

EDPY304
Adolescent Development and Learning

3 Credits

Instructor: Kelly Mutter
780 871 5423

Original Developer: Kelly Mutter

Current Developer: Kelly Mutter

Reviewer: Chantel Walker

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2602 - 59 Avenue, Lloydminster, Alberta, Canada T9V 3N7. Ph: 780 871 5700
5707 College Drive, Vermilion, Alberta, Canada T9X 1K5. Ph: 780 853 8400
Toll-free in Canada: 1 800 661 6490



EDPY304 Version: 1



Adolescent Development and Learning

Calendar Description

This course deals with adolescent development and connects it to the teaching/learning process and student behavior. It includes theory, research, and illustrations, all dealing with the classroom application of psychological principles. Topics covered include adolescent development (biological, cognitive, and social/emotional), individual and group differences in adolescence, and adolescent motivation and resiliency. All topics in the course will be examined with an educational psychological perspective.

Rationale

This is an elective course for University Studies students. As a potential future teacher, the study of educational psychology helps students learn about and understand the ways in which adolescents grow and develop as members of a family, community and society, and how this experience influences their learning and behaviour in school. It also provides students with many suggestions for planning and organizing instruction, managing the classroom and communicating with parents.

Prerequisites

EDU100 or PSYCO104/PSYCO105

Co-Requisites

EDU100 or PSYCO104/PSYCO105

Course Learning Outcomes

1. apply development theory to learning and issues in adolescence
2. critically examine adolescence as a distinct stage in human development
3. explain how biological, cognitive, and social/emotional development contribute to the changes we see in adolescents
4. evaluate characteristics and stereotypes commonly associated with adolescence and recognize the diversity within the group
5. explain how learner differences may be addressed within the teaching process, including recognition and respect for a multitude of cultures and students with special needs

6. examine the relationship among learning, achievement, and motivation in adolescence and be able to use this information to motivate students to achieve their goals
7. apply appropriate writing skills in terms of spelling, grammar, terminology, and building an academically sound argument:
 - use language correctly and convincingly;
 - construct a thesis and conclusions from a broad range of sometimes contradictory data;
 - use recognized academic format and style.

Resource Materials

McMahan, I. & Thompson, S. (2015). *Adolescence: Canadian edition*. Toronto: Pearson.

Note: Other sources may be recommended or required as supplemental reading.

Conduct of Course

Classroom instruction is predominantly in lecture form; however, lectures are interspersed with videos and possibly guest lecturers. When possible, field trips to local institutions are offered. I invite your input as to the types of places you might like to tour and the types of presenters you might like to hear from as guest lecturers.

In order to be able to keep up with lectures and discussions it is recommended that you read the assigned readings before class. Class participation is essential if you want to get the most out of this course and you'll find that becoming personally involved also tends to make the course more enjoyable. It's been my experience that if you are thinking of something and/or are wondering about something chances are that a number of other students are thinking about or wondering about the same thing. Believe me, they will thank you if you will take the initiative and speak up.

All assignments are to be completed and turned in at the assigned dates unless I tell you otherwise. If you have a problem in getting an assignment in on time please come and talk to me about it, sometimes other arrangements can be made. You must complete all assignments before writing the final exam for this course, so be sure and talk with me if you have a problem.

Plagiarism and cheating – presenting someone else's words, ideas or work as your own, is a serious academic crime. Punishments range from a zero for the assignment to expulsion from the College.

Evaluation Procedures

Midterm Exams	45%
Research Assignment	25%
Final Exam	<u>30%</u>
 Total	 100%

There are three midterm exams (15% each) and one final exam (30%). All exams consist of multiple choice and short answer questions.

The research assignment is an academic essay.

No supplemental assignments or exam re-writes are allowed in the University Transfer Department.

Grade Equivalents and Course Pass Requirements

A minimum grade of D (50%) (1.00) is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.

Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. Poor attendance may result in the termination of a student from a course(s).

If you do not meet the established attendance requirements, your instructor will recommend that the Registrar withdraw you from the course. A failing grade of RW (Required to Withdraw) will appear on your transcript.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

Instructors have the authority to require attendance at classes.

Course Units/Topics

A. Introduction to course and blended delivery

B. Development

Topic 1: What is adolescence?

Topic 2: Puberty and Physical Health

Topic 3: The Adolescent Brain

C. Contexts

Topic 4: Family and Peers

Topic 5: School and Work

Topic 6: Community, Culture, and Media

D. Individual Differences

Topic 7: Gender

Topic 8: Identity

Topic 9: Intimacy

Topic 10: Problems

Topic 11: Resiliency



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