

## PROPOSED SYLLABUS

Steinhardt School of Culture, Education, and Human Development  
Department of Teaching and Learning

### **TCHL-GE.2515: Adolescent Learners in Urban Contexts**

Meeting Day, Meeting Time, Meeting Place

**Professor:**

**Office:**

**Phone:**

**Email:**

**Office Hours:**

*Welcome to the class!*

#### **Catalog 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. Preservice 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, classroom management and discipline, and cohesive classroom communities.
6. Identify best practices for collaborating with parents, fellow teachers, and other professionals.

#### **Required Reading:**

##### Texts:

- ◆ Crawford, G. B. (2009). *Differentiation for the adolescent learner: Accommodating brain development, language, literacy, and special needs*. Thousand Oaks, CA: Corwin Press.
- ◆ Lieber, C. M. (200X). *Making learning REAL: Reaching and engaging all learners in secondary classrooms*. Cambridge, MA: Educators for Social Responsibility.

- ◆ Lieber, C. M. (200X). *Getting classroom management RIGHT: Guided discipline and personalized support in secondary schools*. Cambridge, MA: Educators for Social Responsibility.

Articles (available on Blackboard):

- ◆ Fine, M. (2003). Silencing and nurturing voice in an improbable context: Urban adolescents in public school. In M. Fine, & L. Weis (Eds.), *Silenced voices and extraordinary conversations...Re-imagining schools* (pp. 13-37). New York: Teachers College Press.
- ◆ Johnson, N. G., & Roberts, M. (1999). Passage on the wild river of adolescence: Arriving safely. In N. G. Johnson, M. C. Roberts & J. Worell (Eds.), *Beyond appearance: A new look at adolescent girls* (pp. 3-18). Washington, DC: American Psychological Association.
- ◆ Marin, P., & Brown, B. (2008). The school environment and adolescent well-being: Beyond academics. *Child Trends Research Brief #2008-26*.

**Recommended Reading:**

- ◆ Arnett, J. J. (2004). *A longer road to adulthood*. In J. J. Arnett, *Emerging adulthood: The winding road from late teens to the twenties*. (Pp. 3-25). London: Oxford University Press.
- ◆ Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press.
- ◆ Cushman, K., & Rogers, L. (2008). *Fires in the middle school bathroom: Advice to teachers from middle schoolers*. New York: The New Press.
- ◆ Fine, M., & Weis, L. (Eds.). (2003). *Silenced voices and extraordinary conversations...Re-imagining schools*. New York: Teachers College Press.
- ◆ Johnson, N. G., Roberts, M. C., & Worell, J. (Eds.). (1999). *Beyond appearance: A new look at adolescent girls*. Washington, DC: American Psychological Association.

**Course Format:**

Classes will be conducted using direct instruction, small and large group discussions, and small and large group activities.

**Blackboard:**

This course has a Blackboard site. The **syllabus**, details about **assignments**, and any other general **course information** will be available on the site as well. In addition, postings will be made regarding events or other items of importance regarding this course. Please also feel free to use the site to continue conversations started in class or raise new points for discussion during future class meetings.

**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 the course calendar. 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 affect your overall participation grade.

I will use the rubric in Appendix A to evaluate your participation in the class<sup>1</sup>. In addition, because there is a group project in this class, self ratings and peer ratings of group participation will be used to calculate your class participation grade. Please see Appendix B for the self- and peer-rating rubric. [100 points].

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

You will work in a small, interdisciplinary 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 in-depth description of this project will be provided in class and will be posted on the course Blackboard site.

You will present your educational programs to the class at the end of the semester. These presentations will be graded based on a combination of scores from your peers' assessment of the presentation and by my own assessment of the presentation. The rubric for these assessments will be constructed in class and via Blackboard. **Presentations should run about 30-40 minutes. [400 points].**

## **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.

Your papers will be posted on a blog for our course that will be linked to the Department of Teaching and Learning website. This will give us an opportunity to contribute to critical conversations in the field in a public forum. **1 page minimum/2 page maximum, DS, 1-inch margins, 12-point font. [300 points].**

## **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 (see below). The paper will be evaluated separately. **1 page minimum/2 page maximum, DS, 1-inch margins, 12-point font. [200 points].**

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<sup>1</sup> Adapted from Maznevski, M. L. (1996, January). Grading class participation. *Teaching Concerns: Newsletter of the Teaching Resource Center for Faculty and Teaching Assistants*. Charlottesville: The University of Virginia. Available from [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Spring\\_1996/TC\\_Spring\\_1996\\_Maznevski.pdf](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.pdf).

## Grading Formula <sup>2</sup>

A number of scores will determine your final grade for the course:

1. Class Participation (including peer ratings of group participation) = 100 points
  2. Developmental Educational Program
    - ◆ 2 drafts @ 100 points each
    - ◆ Final draft – 100 points
    - ◆ Action Plan presentation – 100 points= 400 points
  3. Media and Technology Critique = 300 points
  4. Crazy Classroom Showcase reflection paper = 200 points
- = 1000 total possible points

**Please Note: There is No Extra Credit.**

## Other Important Details

### Accommodations for NYU Students with Disabilities:

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd).

### 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.

### 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.

### Late Work:

All papers and projects are due *at the beginning of class* on the date they are due, 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*. **DO NOT** leave a paper in my mailbox, outside my office door, or under my door **UNLESS** this is an arrangement we have agreed upon. *A lways* keep a copy of any paper or assignment that you turn in. **YOU MAY NOT TURN IN ANY PAPERS VIA EMAIL.**

## Academic Integrity

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<sup>2</sup> See also Appendix C

The following is adapted from the NYU Steinhardt *Student's Guide* (p. 24) and from the Policies and Procedures of the NYU Expository Writing Program (available from [http://www.nyu.edu/cas/ewp/html/policies\\_procedures.html](http://www.nyu.edu/cas/ewp/html/policies_procedures.html)):

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>. This link also will be available on the Blackboard site.

## Course Outline

### **Week 1 Introduction to the Course**

### **Week 2 Culturally, Linguistically, and Socioeconomically Diverse Adolescents in Urban Contexts: Framing the Conversation**

- Readings:**
- 1) Fine, M. (2003). Silencing and nurturing voice in an improbable context: Urban adolescents in public school. In M. Fine, & L. Weis (Eds.), *Silenced voices and extraordinary conversations...Re-imagining schools* (pp. 13-37). New York: Teachers College Press.
  - 2) Johnson, N. G., & Roberts, M. (1999). Passage on the wild river of adolescence: Arriving safely. In N. G. Johnson, M. C. Roberts & J. Worell (Eds.), *Beyond appearance: A new look at adolescent girls* (pp. 3-18). Washington, DC: American Psychological Association.

### **Week 3 Benchmarks of Adolescent Development**

- Readings:**
- 1) Marin, P., & Brown, B. (2008). The school environment and adolescent well-being: Beyond academics. *Child Trends Research Brief #2008-26*.
  - 2) Lieber (REAL), Ch. 3: Meet Adolescents' Developmental and Cultural Needs

### **Week 4 Adolescents as Learners**

- Readings:**
- 1) Crawford, Ch. 2: Differentiation and Adolescent Development
  - 2) Lieber (REAL), Ch. 1: Personalize Relationships and Learning in the Classroom
- Due Today:** Developmental Educational Program, Draft 1

### **Week 5 Differentiation as an Approach to Teaching Diverse Learners**

- Readings:**
- 1) Crawford, Ch. 1: Differentiation and the Learning Brain
  - 2) Crawford, Ch. 3: Adolescent-Centered Differentiation: Evaluation, Expectation, Engagement, and Exploration
  - 3) Lieber (REAL), Ch. 4: Meet Adolescents' Cultural and Developmental Needs

### **Week 6 Tuning in to Development: Adolescent Cognition, Part I**

- Readings:** Crawford, Ch. 4: Metacognitive Extension in Adolescent-Centered Differentiation

### **Week 7 Tuning in to Development: Adolescent Cognition, Part II**

- Readings:** Crawford, Ch. 6: The Intellectual Dimension in the Differentiated Environment
- Due Today:** Media and Technology Literacy critique

**Week 8      Tuning in to Development: Learning Patterns and Profiles**

**Readings:**      Crawford, Ch. 7: Learning Patterns and Profiles

**Week 9      Tuning in to Development: Affective, Social-Emotional, and Physical Dimensions, Part I**

**Readings:**      1) Crawford, Ch. 5: A Differentiated Environment: The Affective, Social-Emotional, and Physical Dimensions  
2) Lieber (REAL), Ch. 2: Co-Create a Respectful, Responsible, High-Performing, and Cohesive Learning Community

**Due Today:**      Developmental Educational Program, Draft 2

**Week 10      Tuning in to Development: Affective, Social-Emotional, and Physical Dimensions, Part II**

**Readings:**      1) Lieber (REAL), Ch. 5: Model, Teach, Practice, and Assess Life Skills  
2) Lieber (RIGHT), Ch. 1: Classroom Management and Discipline

**Week 11      RIGHT Classrooms, Part I \*Please note: Today we will do the Crazy Classroom Showcase exercise in class**

**Readings:**      1) Lieber (RIGHT), Ch. 2: Guided Discipline Scenarios  
2) Lieber (RIGHT), Ch. 3: Know Yourself, Know Your Students, and Know Your School

**Week 12      Getting Started as a New Teacher**

**Readings:**      1) Lieber (REAL), Ch. 7: Before the School Year Begins  
2) Lieber (REAL), Ch. 8: The First Day of Class  
3) Lieber (REAL), Ch. 9: The First Month, Day by Day

**Due Today:**      Crazy Classroom Showcase reflection paper

**Week 13      Differentiated Curriculum Plan Presentations**

**Week 14      Differentiated Curriculum Plan Presentations**

**Finals Week      Due Today:** Developmental Educational Program: Final Draft

**Appendix A**  
**Class Participation Rubric**

Grade	Criteria
0	<ul style="list-style-type: none"> <li>◆ Absent.</li> </ul>
1	<ul style="list-style-type: none"> <li>◆ Present, not disruptive.</li> <li>◆ Tries to respond when called on but does not offer much.</li> <li>◆ Demonstrates very infrequent involvement in discussion.</li> </ul>
2	<ul style="list-style-type: none"> <li>◆ Demonstrates adequate preparation: knows basic facts from the readings, but does not show evidence of trying to interpret or analyze them; rarely brings readings to class; does not show evidence of taking notes on readings.</li> <li>◆ Offers straightforward information (e.g., straight from the readings), without elaboration or very infrequently (perhaps once a class).</li> <li>◆ Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</li> <li>◆ Demonstrates sporadic involvement.</li> </ul>
3	<ul style="list-style-type: none"> <li>◆ Demonstrates good preparation: knows facts from the readings well, has thought through implications of them; often brings readings to class; shows evidence of taking some notes on readings.</li> <li>◆ Offers interpretations and analysis of readings (more than just facts) to class.</li> <li>◆ Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li> <li>◆ Demonstrates consistent ongoing involvement.</li> </ul>
4	<ul style="list-style-type: none"> <li>◆ Demonstrates excellent preparation: has analyzed readings exceptionally well, relating them to other material (e.g., course material, discussions, experiences, etc.); always brings readings and substantive notes to class.</li> <li>◆ Offers analysis, synthesis, and evaluation of readings, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>◆ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</li> <li>◆ Demonstrates ongoing very active involvement.</li> </ul>

## Appendix B Self- and Peer-Evaluation Form

Rate your own contribution to the group's work first, then rate that of your group members.

	<b>Your Name:</b>
1.	<i>This team member participated in group discussions or meetings</i>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
2.	<i>This team member helped keep the group focused on the task</i>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
3.	<i>This team member contributed useful ideas</i>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
4.	<i>I would describe the quantity of work done by this person as</i>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
5.	<i>I would describe the quality of work done by this person as</i>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
	<b>Team Member 1 Name:</b>
<b>1.</b>	<b>This team member participated in group discussions or meetings</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>2.</b>	<b>This team member helped keep the group focused on the task</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>3.</b>	<b>This team member contributed useful ideas</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>4.</b>	<b>I would describe the quantity of work done by this person as</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>5.</b>	<b>I would describe the quality of work done by this person as</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak

	<b>Team Member 2 Name:</b>
<b>1.</b>	<b>This team member participated in group discussions or meetings</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>2.</b>	<b>This team member helped keep the group focused on the task</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>3.</b>	<b>This team member contributed useful ideas</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>4.</b>	<b>I would describe the quantity of work done by this person as</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak
<b>5.</b>	<b>I would describe the quality of work done by this person as</b>
	1. Superior    2. Above Average    3. Average    4. Below Average    5. Weak

## Appendix A Grading Scale and Rubric

### Steinhardt School of Education Grading Scale

<b>There is no A+</b>	
<b>A</b>	<b>93-100</b>
<b>A-</b>	<b>90-92</b>
<b>B+</b>	<b>87-89</b>
<b>B</b>	<b>83-86</b>
<b>B-</b>	<b>80-82</b>
<b>C+</b>	<b>77-79</b>
<b>C</b>	<b>73-76</b>
<b>C-</b>	<b>70-72</b>
<b>D+</b>	<b>65-69</b>
<b>D</b>	<b>60-64</b>
<b>There is no D-</b>	
<b>F</b>	<b>Below 60</b>
<b>IP</b>	<b>Incomplete/Passing</b>
<b>IF</b>	<b>Incomplete/Failing</b>
<b>N</b>	<b>No Grade</b>

### Letter Grade Rubric

#### **A—Outstanding Work**

An "A" applies to outstanding student work. A grade of "A" features not simply a command of material and excellent presentation (spelling, grammar, organization, writing style, etc.), but importantly, sustained intellectual engagement with the material. This engagement takes such forms as shedding original light on the material, investigating patterns and connections, posing questions, and raising issues.

An "A" paper is excellent in nearly all respects:

- It is well argued and well organized, with a clear thesis
- It is well developed with content that is specific, interesting, appropriate and convincing
- It has logical transitions that contribute to a fluent style of writing
- It has few, if any, mechanical, grammatical, spelling, or diction errors
- It demonstrates command of a mature, unpretentious diction

#### **B—Good Work**

A "B" is given to work of high quality that reflects a command of the material and a strong presentation but lacks sustained intellectual engagement with the material.

A "B" paper shares most characteristics of an "A" paper, but

- It may have some minor weaknesses in its argumentation
- It may have some minor lapses in organization and development
- It may contain some sentence structures that are awkward or ineffective
- It may have minor mechanical, grammatical, or diction problems
- It may be less distinguished in its use of language

#### **C—Adequate Work**

Work receiving a "C" is of good overall quality but exhibits a lack of intellectual engagement as well as either deficiencies in the student's command of the material or problems with presentation.

A "C" paper is generally competent; it is the average performance. Compared to a "B" paper, it may have a weaker thesis and less effective development.

- It may have serious shortcomings in its argumentation

- It may contain some lapses in organization
- It may have poor or awkward transitions
- It may have less varied sentence structures that tend toward monotony
- It may have more mechanical, grammatical, and diction problems

**D or F—Unsuccessful Work**

The grade of "D" indicates significant problems with the student's work, such as a shallow understanding of the material or poor writing.

- It presents no clear thesis
- It displays major organizational problems
- It lacks adequate support for its thesis
- It includes irrelevant details
- It includes confusing transitions or lacks transitions altogether
- It fails to fulfill the assignment
- It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction or syntax, which impedes understanding

An "F" is given when a student fails to demonstrate an adequate understanding of the material, fails to address the exact topic of a question or assignment, or fails to follow the directions in an assignment, or fails to hand in an assignment. Pluses (e.g., B+) indicate that the paper is especially strong on some, but not all, of the criteria for that letter grade. Minuses (e.g., C-) indicate that the paper is missing some, but not all, of the criteria for that letter grade.