the permission forms and turn them in with your proposal.

Samples**Option A: Review of Empirical Papers****Sample Project Proposal****Project Topic:**

What is the association between teacher quality and children's achievement in elementary school?

References

Borman, G. D. & Kimball, S. M. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps?

Elementary School Journal, 106(1), 3-20.

D'Agostino, J. V. (2000). Instructional and school effects on students' longitudinal reading and mathematics achievements. *School Effectiveness and School Improvement*, 11, 197-235.

Rowan, B. R., Correnti, R., & Miller, R. J. (2002). What large-scale survey research tells us about teacher effects on student achievement: Insights from the Prospects Study of elementary schools. *Teachers College Record*, 104, 1525-1567.

Option B: Teaching and Analyzing a Lesson

Sample Project Proposal

Lesson: The fundamentals of time management.

My student: I plan to teach this lesson to my roommate. She is a 20 year-old English major at UVa. She would like to be more organized and use her time better. She likes to exercise but says she can't seem to find time to do it. Learning these strategies will probably help her find more time in her day.

Components of the Lesson:

- Access to prior knowledge:
 - I plan to ask her to describe her current system. She and I will make a list of what works and what doesn't work in her current system.
- Body (to promote learning):
 - I will describe to her the grid on time management from the book *First Things First*. This grid describes activities representing high and low levels on two dimensions: importance and urgency. I will help my roommate analyze her time last week and place the activities she engaged in into the four cells represented in this grid.
 - I will have my roommate look ahead to the semester and then plan next week. She will place her activities into the four cells represented by the grid. I will have her analyze the differences between the two grids.
 - I will have her use the new grid that she created and plan her next week. She will write down what she will do at different times on her calendar.
 - I will have my roommate identify her five most important roles and specify the one thing that she will definitely get done in relation to each of those roles.
- Closer (to promote transfer):
 - My roommate will reflect on this process.
 - My roommate will identify a weekly time when she could strategize and prepare her grid and calendar for the next week.
 - My roommate and I will check in to review the overarching principles and specific practices that she learned about one week after the lesson. My roommate will describe the ways in which these practices did and did not work.

References:

Covey, S., Merrill, A. R., & Merrill, R. R. (1994). *First Things First*. New York, NY: Fireside Publishing.

Option C: Developmental Comparison Interview Sample Project Proposal

Pseudonyms and description of participants:

Suzanne is a 12 year old girl in the 6th grade. She loves sports and shows a flair for writing letters and short stories. She does craft projects for fun and she is extremely social. I know her well because I babysit for her each week.

Charlotte is a 17-year-old girl in the 12th grade. I tutored her last year in math. She loves social studies and plays volleyball, she also writes for the school newspaper.

Topic of the interview:

I decided to focus my interview on social aggression in girls. I plan to ask each girl questions about her peer relationships, her awareness and/or experience of social aggression, and her views on how girls' relationships in her school changed across school transitions (elementary to middle or middle to high school).

Sample Questions:

1. Tell me about your peer group- do you have a large or a small group of friends? Do you have a best friend? If so, what is your relationship like?
2. Have you ever heard about girls being mean to each other in your school? If so, what types of things happen between girls when they're mean?
3. Have you ever experienced a conflict with another girl or group of girls in your school? What was that like for you?
4. When you changed from (elementary to middle/middle to high school), did you notice any differences in the ways girls got along with each other? Were there cliques that started or ended? How are social groups different now from how they were before?

Curry School of Education

405 Emmet Street, Ruffner Hall
Charlottesville, VA 22903-2495

Date _____

Dear Parent or Guardian:

My name is _____. I am a student in the Secondary Education teacher training program at the University of Virginia, Curry School of Education. Currently, I am taking a class entitled "Adolescent Learning and Development". In this class, I am learning about what it is like for adolescents to learn and develop and what this means for their family and school experiences.

One of our course requirements is to interview two adolescents, a younger teen (11-14) and an older teen (15-19) about some facet of learning or development. I will summarize the results of these interviews for a class assignment at the University of Virginia. The summary will not include your name or the name of your teen. Before we can interview your teen, we need your permission. Please sign the interview release form on the bottom of this page if you are willing to let your teen be interviewed.

I look forward to talking with you. Please feel free to contact the course instructor, [REDACTED] if you have any questions about the interview requirement. Thank you!

Sincerely,

Please sign below to indicate that you give permission to do the interview and for the interview to be included in my class paper with no identifying information.

Parent's signature: _____

Youth's signature: _____