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. 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 Reading:**

**Texts:**

**Articles (available online. See syllabus):**


**Recommended Reading:**


**Course Format:**
Classes will be conducted using direct instruction, small and large group discussions, and small and large group activities.

**NYU Classes:**
This course has a NYU Classes 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 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 affect 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, 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 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.**

**Grading Formula**

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.**

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1 See also Appendix C
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.

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 than 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. Always keep a copy of any paper or assignment that you turn in.
Academic Integrity

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):

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.

Readings, Activities, and Assignments

JAN. 29 (1)  Introduction
           Take Pictures
           Name Game
           Syllabus on Line at NYU Classes
           DISCUSS three main tasks: Media and Tech, Crazy Classroom, Developmental Lesson Plan (All three will have papers associated with them.)
           Discussion on Learning Community
           Discuss NYU Classes
           Discuss Ramachandran and Goleman
FEB 5. (2)  

At Home
Read: Johnson & Roberts On the Wild River of Adolescence  
Copy the address above and send.

Watch
Growing Up On Line  
Google “Frontline Growing Up on Line”. (You can get all six episodes all together.)  
http://www.pbs.org/wgbh/pages/frontline/kidsonline You may have to type this out.

Forum on NYU Classes
Comment on Johnson and Roberts  
After you comment, read another student’s work and also comment on that.  Do this for every post.

In Class
Class discussion of Growing Up on Line  
Small group discussion of Crawford 2 and Marin and Brown  
Choose Crazy Classroom Showcase Groups  
Assign Media and Technology Critique due on Feb 25 for Peer
Editing (All posts should be at least 1 and 1/2 page.)

FEB. 12 (3)  At Home
Read
V.S. Ramachandran Go to Google
EDGE: MIRROR NEURONS
www.edge.org/3rd_culture/ramachandran/ramachandran_p1.html

Watch at home
Go to Youtube and insert
V.S. Ramachandran The Tell Tale
Brain A Neuroscientist's Quest

Forum
Post comment on Inside The Tell Tale
Brain Read and Comment and
Comment on one other student’s paper. Do this for every post.

In Class
Small and Large Group Discussion of
Ramachandran and Mirror Neurons
Accountable talk discussion of
Growing Up on Line
We will see Mirror Neurons in class. I will Go to Youtube and put in V.S.
Ramachandran The Neurons that Shaped Civilization

FEB. 19 (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
GIVE OUT SOCIAL INTELLIGENCE PAPER

FEB. 26 (5) At Home
Read
Social Intelligence

Watch at home
“Inside the Teenage Brain”
On Frontline
Go to Inside the Teenage Brain on Youtube
Forum
Post “On Inside the Teenage Brain

In Class
View
Goleman Parts 1,2,3 Go to Youtube and insert Daniel Goleman Pt 1. You will see parts 2 and 3 listed

MAR. 5 (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

Forum
Post response to Crawford 1, 2, and 3
Post response to other student’s response

In Class
Media and Technology Paper Due
*Turn in your paper and the peer edited version.*
Work on Crazy Classroom Showcase
Discuss Inside the Teenage Brain

MAR. 12 (7) At Home
Read
Crawford, Ch. 4 Meta-cognitive Extension in Adolescent –Centered Differentiation

Forum
Post on chapters Lieber Real 3 and 4
In Class
Small Group discussion of Crawford
Ch 4
Work on Crazy Classroom

MAR. 19 NO CLASS SPRING RECESS

MAR. 26 (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 (Go to
Google and search David Ticchi, Click
on and read Cane and Able)

Watch
David Ticchi – watch “A Blind
Teacher in a Public School. (Go to
Youtube and type in “Ticchi A Blind
Teacher in a Public School”

In Class
Discuss David Ticchi
Last chance to work on Crazy
Classroom Showcase in groups prior to
presentations.

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

Forum
Post on David Ticchi and respond to another student

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

APR. 9 (10)

At Home
Read
Print out and read the assignment pages for Developmental Education Plan and bring them to class
Lieber (Right) Ch. 1 Classroom Management and Discipline
Lieber (Right) Ch. 2 Guided Discipline Scenarios

Forum
Post on Crawford Chapters 4 and 5

In Class
Crazy Classroom Presentations II
Work on Development Ed. Plan in Groups

APR. 16 (11)
At Home
Read
Write two page paper on Crazy Classroom

In Class
Work on Developmental Ed. Plans
Bring a copy of Crazy Classroom Paper to be edited by another student at home.

APR. 23 (12)

At Home
Peer Edit 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
Last chance to work on Developmental Education Plan
Return Peer Edited Crazy Classroom Papers

APRIL 30 (13)

At Home
Group 1 and 2 Write up Developmental Education plan
(YOU MUST HAVE A FRIEND EDIT YOUR PAPER. YOU WILL TURN IN THE EDITED VERSION WITH YOUR FINAL PAPERS AT THE END OF CLASS.)
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

In Class
Development Education Plan (Group 1 and 2)
(Each group will have exactly 30 minutes. At that point I will stop you.)
YOU WILL TURN IN THE EDITED VERSION WITH YOUR FINAL PAPERS AT THE END OF CLASS

MAY. 6 (14) LAST CLASS

At Home
Write up Development Ed. Plan (Group III and IV)
(YOU MUST HAVE A FRIEND EDIT YOUR PAPER.)

In Class
Developmental Education Plan Presentations Groups III and IV (Each group will have exactly 30 minutes. At that point I will stop you.)
YOU WILL TURN IN THE EDITED VERSION WITH YOUR FINAL PAPERS AT THE END OF CLASS

PLEASE FOLLOW THESE INSTRUCTIONS

1. USE A FILE FOLDER WITH NO POCKETS. DO NOT PUT SEPARATE PAPERS IN PLASTIC. Write only on one side. I EXPECT TO TURN TO EACH PAGE AND RESPOND IMMEDIATELY IN WRITING. I ASK THIS BECAUSE I EXPECT TO COMMENT EXTENSIVELY ON EACH PAPER TO GIVE YOU FEEDBACK.

2. INCLUDE THE FOLLOWING
   a. Final copy of Media and Tech Paper
   b. Final copy of Crazy Classroom Paper
   c. Final copy of Developmental Ed. Paper
   d. SELF-EVALUATION EXPLAINING WHY YOU DESERVE A PARTICULAR GRADE (SHOULD BE ½ PAGE).