

# Mayville State University

## EDUC 555, Child and Adolescent Development

Fall 2025

Three (3) Credit Hours

### Course and Instructor Information

**Instructor Name:** Dr. Lynn DiLivio, PhD

#### Contact Information:

Office: Classroom Building 121

E-mail: [lynn.dilivio@mayvillestate.edu](mailto:lynn.dilivio@mayvillestate.edu)

Work phone: 701-788-4808

#### Hours of Availability:

Monday, Wednesday and Friday: 10-10:50 AM and 12-1:00 PM

Tuesday and Thursday: 1-1:50 PM and 3:15-4:15

Also available for meetings (including Zoom meetings) on other days and times by appointment.

**Office Hours Meeting Link:** [Office Hours Meeting MAT Child & Adol Dev](#)

**Instructional Mode:** Online synchronous.

**Course Dates:** August 25 – December 19. 2025

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

**Final Exam Due Date:** Final Project due Thurs Dec 18 at 11:59 PM, Forum 12 replies due Fri Dec 19 at 11:59 PM.

### Course Materials and Technologies

#### Required

##### [MSU Technology Requirements](#)

All students are required to have a computer. It is each student's responsibility to ensure that they have a compatible laptop when coming to campus for in-person or for online courses. All students will receive licensing for the Microsoft Office suite of products which includes Word, Excel and PowerPoint. Please click on the link above for information on the minimum requirements.

#### Required Text

Levine and Munsch (2023). *Child Development From Infancy to Adolescence: An Active Learning Approach* (3<sup>rd</sup> ed.). New York: Sage Publications.

The text is available through Inclusive Access on the Blackboard course website.

### Use of Artificial Intelligence in this Course

All work submitted in this course must be your own. Contributions from anyone or anything else- **including AI sources, must be properly quoted and cited every time they are used.** Failure to do so constitutes an academic integrity violation, and I will follow the institution's policy to the letter in those instances.

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## Course Description

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity.

Mayville State University. (2025). *2025-2026 Mayville State University Smart Catalog*.

**No Pre-/Co-requisites are required.**

## Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the secondary teaching areas of Social Studies, Science, Mathematics, English, Physical Education, and Health Approval Standards through North Dakota's Education Standards ([ND ESPB](#)):

- Identify and discuss the domains and milestones in physical, cognitive, and social-emotional development from infancy to adolescence in quizzes, written assignments and discussion forums.
- Draw connections among the universality of milestones in physical, cognitive, and social-emotional development from infancy to adolescence while being cognizant of the individual differences and unique strengths and limitations of the learners in written assignments.
- Apply psychoanalytic, learning, cognitive, and ecological theories to hypothetical and concrete situations on quizzes, written assignments, and discussion forums.
- Apply Piaget's and Erikson's theories and stages to concrete examples from infancy to adolescence in quizzes, written assignments, and discussion forums.
- Examine the impact that diversity (e.g., socioeconomic status, ethnicity, race, gender, sexual orientation, socioeconomic status, etc.) has on children's development in written assignments and discussion forums.
- Critique how early life experiences can positively or negatively impact children's later life stages in written assignments and discussion forums.
- Draw connections among the universality of milestones in physical, cognitive, and social-emotional development from infancy to adolescence while being cognizant of the individual differences and unique strengths and limitations of the learners in written assignments.
- Evaluate how the theoretical and empirical issues have impacted students' own development in reflection assignments and discussion forums.
- Synthesize and construct a body of knowledge on the fundamental theories and principles of development that will help to create developmentally appropriate and challenging learning experiences for students while being mindful of the uniqueness in each learner.

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**Standards Alignment** (Social Studies, Science, Mathematics, English, Physical Education, and Health Approval Standards through North Dakota's Education Standards - [ND ESPB](#)):

- Standard #1: Learner Development-The program requires an understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

## Course Expectations

### Instructor/Student Communication

#### *Expectations of students regarding communication:*

- Students are accountable for all academic communications sent to their MSU email address.
- Please regularly check your Mayville State email to which I send out emails regarding assignments reminders and other relevant information regarding the course.
- Please email me from your Mayville State email address (incoming non-Mayville State email addresses typically end up in spam)
- Please feel free to email, stop by my office, or call with a question
- Please communicate with me as soon as you can if you have any academic or personal problems so we can work on addressing the issue.

#### *Expectations of your instructor regarding communication:*

- I will try to answer your emails within 24 hours on weekdays and 48 hours during weekends. Please plan ahead for assignments that are due on Sundays and let me know if you have any questions during the work week.
- I will do my best to grade and provide feedback on your work in a timely manner (within a week of the respective deadline, but no more than two weeks).
- I check my email infrequently on days in which no classes are held (e.g., Thanksgiving break, Labor Day, etc.). I do not schedule Zoom meetings on weekends, weekday evenings, or days in which there are no classes (e.g., Veterans Day, Spring Break, etc.).

### Expectations Regarding Taking an Online Course

It is important to keep in mind that an online course does not require less effort than a regular class. **Online courses require that you be very self-motivated and complete a lot of reading and notes on your own.** You will be expected to put forth effort equal to that of students in an on-campus psychology course. You must plan to spend adequate time online each week participating in discussions as well as completing study guide assignments, quizzes, film reflections, and videos as assigned. You are expected to read all assignments for each week.

### Assignments and Assessments

#### **1. Forums (7 Forums, 12 points each, 84 total possible points)**

In general, each week we will have one (1) forum. These forums will be based on topics from the chapters. It is essential for you to participate in the weekly discussions in this online course format to help you learn the material and be successful in this class. To earn full credit, you need to post at least 3

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times on each Forum in a timely manner (initial response due Wed, replies to others due Sun) and follow the guidelines below. My expectations are you will use the rubric (see below and posted on Blackboard) to guide your discussion forum responses and replies to others and submit your posts in a timely manner.

## Disc Forum Rubric

Criteria	Excellent (6 pts)	Proficient (5-3)	Unsatisfactory (2-1)	Poor (0)
<b>Relevance of Initial Post</b>	Initial response thoroughly answers the discussion prompt(s) in a timely manner and demonstrates understanding of the material.	Initial response addresses most of the prompt(s) in a timely manner and demonstrates some understanding of material.	Initial response fails to address all components of the prompt and lacks understanding of the material.	No posting.
<b>Relevance of Replies to Others</b>	Appropriate replies to 2 others: thoughtful, reflective, and respectful of other's postings.	Appropriate replies to 2 others: respectful to other's postings.	Responds, but with minimum effort. (e.g. "I agree with Bill").	No posting.

### Your initial post (6 total possible pts)

- In your initial response to the prompt, **you need to address all points in the prompt in an in-depth and timely manner. The initial response is generally due on Wednesdays at 11:59 PM**

### Replies to two (2) classmates' posts (6 total possible pts)

- You also need to reply to at least **two (2) others' posts** and provide meaningful feedback such as asking questions, showing enthusiasm for the topic, and adding something more than "I agree" such as *why* you agree or disagree. Your replies to 2 other students' posts **must posted in a timely manner (generally due on Sundays at 11:59 PM)**. You also need to read 70% of the posts.

### Forum Late Policy

Assignments are due on the scheduled date and time. Any exceptions to this policy must be made by prior arrangement with the professor. Without prior arrangement, acceptance of late Forum posts is at the discretion of the professor; and if accepted, **a penalty of one-half point (.5) may be deducted for each day the post (initial post and replies) is late (after 6:00 AM on Thurs and Mon).**

### 2. Video responses (2 Forum Video responses, 20 points each, 40 total possible points)

In Forums 8 and 11, you will respond to the prompt in a video, and post replies on the videos of at least two (2) classmates.

### 3. Pre- and Post- Developmental Reflections (20 points each, 40 total possible points)

You will write a response on the developmental influences in your life at the beginning of the class. At the end of the course, you will write a post-reflection on the developmental influences that influenced your life integrating concepts and theories you learned from the class.

### 4. Quizzes (6 Quizzes, 20 points each; lowest Quiz grade dropped; $5 \times 20 = 100$ total possible points)

There are 6 quizzes. The quizzes will focus on the following topics: Developmental Issues and Theories, Foundations of Development, Infancy, Early Childhood, Middle Childhood and Adolescence. Each quiz

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consists of 20 multiple choice questions, and each quiz is worth a total of 20 possible points. **Quizzes are administered with the Respondus Lockdown Browser.** The lowest quiz grade will be exempted (dropped). Study Guides are posted for each quiz. **Expectations are you will use these study guides to do well on the quizzes.** Study guides are not submitted or graded.

## **5. Developmental Assignments (4, 40 points each; 160 total possible points)**

This is a culminating course project. The goal of this project is for everyone to leave the course with a “roadmap” of development in infancy, early childhood, middle childhood, and adolescence that will help you in your future classes, standardized exams (e.g., PLT), and help you to understand your future students (and yourself) in a summary form. The roadmap will also help you study for the quizzes and successfully complete your other assignments such as the film reflection.

The infancy, early childhood, middle childhood, and adolescence developmental assignments consist of responding to questions regarding the cognitive, social emotional, and physical milestones in these stages. **The middle childhood and adolescence assignments include MAT application questions.** **Expectations for the roadmap assignments are that you will use the posted resources for each of the developmental assignments, and reach out with any questions**

## **6. Film Reflection Paper (36 possible points)**

There is one (1) film reflection assignment. **You will choose to complete ONE (1) Reflection Paper based on Middle Childhood OR Adolescence.** You will choose a film or video from the options posted on the Blackboard course website for the Middle Childhood OR Adolescence reflection. Assignment descriptions and rubrics will be posted on the Blackboard course website in the relevant blackboard sections. For example, the Middle Childhood Film Reflection is posted in the Middle Childhood module. **Expectations are you will use the assignment rubric to guide your responses and submit a quality paper.**

## **7. Final Project (40 total possible points)**

The final project is a cumulative and creative assessment. The purpose of the Final Project is to find three “things” (a developmental concept, theory, stage, etc.) that resonate with you and that you plan to use in your current or future classroom. You will present your “three tools” in your choice of format such as a YuJa video, power-point presentation, YouTube video, or use another format of your choice. My expectation is that you will use the rubric to submit a quality project that will be meaningful to you and your career. You will post your project on Forum 12, and post at least (2) replies to your classmates’ final projects. Final project assignment description and rubric will be posted on the Blackboard course website as the semester progresses.

## **Evaluation and Grading**

### **Grading Policies**

#### **1. Extra Credit!**

- Take the Syllabus Quiz and earn up to 8 extra credit points.
- Your lowest quiz grade is exempted (dropped).
- Outstanding work will earn extra credit points! This means that students who submit an outstanding, “above and beyond” assignment (above an “A”) will earn extra credit points.

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## **2. Late Policy for Assignments**

Assignments are due on the scheduled date and time. However, I also understand that “life happens”. **Any exceptions to this policy must be made by prior arrangement with the professor before the due date for a legitimate reason.** An extension for an assignment will not be granted to extend time to complete work that should have been done in a timely manner.

Without prior arrangement, acceptance of late assignments is at the discretion of the professor. **If accepted, a penalty of 10% of the assignment grade** may be deducted for each day it is late and the grading response time for late work will be longer than for work submitted on time.

***No late work will be accepted during finals week without documentation. Late final projects will not be accepted without documentation of extenuation circumstances.***

## **2. All Assignments Must Be Submitted in the Blackboard DropBox**

Please see “[How to Navigate, Submit, and Track Work in Blackboard](#)” located in the first folder titled “[Student Resources](#)”.

If you have difficulty submitting an assignment in Blackboard, please let me know before the assignment due date and then submit it later in the Dropbox. ***I am unable to grade any assignments that are not submitted in the Blackboard Dropbox.***

## **4. Assignment Format**

All written work must be submitted in a Microsoft Word document. You are expected to use formal college level writing including appropriate grammar and sentence structure.

***Work that is scanned (such as handwritten or typed assignments), screenshots, links to assignments, and assignments that are sent in email will not be accepted.***

## **5. Corrupted, Blank, or Incorrect Files**

If your assignment appears in Blackboard as a corrupted, blank, or incorrect file, it will not be considered as a submission and will be graded accordingly. ***It is your responsibility to preview your submission in Blackboard to ensure that your assignment was submitted correctly.***

**6. There are no assignment “redos”.** Please look over and/or start your assignments before the due date and let me know if you have any questions.

**There are no quiz “redos”.** Quizzes are based on the terms and concepts in the study guides. Please let me know if you have any questions. Your lowest quiz grade will be exempted (dropped).

**7. Grading Turn-around Time:** I will do my best to grade work submitted in a timely manner **within a week of a respective due date, but no more than two weeks.**

**8. Feedback:** In addition to the gradebook, please check your feedback box. I will attempt to leave helpful comments when and where necessary.

**9. Grade-wise, Know Where You Stand in Class!** It is your responsibility to check your course grades regularly and to know where you “stand” in the course. All course assignments are graded with a rubric, which is provided with each assignment. While completing your assignments, I strongly suggest using the rubric (including length requirements), and then checking your completed work (i.e., grade yourself) with the rubric. ***If you have any questions about a grade or how your assignment was evaluated, you need to let me know within two weeks of your posted grade*** so that we can address the issue as soon as possible in a productive manner. In addition to the gradebook, please check your feedback box!

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**10. Incomplete Grade:** An Incomplete grade ("I") will only be granted with approval by the instructor in the event of medical reasons and other extenuating circumstances, and only with documentation and a passing grade in the course when an incomplete is requested. In addition, more than 70% of the class assignments and tests must be completed when the incomplete grade is requested. **An incomplete will not be granted just to extend time to complete work that should have been done in a timely manner.**

**11. Final Grades and “Rounding Up”:** The professor **will not** round up students' final semester grades up. This means that people may be 1 point, 2 points, 6 points, 10 points, etc. away from their desired grade. I cannot give someone an extra credit assignment so that he/she can “earn” his/her desired grade. This would not be fair to the other students, and it is not fair to the student who requests an extra assignment. **However, final total course percentages with decimal points (equal to or more than .5) will be rounded up to the nearest whole number.** For example, if a student's final percentage is 89.52% this would be rounded up to 90%. points.

**12. “Office Hours”:** I am here to help you. If you are having trouble with this course for any reason, please do not hesitate to contact me! Many students struggle with intellectual, personal, and medical challenges each semester. However, the only way I can help you is if you come and discuss your situation with me. **Please do not wait until the end of the semester to address a problem – seek help while it can benefit you most!!**

## Attendance/Participation Policies

Success in this course is dependent on your active participation throughout the semester. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements and discussion posts. It is your responsibility to check updates related to the course.

## Grading Scale

The overall course evaluation is based on 500 total points, with the following grading scale: A (100- 90%), B (89-80%), C (79-70%), D (69-60%), F (<60%). Final grade percentages are rounded up with decimal points **equal to or more than .5** (e.g., 89.6% is rounded up to 90%), Please see the breakdown of grades below

## Breakdown of Grades

The breakdown of the total course grade is displayed in the table below. The table shows the required assignments, the number of points each assignment is worth, the number of occurrences for each assignment, and the percentage of the final grade each assignment is worth. Rubrics will be used to grade all assignments and are provided to you on each assignment. Regarding **“turn-around time”**, I will do my best to turn around work submitted in a timely manner **within a week of the respective due date, but no more than two weeks**, and to provide helpful feedback.

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Activities and Assessments	Number of Occurrences	Possible Points for each Occurrence	Total Possible Points/ % of Grade
Discussion Forum with posts & replies	7	12	84 (17%)
Video Forums	2	20	40 (8%)
Developmental Roadmaps/MAT Assessments	4	40	160 (32%)
Quizzes, 6, lowest quiz grade dropped	5	20	100 (20%)
Pre and Post Developmental Reflections	2	20	40 (8%)
Film Reflection	1	36	36 (7%)
Final Project	1	40	40 (8%)
Total Possible Points and percentage	-	-	500 (100%)

## Enrollment Verification

### Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. The designated enrollment verification activity is Week 1 Forum. **Please complete the designated enrollment verification activity, Week 1 Forum, by Sun Sept 1 at 11:59 PM. If it is not complete your enrollment in this course will be at risk.**

## Proctor Notification

This course will use an asynchronous proctoring solution called Respondus Lockdown Browser.

## Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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## EDUC 555 Course Timeline/Schedule Fall 2025\*

Week/Topics	Assignments and Due Dates	Readings
<b>Wk 1: Aug 25-31</b> <b>Module I</b>	<p>Welcome!</p> <p>Please <b>carefully read the Syllabus</b>  <b>Watch the Course Introduction/Overview Video</b> and let me know if you have any questions!! ADD</p> <p>Text Browse the Inclusive Access text available on course website</p> <p>Blackboard Need help learning Blackboard?   Enroll yourself in our <a href="#">Blackboard 101</a> course for students.</p> <p>Syllabus Quiz Take the Syllabus Quiz &amp; earn up to 8 extra credit pts!</p> <p>1. Introductions Forum, Introduce yourself!!  <b>Initial response due Wed Aug 27 at 11:59 PM; replies to at least two (2) others' posts due Sun Sept 1 at 11:59 PM (this is the Course Verification Activity for Enrollment).</b></p> <p>2. <b>Install Respondus Lockdown Browser:</b> The Respondus Lockdown Browser will be used for all quizzes. Please answer the extra- credit question which requires you to install the Lockdown Browser.</p> <p><b>3. Pre- Developmental Reflection</b>  <b>Due Sun Sept 1 at 11:59 PM</b></p>	No assigned Readings
<b>Wk 2: Sept 1- 7</b> <b>Module II</b>	<p><b>Issues and Theories in Child Development</b></p> <p><b>1) Issue/Theories Forum</b>  <b>Initial response due Wed, Sept 3 at 11:59 PM; replies to at least two (2) others' posts due Sun, Sept 7 at 11:59 PM</b></p> <p><b>2) Issues/Theories Quiz due Sun Sept 7 at 11:59 PM</b>  (see posted Quiz Study Guide)</p>	<p>Go over Ch 1 notes, watch Ch 1 Video lecture, and read relevant text parts in Ch 1</p> <p>Go over Ch 2 notes, watch Ch 2 Video lecture, and read relevant text parts in Ch 2</p>
<b>Wk 3: Sept 8- 14</b> <b>Module III</b>	<p><b>Foundations of Child Development</b></p> <p><b>1) Foundations Forum</b>  <b>Initial response due Wed, Sept 10 at 11:59 PM; replies to at least two (2) others due Sun, Sept 14 at 11:59 PM</b></p> <p><b>2) Foundations Quiz due Sun Sept 14 at 11:59 PM</b>  (see posted Quiz Study Guide)</p>	<p>Go over Chs 3 and 4 notes, Chs 3 and 4 video lectures, and read relevant text parts in Chs 3 and 4</p>

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<b>Wk 4: Sept 15- 21</b> <b>Wk 5: Sept 22- 28</b> <b>Module IV</b>  Ch 5: Phys Dev in Infancy Ch 6: Cog Dev in Infancy Ch 7: Social-Emotional Dev in Infancy	<b>Infancy and Toddlerhood</b>  <b>1) Infancy Forum</b> 1) Initial response <b>due Wed Sept 17 at 11:59</b> ; replies to <b>at least two (2) others' posts</b> <b>due Sun, Sept 28 at 11:59 PM</b>  <b>2) Infancy Developmental Roadmap due Sun Sept 28 at 11:59 PM</b> (see Walk-through Video for Infancy Roadmap) <b>3) Infancy Quiz due Sun, Sept 28 at 11:59 PM</b> (see posted Quiz Study Guide)	Go over Ch 5 notes, watch Ch 5 Video lecture, and read relevant text parts in Ch 5  Go over Ch 6 notes, watch Ch 6 Video lecture, and read relevant text parts in Ch 6  Go over Ch 7 notes, watch Ch 7 Video lecture, and read relevant text parts in Ch 7
<b>Wk 6: Sept 29-Oct 5, &amp;</b> <b>Wk 7: Oct 6- 12</b> <b>Module V</b>  Ch 8: Phy Dev in Early Childhood  Ch 9: Cog Dev in Early Childhood  Ch 10: Social-Emotional Dev in Early Childhood	<b>Early Childhood</b>  <b>Early Childhood Forum</b> 1) Initial response <b>due Wed, Oct 1 at 11:59 PM</b> ; replies to <b>at least two others' posts</b> <b>due Sun Oct 12 at 11:59 PM</b>  <b>2) Early Childhood Developmental Roadmap due Sun, Oct 13 at 11:59 PM</b> (see Walk-through Video for Early Childhood Roadmap) <b>3) Early Childhood Quiz due Sun, Oct 12 at 11:59 PM</b> (see posted Quiz Study Guide)  <b>4) One (1) film reflection is required. You will choose to complete ONE (1) Film Reflection based on Early Childhood OR Middle Childhood OR Adolescence.</b> <b>If you choose to do the Middle Childhood Film Reflection as your choice of reflection, the Early Childhood Reflection is due Sun, Nov 9 at 11:59 PM.</b>	Go over Ch 8 notes, watch Ch 8 Video lecture, and read relevant parts in Ch 8  Go over Ch 9 notes, watch Ch 9 Video lecture, and read relevant text parts in Ch 9  Go over Ch 10 notes, watch Ch 10 Video lecture, and read relevant text parts in Ch 10
<b>Wk 8: Oct 13- 19</b> <b>Module VI</b>  Step back and reflect in a video...	<b>Reflection Forum, Step Back and Reflect...</b> Post YuJa video in which you will respond to a prompt about a concept/theory/stage that resonated with you.  <b>Your YuJa video is due Sat, Oct 18 at 11:59 PM.</b> You will post a link to your Yuja video on Forum 8; replies to 2 others' videos due <b>Sun, Oct 19 at 11:59 PM</b>	No assigned readings Look back on previous course content
<b>Wk 9: Oct 20-26</b> <b>Wk 10: Oct 27-Nov 2, and</b> <b>Wk 11: Nov 3- 9</b> <b>Module VII</b>  Chapter 11: Phys Dev in Middle Childhood  Chapter 12: Cog Dev in Middle	<b>Middle Childhood</b>  <b>Middle Childhood Forum</b> 1) Initial response <b>due Wed, Oct 22 at 11:59 PM</b> ; replies to <b>at least two others' posts</b> <b>due Sun, Nov 9 at 11:59 PM</b>  <b>2) Middle Childhood MAT Assessment due Sun, Nov 9 at 11:59 PM</b> (see walk-through video) <b>3) Middle Childhood Quiz due Sun, Nov 9 at 11:59 PM</b> (see Quiz Study Guide)  <b>4) One (1) film reflection is required. You will choose to</b>	Go over Ch 11 notes, watch Ch 11 Video lecture, and read relevant text parts in Ch 11  Go over Ch 12 notes, watch Ch 12 Video lecture, and read relevant text parts in Ch 12  Go over Ch 13 notes, watch Ch 13 Video lecture, and

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Childhood  Ch 13: Social Emotional Dev in Middle Childhood	<b>complete ONE (1) Film Reflection based on Middle Childhood OR Adolescence.</b>  <b>If you choose to do the Middle Childhood Film Reflection as your choice of reflection, the Middle Childhood Reflection is due <u>Sun, Nov 9 at 11:59 PM.</u></b>	read relevant text parts in Ch 13
<b>Wk 12: Nov 10- 16</b> <b>Wk 13: Nov 17- 23</b> <b>Module VIII</b>  Ch 14: Physical Dev Adolescence  Ch 15:Cognitive Dev Adolescence  Ch 16: Social Emotional Dev in Adolescence	<b>Adolescence</b>  <b>Adolescence Forum</b> 1) Initial response due <b>Wed, Nov 12 at 11:59 PM</b> ; replies to <b>at least two others</b> due <b>Sun, Nov 23 at 11:59 PM</b>  2) <b>Adolescence MAT Assessment due Sun, Nov 23 11:59 PM.</b> 3) <b>Adolescence Quiz due Sun, Nov 23 at 11:59 PM.</b>  <b>4) One (1) film reflection is required. You will choose to complete ONE (1) Reflection based on Middle Childhood OR Adolescence (see syllabus)</b> <b>If you have NOT yet submitted a Reflection, submit your Adolescence Reflection by Sun, Nov 23 11:59 PM.</b>	Go over Ch 14 notes, watch Ch 14 Video lecture, and read relevant text parts in Ch 14  Go over Ch 15 notes, watch Ch 15 Video lecture, and read relevant text parts in Ch 15  Go over Ch 16 notes, watch Ch 16 Video lecture, and read relevant text parts in Ch 16
<b>Wk 14: Nov 24- 30</b> <b>Module IX</b>  Video Response on Identity <b>Thanksgiving Break</b> No Classes Nov 26, 27, 28	<b>Reflect on Your Identity Search...</b>  <b>Identity Forum</b> 1)Post a link to your YuJa video on the Identity Forum in which you will reflect on your experience of searching and finding your identity. <b>Post the link to your YuJa video by Sun Nov 30 at 11:59 PM posted on the Forum, replies to at least two (2) other classmates' videos due Sun Nov 30 by 11:59 PM.</b>	See relevant content in Adolescence module
<b>Wk 15: Dec 1-7</b> <b>Module X</b>  <b>Post- Developmental Reflection</b>	<b>Post- Developmental Reflection</b> This is the “post” reflection to the “pre” reflection you wrote in the beginning of the semester. In the “post” reflection you will explain the developmental influences you wrote about in your “pre” reflection using developmental concepts, theories, and stages. <b>Due Sun Dec 7 at 11:59 PM</b>	Look back on previous content
<b>Module XI</b> <b>Wk 16 Work Week</b> <b>Dec 8-14</b>  <b>Finals Week</b> <b>Dec 15- 19</b>	<b>Work Week</b> Please start working on your Final Project and let me know if you have any questions!  <b>The Final Project is due Thurs Dec 18 at 11:59 PM posted on the Final Forum. Replies to others due Friday, Dec 19 at 11:59 PM</b> <b>No late Final Projects will be accepted without documentation of extenuating circumstances.</b>	Look back on previous content

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**\*Course Timeline and Schedule are subject to change as deemed necessary by the instructor.**

**Last day to withdraw from class with record is November 14, 2025**

## Conceptual Framework

Courses in the MAT program are based upon the *Reflective Experiential Teacher* conceptual framework. MSU's MAT program is grounded upon the belief that all teachers can be leaders in some capacity whether being leaders in the local education unit, in their communities, or as a stakeholder in the educational system. The MAT program is infused with the confluence of the Authentic/Constructivist Leadership Theory to better explain the advanced scholarly standards, along with the adopted conceptual framework of the Division of Education "Reflective Experiential Teacher" model. "The Reflective Experiential Teacher" candidates combine personal experiences with teacher training (knowledge, skills and dispositions) and make meaningful connections through continuous, guided reflective processes. The standards for the MAT program can be found in the [Graduate Handbook](#).

## Instructional Strategies

Active learning, film reflections, discussion forums, quizzes, feedback, video presentations, reflective writing, critical thinking, character analysis, and choices in format and content for final project.