



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: The Adolescent Learner

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	5111	90384	2, 2009	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070303

STAFFING

Examiner: Henriette van Rensburg
Moderator: Patrick O'Brien

RATIONALE

Educators responsible for teaching in postprimary educational settings need a clear understanding of the nature of adolescent development and an awareness of the particular psychological, social, and instructional characteristics of adolescent learners. This knowledge will assist these teachers to understand, plan for, and effectively teach students who are in their adolescent years.

SYNOPSIS

In the period of adolescence, very significant development occurs physically, socially, intellectually, and emotionally. Rapid spurts in growth and the onset of physical maturity are obvious changes. Cognitive, social, personal and emotional development are central to the development of identity during adolescence and are major influences in planning and implementing an educational curriculum in postprimary and training settings. Students undertaking this course will develop an understanding of the developmental characteristics of adolescents and of the implications of that development for planning and implementing educational programs.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. describe significant features of physical, social, intellectual and emotional adolescent development (All assessment items (Assignment 1 and examination))
2. discuss significant factors affecting the personal development of adolescents. This would include changes in moral and ethical values and attitudes, the development of sexual identity and sexuality, identity and relationship issues, drugs, alcohol and delinquent behaviour and health, stress and coping issues (All assessment items (Assignment 1 and examination))

3. describe the implications of adolescent development for planning instruction. Some factors to be considered would include: teacher-student relationships with adolescents; concepts of discipline, self-control and autonomy; changes in intellectual capacities and style as a result of maturation; career development with regard to gender, culture and ethnicity. (All assessment items (Assignment 1 and examination))
4. Demonstrate knowledge, understanding and application of correct communication skills including literacy, presentation and accurate referencing protocols. (All assessment items (Assignment 1 and examination))

TOPICS

Description	Weighting (%)
1. The nature of adolescent development	25.00
2. Biological and cognitive development	20.00
3. The context of adolescent development and the influence of families, peers, schools and culture	25.00
4. Social, emotional and personality development	20.00
5. Adolescent problems, stress, health and coping	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Santrock, JW 2007, *Adolescence*, 11th edn, McGraw-Hill, Boston.

Santrock, JW 2007, *Adolescence: study guide*, 11th edn, McGraw-Hill, Boston.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here: <http://www.usq.edu.au/library/faculties/education/default.htm>

Arnett, J.J 2007, *Adolescence and emerging adulthood: a cultural approach*, 3rd edn, Prentice Hall, Upper Saddle River, NJ.

Perrin, R 2004, *Pocket guide to APA style*, Houghton Mifflin Company, Boston.

Peterson, C 2004, *Looking forward through the life span: developmental psychology*, 4th edn, Prentice Hall, Frenchs Forest, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	50.00
Directed Study	70.00
Examinations	2.00
Private Study	43.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT	40.00	40.00	14 Sep 2009
EXAMINATION PART A CMA	40.00	40.00	END S2 (see note 1)
EXAMINATION PART B	20.00	20.00	END S2 (see note 2)

NOTES

1. Students will be advised of the examination date for this course when the official examination timetable has been finalised.
2. Students will be advised of the examination date for this course when the official examination timetable has been finalised.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:

In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.

- 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm>.

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
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