Welcome to Our Class!

Course Description:
Emphasis on applying theoretical knowledge of adolescent development to classroom teaching. Strategies for general and special education teachers to meet the cognitive, emotional, and social needs of adolescents in urban contexts. Focus on differentiating instruction to maximize learning opportunities and outcomes for all learners across ethnicity, race, national origin, linguistic competencies, ability status, learning styles, sexual orientation, gender, and social class. Issues of curriculum development, instructional planning, classroom management, and uses of technology. Methods for collaboration with parents, teachers, and other professionals.

Course Overview:
This course takes an interdisciplinary approach to building understanding of diverse adolescent learners in urban contexts. Pre-service teachers will be guided in using multiple lenses, from developmental psychology, to critical theories, to pedagogically driven models of teaching and learning, toward constructing practical, grounded, and equity-based approaches to their professional practice.

Learner Objectives:
Students will be able to…

1. apply theoretical perspectives on adolescent cognitive development, social and emotional growth, and identity formation to teaching practice in urban schools.
2. compare and contrast developmental processes of typically and atypically developing adolescents.
3. integrate a model of differentiation for diverse adolescent learners with curriculum development and instructional planning.
4. analyze the roles and uses of media and technology in urban adolescents' lives in and out of school.
5. evaluate strategies for promoting social inclusion, effective classroom management and discipline, and cohesive classroom communities.
6. identify best practices for collaborating with parents, fellow teachers, and other professionals.
Required Readings:
Texts:

Recommended Reading:

Course Requirements:

1. Reading Assignments and Class Participation [essential for achieving Objectives 1-6]

It is important that you read assigned materials in order to foster interesting and productive class discussion. The reading assignments for each week are listed in this document under Readings, Activities and Assignments. Readings are to be completed for the day indicated. Please bring each day’s readings, and your notes and questions about the readings, to class with you.

Class participation in the form of attendance, comments, questions, and active engagement in classroom discussion is required for this course. Attendance will be taken at every class. Because we only meet once per week, missing more than one class (especially unexcused) will significantly a effect your overall participation grade.

Because there are group projects in this class, self ratings and peer ratings of group participation will be used to calculate your class participation grade.

2. Semester-long Project: A Developmental Educational Program [assessment of Objectives 1-3, 6]

You will work in a small, inter disciplinary group over the course of the semester to plan an educational program around adolescents’ developmental needs. Your goal is to craft a positive, intellectually rigorous, affirming, and respectful educative experience for your imagined future students across the areas of curriculum represented in your group. The educational program should reflect your understanding of differentiating instruction to meet students’ needs within and across the various dimensions of their developmental profiles and identities. This assignment also will require you to think about and apply what you have learned through your
readings and in class regarding how to work in partnership with parents, fellow teachers, and other professionals. You will turn in drafts and receive feedback on your educational program throughout the semester to ensure you are on the right track. A more detailed description of this project will be provided in class and will be posted on the course site. You will present your educational programs to the class at the end of the semester.

3. Media and Technology Critique [assessment of Objective 4]

For this assignment, you will investigate one of the multiple media and technology modalities that have become part of adolescents’ daily lives: television, film, music, social networking websites and platforms (i.e., Facebook, SecondLife, MySpace, Twitter, text messaging), video games, etc. You will then write a 1-2 page critique that addresses how this modality can support teaching and learning, as well as how teachers can build media and technology literacy regarding less positive aspects of this modality among adolescent learners. More details will be given in class. **1 page minimum/2 page maximum, DS, 1-inch margins, 12-point font.**

4. The Crazy Classroom Showcase [assessment of Objective 5]

This class exercise combines case study and workshop approaches in order to experience, test out, and evaluate different approaches to classroom management and creating classroom community. In class, you will work with a small group to explore a typical classroom challenge (from a limited pool of scenarios) and generate a short skit to demonstrate successful and less successful methods for addressing the issue. After each skit, the entire class will discuss various issues raised in the scenario, alternatives approaches the presenting group may have missed, etc. Each student should take individual notes during the class exercise in order to write up a short reflection paper of lessons learned through the exercise. Being present and active during the course exercise will count toward your class participation grade. The paper will be evaluated separately. **2 page maximum, DS, 1-inch margins, 12-point font.**

**Attendance Policy:**
Attendance is expected in this course. Material is presented in class that is unavailable in assigned readings, so it is highly recommended that you attend every class. There are no texts or notes that can substitute for the discussion and interaction that will take place in class. Please be on time for class. You are responsible for turning in assignments when they are due and for knowing information announced in class, **whether or not you were in class on any particular day. It is your responsibility to obtain handouts, assignments, and information you missed when absent.**

**Grading Policy:**
A number of scores will determine your final grade for the course:
1. Class Participation = 10 %
2. Developmental Educational Program - Final draft and Action Plan presentation = 60% 
3. Media and Technology Critique = 10%
4. Crazy Classroom Showcase presentation and reflection paper = 20 %

**Please Note: There is No Extra Credit.**
Late Work: All papers and projects are due at the beginning of class on the due date, unless you have made other arrangements with me before the due date. You will lose one letter grade for every day that a written assignment is late, including weekend days. Always keep a copy of everything that you turn in.

Students with Disabilities:

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Academic Integrity:

Please note: All work turned in for this course must be ORIGINAL. When in doubt, cite a reference. Adherence to the Academic Code of Integrity for All Students is expected. See http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php. Penalties for lack of adherence to the code will be enforced. Formal proceedings will be filed.

The relationship between students and faculty is the keystone of the educational experience in the Steinhardt School at New York University. This relationship takes an honor code for granted. Mutual trust, respect, and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars but also to cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you

- cheat on an exam;
- submit the same work for two or more different courses without the knowledge and the permission of all professors involved;
- receive help on a take-home examination that calls for independent work;
- “collaborate” with other students who then submit the same paper under their individual names.
- give permission to another student to use your work for a class.
- plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other
materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

• Copy verbatim from a book, an article, or other media;
• Download documents from the Internet;
• Purchase documents;
• Report from others’ oral work;
• Paraphrase or restate someone else’s facts, analysis, and/or conclusions;
• Copy directly from a classmate or allow a classmate to copy from you.

For a very helpful self-test on what constitutes plagiarism, please visit http://www.indiana.edu/~istd/practice.html.

Syllabus:

While some portions of my syllabus are non-negotiable, I approach it as a working document that should reflect the needs of the class community, of which we all are members. I reserve the right to make adjustments to this syllabus should the need arise, and you should know that you, too, have the right to make suggestions for modifying its content.

Readings, Activities, and Assignments

Sept. 2 (1)  
Introduction  
Ice Breaker Activity  
Syllabus  
Discuss three main tasks  
Discussion on Learning Community and what do you want to learn?  
Common Themes: In your own classroom community: What is/will the atmosphere be like? What is a good teacher? What is a good student? Are they mutually exclusive? What type of classroom world do you and your students want to live in?

Sept. 9 (2)  
At Home  
Read  
Watch  
Growing Up On Line  
Go to this web address to watch on line, it's about 56 minutes long: http://video.pbs.org/video/1082076027/ (or Google it yourself).

In Class  
Class discussion of Growing Up On Line  
Small group discussion of Marin and Brown  
Choose Crazy Classroom Showcase Groups
Give out Ramanchandran (Handout)
Give out and Assign Media and Technology
Critique due on Sept. 23
Discuss objectives for your students after they leave your class and what you will have to do to as the facilitator.

Sept. 16 (3)  At Home
Read  V.S. Ramanchandran (Handout)
Watch  
*Inside the Tell Tale Brain* (Go to Youtube and enter V. S. Ramanchandran Tell Tale Brain, it’s about 59 minutes long).

In Class
Small & Large Group Discussion of Ramachandran-Mirror Neurons
Accountable talk discussion of *Growing Up on Line*

Sept. 23 (4)  At Home
Read  Crawford, Ch.2: Differentiation and Adolescent Development. Lieber (REAL), Ch. 1: Personalize Relationships and Learning in the Classroom

In Class
Bring a copy of Media and Technology Paper to class
Peer Edit Media and Technology Literacy Critique
Work on Crazy Classroom Showcase

Oct. 30 (5)  At Home
Read  Social Intelligence (Handout)

In Class
View Goleman Parts 1,2,3

Oct. 7 (6)  At Home
Read  Crawford, Ch 1: Differentiation and the Learning Brain  
Crawford, Ch. 3: Adolescent-Centered Differentiation: Evaluation, Expectation, Engagement, and Exploration  
Lieber (REAL) Ch.3: Meet Adolescent Developmental and Cultural Needs  
Lieber (REAL), Ch. 4: Meet Adolescents’ Cultural and Developmental Needs

In Class
Media and Technology Paper Due (Turn in your paper and the peer edited version.)  
Work on Crazy Classroom Showcase

Oct. 14 (7)  At Home
Read  Crawford, Ch. 4 Meta-cognitive Extension in Adolescent – Centered Differentiation
Watch
Inside the Teenage Brain (Go to YouTube, Search Frontline, Inside the Teenage Brain. Watch all six parts – it’s about 55 minutes total.)

In Class
Group discussion of Inside the Teenage Brain
Small Group discussion of Crawford Ch 4

Oct. 21 (8)
At Home
Read
Crawford, Ch. 6: The Intellectual Dimension in the Differentiated Learning Environment
Crawford, Ch 7: Learning Patterns and Profiles
David Ticchi, Cane and Able (available on line at: http://www.gse.harvard.edu/news-impact/2010/09/cane-able/

Watch
Interview w David Ticchi:
http://www.youtube.com/watch?v=ZCrd9s1_sal

In Class
Discuss David Ticchi
Work on Crazy Classroom Showcase in groups.

Oct. 28 (9)
At Home
Read
Crawford, Ch 5: A Differentiated Learning Environment: the Affective, Social-Emotional, and Physical Dimensions
Lieber (REAL) Ch. 2: Co-Creat a Respectful, Responsible, High-Performing, and Cohesive Learning Community (Be sure to integrate this information into your Crazy Classroom Presentation)

In Class
Present Crazy Classroom and Discuss
Choose Developmental Ed. Plan Groups

Nov. 4 (10)
At Home
Read
Lieber (Right) Ch. 1 Classroom Management and Discipline
Lieber (Right) Ch. 2 Guided Discipline Scenarios
Communicate with Presentation Members. Be ready to present.

In Class
Crazy Classroom Presentations and Discussion if needed
Work on Development Ed. Plan in Groups

Nov. 11 (11)
At Home
Read
Respond to edit of Crazy Classroom Paper
In Class
Any not presented Crazy Classroom Presentations
Work on Developmental Ed. Plans
Bring a copy of Crazy Classroom Paper to be edited by other student at home.

Nov. 18 (12)

At Home
Review Peer Edit of Crazy Classroom Paper

Read
Lieber (RIGHT) Ch. 3 Know Yourself, Know Your Students, and Know Your School
Lieber (RIGHT) Ch. 4 Create Group Norms, Procedures, and Learning Protocols

In Class
Work on Developmental Education Plan
Turn in Crazy Classroom Paper for Final Grade

Nov. 25 (13)

At Home
Read
Lieber (RIGHT) Ch. 6 Invite Student Engagement, Cooperation, and Self-correction,
Lieber (RIGHT) Ch. 7 Develop Accountable Consequences and Supportive Interventions
Lieber (REAL) Ch. 7 Before the School Year Begins
Lieber (REAL) Ch. 8 The First Day of Class

In Class
Developmental Education Plan Presentations Groups I and II
(Each group will have exactly 30 minutes. At that point I will stop you.)

Dec. 2 (14)

In Class
Developmental Education Plan Presentations Groups III and IV
(Each group will have exactly 30 min. At that point I will stop you.)
You should have a friend edit your paper.

Dec. 9 (15)

At Home
Finish semester long project
Write a self-evaluation explaining why you deserve a particular grade (should be approximately ½ page in length)

In Class
Semester-long Project due and we will discuss them in class as a part of our culminating activities.
Turn in self-evaluation.