



## ***SYLLABUS FOR Adolescent Development***

---

**Term:** SPRING 2017  
**Course Number:** MAT506Q  
**Instructor** Mr. John Potocki  
**Cell Phone** 312-405-8133  
**E-mail:** jpotocki.ccsj.edu or apotocki@aol.com/  
**Office Hours:** TBA or by appointment

**Instructor Educational Background:** M.A. Educational Administration Governors State University, Illinois State Certificate in Behavior Disorders, M.A. Interpersonal Communication Governors State University, B.S.E. in Education Northern Illinois University, A.A. General Wilson Junior College. Mount Carmel High School Chicago.

**Professional:** I have served the educational community as; Principal, Assistant Principal, Director, Dean of Students, Coach and Teacher with the Chicago Board Of Education for 34 years. I have also served as assistant football coach at the University of Chicago but have since retired from both. Currently I am an Administrator with Illinois School District 215. Retiring in May. The past 18 years I have been an instructor at CCSJ in the Education Department.

**Course Time:** 02/18/17, 02/25/17, & 03/04/17 08:00A.M. until 04:00P.M.

**Course Description:** The teacher candidate will examine major theories and findings concerning human development through the adolescent years and their implications for the professional educator. Topics include physical development, moral development, early experience and developmental issues relating to education. Field experience required.

**Prerequisites:** EDU, 100, 200 and 300

**Learning Outcomes/ Competencies:**

Students in this course will:

- Explore and understand the various theories of development and how they impact learning.
- Be able to create appropriate learning experiences based on a child's developmental stage.
- Explore and understand the different concepts of intelligence and the role it plays in learning.
- Explore and understand the influences that environment and genetics play in development of a child.
- Be able to compare and contrast the cognitive, social and behavioral differences between boys' and girls.
- Understand the role that family and peer relationships play in child development.
- Understand adolescence emerging in adulthood during this century

**Textbooks:** Arnett, Jeffrey Jensen. (2004). *Adolescence and Emerging Adulthood*. Upper Saddle River, N.J. ; Pearson Education, IND. ASK ANA IN EDUCATION OFFICE 385 EXT TO GET BOOK; the book is a must requirement for the class. The edition does not matter.

**Course Requirements/Assignments:** The teacher candidate is responsible for the readings in the text before each meeting. He/ She will be asked to explain portions of chapter and fellow students will note and write bullets. (Important points) All students will submit 80 bullets in Blackboard as an assignment. There will be Two papers. One paper (8-10 pages typed) on some aspect of this course to be approved by the instructor. It will submitted in blackboard as an assignment. It must be detailed. The second paper will be a summery of the social aspects that are included in the film,

**"FIVE GIRLS". This film will be discussed in class and the challenges the students face will be included in a paper. It will be submitted in Blackboard, (3-5 pages). A hard copy of the assignments will also be submitted to the professor. Observations in a classroom and age appropriate students will also required. (questions answered in blackboard). Ten hours of observation.**

**Assessment:**

Bullets	35%
Presentation	35%
Papers	30%

**Class Policy for Assignments: Major reduction in grade for any late or missing assignments**

**Grading Scale:**

Grade	Points
A	100-92 4
A-	91-90 4
B+	89-88 3
B	87-82 3
B-	81-80 3
C+	79-78 2
C	77-72 2
C-	71-70 2
D+	69-68 1
D	67-62 1
D-	61-60 1
F	59 and below

**Class Policy on Attendance: Students are expected to be present and on time for all classes. Hands on experience and class interaction are invaluable. This cannot be made up because of the times the class is meeting.**

**Class Policy on Electronic Devices: Please turn off all phones during class**

**Course Outline:**

Class Dates:	Topics/Assignments:
02/18/17	Syllabus-Lecture-Discussion--Film-Assignments/ History, Biological and Cognitive Foundations
02/18/17	Class Discussion-Lecture-Film, Assignments, Student Presentations, Cultural Beliefs, Gender, Self, Family Relationships, Friends and Peers, Dating, Love and Sexuality---Research and Observation Presentations
03/04/17	Class Discussion-Lecture--Film, Assignments, Student Presentations, School, Work, Media, Problems, Emerging into Adulthood—Research and Observation Presentations—Class Portfolio Presentation --Final

**Research Paper :**

You will write a 5 to 8 page research paper, (not including the title page, and reference

page), double spaced, and using APA format. You will also include a minimum of 5 references from educational, scholarly, current, periodicals.

Your topic will be focused on the current educational trends within your content area. Your paper will consist of the following:

**TITLE PAGE** – Centered: Topic, your name, course #, date, my name, and use Headers for your running header and page numbers.

**INTRODUCTION** - State your thesis and the purpose of your research paper clearly. What is the chief reason you are writing the paper? State also how you plan to approach your topic. Is this a factual report, a book review, a comparison, or an analysis of a problem? Explain briefly the major points you plan to cover in your paper and why readers should be interested in your topic.

**BODY** - This is where you present your arguments to support your thesis statement. Remember the Rule of 3, i.e. find 3 supporting arguments for each position you take. Begin with a strong argument, then use a stronger one, and end with the strongest argument for your final point.

**CONCLUSION** - Restate or reword your thesis. Summarize your arguments. Explain why you have come to this particular conclusion.

**REFERENCE PAGE** – List all of your resources in alphabetical order with the author’s last name, first name initial, (year). Book title. Publisher.

**RUBRICS**

**Research Paper Rubric**

*10 – 8 Exceeds      7-5 Meets      4 – 2 Does Not Meet      1 No Evidence*

<b>Category</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet</b>	<b>No Evidence</b>
<b>Title Page</b>	Centered Your name, course #, date, my name, used a running header, and page numbers at the top.	Evidence of 5-3 items.	Evidence of 2 or less	Absent
<b>Introduction</b>	The introduction is engaging, states the main topic and	The introduction states the main topic and previews	There is no clear introduction or main topic and the structure of	Absent or partially stated.

	previews the structure of the paper.	the structure of the paper.	the paper is missing.	
<b>Body</b>	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph fails to develop the main idea.	Absent or very under developed.
<b>Organizational Structural Development</b>	Demonstrated logical sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected, lacked transitions.	Lacks structure and organization.	Absent or obvious organization.
<b>Conclusion</b>	The conclusion is engaging and restates the introduction.	The conclusion restates the introduction.	The conclusion does not adequately restate the introduction.	Absent or incomplete and unfocused.
<b>Mechanics/ Usage</b>	No errors in punctuation, capitalization, spelling, and word usage.	Almost no errors in punctuation, capitalization, spelling, and word usage.	Many errors in all mechanics and usage.	So many errors that it is distracting.
<b>Citation</b>	All in-text citations are done correctly with no errors using APA format.	Some in-text citations are done correctly using another format.	Few in-text citations are done correctly, Inconsistencies exist.	Absent or no clue as to cite text.
<b>Reference Page</b>	Done in the correct format with no errors using APA format.	Done in the correct format with a few errors.	Done in correct format with many errors.	Absent or no clue as to any format.

Total: \_\_\_\_\_/80

## Chapter Presentations

---

Teacher Candidate: \_\_\_\_\_

5- 4 - Master

3- 2 – Proficient

2-1 – Standard

1-0 – Initial

*TC = Teacher Candidate*

	M	P	S	I
<b>Content</b>				
TC understands key concept				
TC provides information beyond text				
TC articulates major objectives				
TC provides examples and can make connection to real life				
TC provide brief interactive activity to demonstrate topic				
Notes:				
<b>Presentation</b>				
TC shows effective use of Power Point				
TC shows effective use of supplemental material				
TC uses well chosen vocabulary to support ideas and concepts				
TC uses professional voice tone, volume and control				
TC conveys enthusiasm for the topic				
TC maintains eye contact with students				
TC presents for a time period of 20 minutes				
Notes:				
<b>Feedback</b>				
TC is able to facilitate professional discussion				
TC is able to respond to questions appropriately				
TC ask questions to stimulate critical thinking				
TC provide feedback for time period of 3-5 minutes				
<b>Total</b>				
		/80		

**Class Participation: (per instructor)**

**Center for Academic Excellence:**

Tutoring assistance is free to all students of Calumet College of St. Joseph. Call the Center for Academic

Excellence (CAE), to make an appointment at 473-4287. The Center has experienced and well-trained tutors in most subject areas to help students who are struggling in a course or who are doing well and would like to do better. Regular weekly tutoring sessions are likely to improve your grade.

**Related INSTAS Principles:**

**Principle 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle 3:** The teacher understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners

**Principle 4:** The teacher understands and uses a variety of instructional strategies to encourage students development of critical thinking, problem solving and performance skills.

CORE OBJECTIVES	INTASC	NBPTS
UNDERSTANDING HOW STUDENT'S LEARN	2	1
DIVERSITY, RESPECT, APPRECIATION, EQUITY	3	1
HOW TO TEACH (INSTRUCTIONAL STRATEGIES)	4	3,4

**PLAGIARISM:** If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

**PLEASE NOTE:** Calumet College of St. Joseph subscribes to Turnitin.com and all papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

**Citation Guidelines:**

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, and Chicago Manual of Style or Turabian.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

**Withdrawal from Classes Policy:**

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).