This course is a required component of the Middle School and High School Master of Arts in Teaching (MAT) program within the Professional Teacher and Counselor Education (PTCE) unit. The mission of the College of Education is to prepare, inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.

I. Course Description
This course covers the research and influence of social, physical, psychomotor, intellectual, cognitive and peer relations as they relate to learning and development of the middle/secondary school student. This course investigates the influence of peer groups and the environment as well as identifies at-risk youth. We will be seeking to understand adolescence from a variety of contexts, including school, family, peers, work, and media. To that end, the class will investigate over thirty common issues adolescents experience. The following are the main list of common issues: abuse, anger, anxiety, depression, substance issues, eating disorders, forgiveness, grief, guilt, sexual identity, inferiority, game addictions, loneliness, masturbation, obesity, obsessions and compulsions, panic attacks, divorce, parents, peer pressure, phobias, pornography, promiscuity (sex), rage-violence-gunfire, mental illness, schoolwork, spiritual dilemmas, stuttering, suicide, and victims of violence.

II. Link to Conceptual Framework, Knowledge Base, and National and State Guidelines
The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: http://oregonstate.edu/education/accreditation/

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4
The Oregon TSPC Standards embedded in this course include the following:
Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
Standard 2: Establish a classroom climate conducive to learning.
Standard 3: Engage students in planned learning activities.
Standard 4: Evaluate act upon, and report student progress in learning.
Standard 5: Exhibits professional behaviors, ethics, and values.

III. Methods of Instruction
- Lecture/Direct Instruction
- Discussion
- Written Reflections
- Independent Research
- Class Presentations
- Media review and reflection

IV. Student Learning Outcomes – Course Objectives
1. Become acquainted with key theories, issues, and studies related to adolescent psychology and use them to understand central concerns and behaviors of adolescents in a variety of contexts;
2. Reflect upon personal and professional perspectives related to interacting with adolescents;
3. Develop a measure of expertise in one area of social-cognitive and identity development in adolescence: adolescent egocentrism;
4. Apply course knowledge to classroom settings.

V. Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements/Assignments</th>
<th>Due Date</th>
<th>Alignment with Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Each day</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Film Discussion</td>
<td>First day</td>
<td>1, 2, 4</td>
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<tr>
<td>Article Presentations</td>
<td>To be assigned</td>
<td>1, 4</td>
</tr>
<tr>
<td>Film Discussion Paper</td>
<td>Third class meeting</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>Last class day</td>
<td>1, 3, 4</td>
</tr>
</tbody>
</table>

Further information on Course Requirements/Assignments:

Reflection Paper: Due each day of class a one-page typed paper addressing a variety of relevant topics. The closing discussion each day will draw from shared personal and professional perspectives.

Article Presentations: Our textbook has 34 articles addressing a variety of issues related to adolescent psychology. Each student will present a concise summary of two articles and lead a brief discussion (10 minutes per article). Article presentations will begin on Day Two.

Discussion Paper One: Students are asked to review and reflect upon Perks of a Wildflower. Discussion Paper Two involves another adolescent film entitled, “Margaret” - please review and reflect in Class - followed by a written description of a student you know who mirrors many of Margaret’s issues.
Fact Sheet: What Every Teacher Should Know About Adolescent Egocentrism
The professor believes that David Elkind’s theory of adolescent egocentrism is an important concept in understanding issues of esteem, identity, risk-taking behaviors, etc., in adolescence. The goal of this paper is for each student to develop some measure of expertise relative to this meaningful construct. Every student will be researching and writing on the same topic: Adolescent Egocentrism as applied to one of the thirty issues adolescent’s experience. The assignment is due the last day of class. It should be typed, double-spaced, and professionally written. This paper should be 2-4 pages of narrative in length. Grading criteria for this paper is based on: Thoughtful critical reflection (75 points) and professional quality paper—grammar, spelling, etc., (25 points) - More on the specifics of this paper via a class discussion.

Final Exam: A final will be given at our last class meeting in February

VI. Evaluation
1. Attendance: 10 points per class meeting (4 x 10= 40 points possible)
2. Reflection Paper: 15 points per paper (4 x 10= 60 points possible)
3. Article Presentations: 10 points per Article Presentation (2 articles=20 points possible)
4. Discussion Papers concerning films: 30 points:
5. Final Exam: 30 points possible
6. Fact Sheet paper: 20 points possible

There are 200 total points possible in this course.

VII. Grading
The grading scale is shown below in percentages:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93—100%</td>
<td>A</td>
</tr>
<tr>
<td>90—92%</td>
<td>A-</td>
</tr>
<tr>
<td>87—89%</td>
<td>B+</td>
</tr>
<tr>
<td>83—86%</td>
<td>B</td>
</tr>
<tr>
<td>80—82%</td>
<td>B-</td>
</tr>
<tr>
<td>77—79%</td>
<td>C+</td>
</tr>
<tr>
<td>73—76%</td>
<td>C</td>
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<tr>
<td>70—72%</td>
<td>C-</td>
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<tr>
<td>67—69%</td>
<td>D+</td>
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<tr>
<td>63—66%</td>
<td>D</td>
</tr>
<tr>
<td>60—62%</td>
<td>D-</td>
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<tr>
<td>0—59%</td>
<td>F</td>
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</tbody>
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Grade Requirement
A grade-point average of 3.00 (a “B” average) is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below “C” (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken.

VIII. Textbook:

IX. Instructor’s Expectations
- Students are expected to attend all classes or notify instructor by e-mail if you are unable to attend.
- Students are expected to be punctual when turning in all assignments. Late work will only be accepted in emergency situations.
- Students are expected to prepare for class by reading the assigned materials.
- Students are expected to be active participants in all classroom discussions and activities.
• Students are expected to utilize APA formatting of written work with graduate level proficiency in all written assignments.
• Each student is responsible for their and other students’ success.

Note: The instructor holds himself to these same expectations.

X. The University’s Expectations for Student Conduct:

Link to Statement of Expectations for Student Conduct
http://oregonstate.edu/admin/stucon/achon.htm

Academic Integrity – Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty (http://oregonstate.edu/studentconduct/avoid.htm), or contact the office of Student Conduct and Mediation at 541-737-3656.

For more information, see http://oregonstate.edu/admin/stucon/achon.htm

XI. Student Disability Policy
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.
http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm

XII. University Policy Concerning Weapons
The carrying and use of weapons on the OSU campus is strictly prohibited. This includes permitted concealed weapons. This policy applies to all OSU controlled properties and facilities, including classroom buildings, administrative buildings, and parking areas (including College Way). The complete OSU weapons policy can be found at http://arcweb.sos.state.or.us/rules/OARS 500/OAR 576/576065.html