



ESE 5342
Teaching the Adolescent Learner
54806 001
Summer 2026

Instructor Name

Dr. Jennifer Denmon

University Course Description

Emphasis is placed on understanding adolescent development and learning, linking to practices in the secondary classroom. Course content will include adolescent development, planning for standards-based instruction, responsive secondary curriculum and instruction, and learning theories and their educational implications for teaching adolescent learners.

Course Prerequisites

Prerequisite(s):

Corequisite(s):

Course Format

Online asynchronous.

On Canvas, each module details the lessons, videos, readings, and assignments. All work is submitted through Canvas.

Student Learning Outcomes

Florida Educator Accomplished Practices (AP)

1. Demonstrate an understanding of adolescent growth and development.
2. Demonstrate an understanding of learning theories appropriate for teaching adolescents
3. Identify methods and resources that affirm diversity and honor multiple perspectives
4. Identify teaching strategies and behaviors associated with accomplished practices
5. Develop a detailed review demonstrating knowledge of effective practices for the adolescent learner based on learning theories. (AP1a, 1b, 1c, 1f, 2i, 3e, 3g, 3h)

Course Objectives

1. Students will be able to demonstrate an understanding of adolescent growth and development.
2. Students will be able to demonstrate an understanding of learning theories appropriate for teaching adolescents.
3. Students will be able to identify methods and resources that affirm diversity and honor multiple perspectives.
4. Students will be able to identify teaching strategies and behaviors associated with accomplished practices.
5. Students will be able to develop a detailed review demonstrating knowledge of effective practices for the adolescent learner based on learning theories

Required Texts and/or Readings and Course Materials

- **Textbook:**
 - Ormrod, J. E. (2020). *Human Learning* (8th ed.). Prentice Hall. (ISBN# 978-0-13-489366-2; ISBN-13: 9780134985299) etext at <https://www.pearson.com/store/p/human-learning/P100001096413/9780134985299>
- **Materials:**
 - All other course materials can be accessed online in Canvas.
- **Technology:**
 - Computer, internet connection, Word and PowerPoint processing software, and video players/reader.

Supplementary (Optional) Texts and Materials

Unless otherwise indicated, all materials in Canvas are required.

How to Succeed in this Course

You should actively participate, complete readings and assignments by the due date, and engage with your group mates.

Grading Scale

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Grade	Points	Point Value	Grade	Points	Point Value	Grade	Points	Point Value
A+	970-1000	4.0	A	940-969	4.0	A-	900-939	3.67
B+	870-899	3.33	B	840-869	3.0	B-	800-839	2.67
C+	770-799	2.33	C	740-769	2.0	C-	700-739	1.67
D+	670-699	1.33	D	640-669	1.0	D-	600-639	.67
F	500 or less	0						

Grade Categories and Weights

Grade Categories and Weights

Grade Categories and Weights	
Assignment	Point Value
Checks for Understanding	200
Learning Circle Assignment	200
Application of Learning Principles Online Lesson	200
Developmentally Responsive Unit Plan	400

Grade Categories and Weights	
Total	1000

Instructor Feedback Policy & Grade Dissemination

Response time for communication typically is within 72 hours. Response time for feedback is typically provided within 2-7 days. Grades are disseminated as soon as possible and vary depending on assignment. You can access your scores at any time using "Grades" in Canvas.

Course Schedule

Unit 1: Understanding 21st Century Adolescent Learners

- Adolescent development
- Learning and the brain
- Adolescent motivation

Unit 2: Planning with Adolescent Learners in Mind

- Importance and levels of planning
- Understanding by design/Backwards design planning process

Unit 3: Responsive Secondary Curriculum & Instruction

- Key elements of responsive secondary curriculum
- Importance of skill development in responsive secondary curriculum
- Assistive Technology and Universal Design for Learning
- Instruction in the secondary classroom

Unit 4: Views of Learning & Educational Implications for Teaching Adolescent learners

- Perspectives on learning
- Behaviorist views of learning and educational implications for teaching adolescent learners
- Social cognitive views of learning and educational implications for teaching adolescent learners
- Cognitive views of learning and educational implications for teaching adolescent learners
- Developmental and contextual views of learning and implications for teaching adolescent learners

Course schedule provided externally.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

As a required activity that counts as first day attendance, you will complete an activity. Students who do not complete the first day activity run the risk of being dropped from the course.

Late Work Policy:

Please adhere to the due date and times for each check. No late checks for understanding will be accepted. See details in Canvas.

Critical Task Submission:

1st Submission. Any student who fails to earn a 3-5 in their initial submission of a Critical Task will either:

- Be assigned, at the discretion of the instructor, an “F” grade in the course.
- Be allowed, at the discretion of the instructor, and based on an assessment of disposition at that time, prior work, and the quality of the submission, to resubmit a passing, revised artifact within a week of notification of their grade. **The resubmission may only be for the purpose of meeting the minimum 3 score and will not affect the course grade; the original grade on the assignment will be the score used to compute the final grade for the course.** A grade of “F” for the course will be assigned and may be changed upon the instructor’s discretion with a one letter grade deduction from the final grade (at minimum).

2nd Submission. Students who fail to attain a score of 3 (highest grade possible on a resubmission) on their second submission, will be assigned an “F” grade in the course and whatever grade earned for the Critical Task.

Group Work Policy:

A learning circle (LC) is a small group of students who work together as a team to facilitate the professional growth and academic achievement of both LC members and the class. There will be a total of 8 Learning Circle Assignments, one assignment pertaining to each module (25 points each). For each Learning Circle Assignment, you will work collaboratively with your LC members to better understand, analyze, synthesize, and evaluate course topics by engaging in various activities, posting your activities on your LC/Course Discussion Board, and having an opportunity to respond to the work of others (optional but highly encouraged).

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade

Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas:

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Email and Discussion Board Guidelines:

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are

public spaces; therefore, any issues should not be posted there.

Web Portal Information:

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at the [following link](#).

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.

3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)