

Adolescent Development
EDP 363M

Unique number: 10315

Spring 2011

T and TH 9:30 to 11:00

Classroom: SZB 278 for first class and then SZB 323

(No food allowed/water only in 323)

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Office location: SZB 254E Phone: 471-0283

Office hours: T and TH 11 to 12 and by appointment

Teaching Assistant: Rachel Harper-Tarantolo (rhtarantolo@gmail.com)

TA Office Location and hours: SZB 435, Carrel 44 and T and TH 11 to 12 and by appointment

Blackboard will be used to make class materials available electronically and as a way to post grades. Powerpoint slides for each lecture will be posted 24 hours prior to the lecture. You can find out more about Blackboard by going to this website:

<http://www.utexas.edu/its/blackboard/>

What might you expect from this course?

This course is designed to provide you with knowledge of contemporary adolescent development in relation to major transitions, contextual influences, and psychosocial tasks, with additional emphases on aspects of adolescent identity development. It is also designed to facilitate application to your own development as an adolescent, as well as to adolescents that you may be working with professionally (now or in the future). The course readings, lectures, class discussions, activities, films, reflection papers, minute papers, group projects, panel discussions and exams are designed to promote bridging among academic, professional, and personal knowledge, experience, and application. I hope you will feel free to discuss, disagree, and raise questions as we progress through this semester.

Required textbook: Available at UT CO-OP and possibly other campus bookstores.

Steinberg (2011). *Adolescence 9th Edition*. A companion Website

(www.mhhe.com/steinberg9e) contains an Online Learning Center related to the text and the course. It contains useful learning materials. The use of the Website is not required, but should prove useful for integrating the material for learning and preparing for exams.

Course Objectives:

- (1) Gain an understanding of the contemporary and historic view of adolescents and adolescent development.
- (2) Gain an understanding of the major transitions in adolescents, particular in the *biological, cognitive* and *social domains*.
- (3) Gain an understanding of the influence of *contexts* on adolescent development in current society, particularly *family, peer, school, work, leisure* and *media* influences, separately and in relationship to each other.
- (4) Gain an appreciation of the *diversity* of the adolescent experience as impacted by sex, ethnicity, economic resources, and culture.
- (5) Gain an understanding of the developmental tasks related to *identity, autonomy, intimacy, sexuality, and achievement* for developing adolescents.
- (6) Gain a more in-depth understanding of gender identity, racial identity, faith identity, sexual identity and career/work identity development in adolescence.
- (7) Gain an understanding of adolescent *use and abuse of substances*, and prominent influences on attitudes, choices and behaviors.
- (8) Gain an understanding of mental health problems that adolescents may develop, including *internalizing* and *externalizing* types of problems, as well as influences in the development and maintenance of such problems.
- (9) Begin to integrate and form a holistic understanding of the *complexity* and *variability* of adolescent development, as well as moderating and mediating variables that affect outcome (the inter-related influences).
- (10) Reflect on the above objectives in relation to *your own development* in early, middle, and late adolescence periods.
- (11) Reflect on the above objectives in relation to the development of adolescents you may be working with now or in the future.
- (12) Explore a specific topic of interest encountered during adolescence (e.g., body image, identity development, influence of popular culture, feelings of alienation, aggression and violence, sexual orientation, sexual expression, the influence of music, depression, learning differences, and risk taking) through a group project culminating in a group poster presentation and individual handout on your part of the presentation.

Grading:

60% of the grade is from your three best exams. There will be four exams. None are cumulative. Each of the three utilized exam scores will be worth 20% of your *Final Grade*. If you are happy with your grade after the third exam, you do not need to take the fourth exam. If you miss an exam, you must take the fourth exam. There is no final exam.

8% of grade is from the group poster presentation and individual handout project.

24% of grade is from 12 one-page (single-spaced) reflection papers (2 points each) due electronically the day before (8 pm) each class session and not accepted late.

8% of grade is from 16 in class one-minute papers (1/2 pt each), completed at the end of most class periods.

Total: 100% (Letter grades conform to University Policy. I use + and - indicators)

3 to 5 extra credit grade points toward your final grade can be earned from either 1) participation in one of the panel discussions (up to 4 or 5 points), or 2) additional reflection papers at 1 point each (up to 3 points).

- (1) **Exams I through IV:** The exams will consist primarily of multiple-choice questions. There will also be one or two short essay questions on each exam. The exams are not cumulative. All exams will be held during class sessions. There will not be a final. Make up exams will *not* be given. An in-class review will be provided the class session before each of the four exams. The TA will conduct additional review sessions if there is need and interest. A study guide will be provided for each exam. Material covered in the exams will include information from the textbook, class lectures, class discussions, powerpoint slides, class activities, films and panel discussions.
- (2) **Group Poster Projects** This is a group project, to be presented on the last day of class in a science fair format. You will be assigned to a group of 4 to 5 students, self-selected for the most part based on topic of your interest. Each project group will generate a list of questions related to the topic of interest that are not addressed directly or completely in class materials. Each group member will identify one question to investigate. Each group member will locate answers and information to address their own question and then work with the total group to present the questions and information in a poster-board format to the class, along with a handout for each member of the class. Typically the questions and answers should demonstrate an application of the researched material to a given audience, e.g., teachers, parents, adolescents, etc. Each student needs to prepare a handout on their particular question/contribution that will be compiled with the other group members' handouts and distributed to all class members at the time of the poster presentations.

All poster projects will be presented on the same day in class—the last class day. In this way, all students can learn about the other topics in a science fair format. More details and further instructions will be posted on Blackboard. This assignment will be graded through an instructor/TA evaluation of the group project and the individual handouts.

- (3) **Reflection Papers:** The topics of these papers should broadly apply theory and concepts from the chapters in the text to a professionally or personally relevant topic or experience. For each paper, two concepts should be chosen and applied. For *each* concept, write an in-depth paragraph resulting in a total of two in-depth paragraphs contained in one single spaced page embedded in an email sent to a gmail account. The key is to convey a connection between the concepts you choose and experiences you have had, such as observations you have made of adolescents currently, or reflections on your own adolescent periods (middle school, high school, or college up to age 21).

Reflection Papers are due at 8 pm the night before the day of class when that chapter or reading is going to be discussed. **Reflection Papers must be sent to EDP363M@gmail.com. In the subject line, put your last name and the date. Embed your paragraphs in the email itself—do not use an attachment.** The Professor will review the papers online prior to each class session. The TA will then grade the papers and they will be returned electronically with comments. There will be 16 class sessions where you are to prepare for class by reading from the text. You will need to write one of these papers on 12 of the 16 days that reading is assigned. ***They will not be accepted late.***

- (4) **Minute Papers:** At the end of each of the class periods that cover material from the text, films, or discussions, you will address two topics, such as: “*What was the most important concept you learned today and why?*” “*What was one question you had today that was not answered?*”, “*How did X relate to Y in today’s discussion?*”, etc. The specific two questions will be provided right before doing the minute papers. Note cards will be distributed the last few minutes of class and your answers recorded at that time and then turned in. You must be in class to complete a minute paper.

(5) Extra Credit Options

1) You can participate on a 30-40 minute in class panel discussion, likely in a group of 4 students, where a topic on an aspect of adolescent identity development is presented and discussed. You can earn up to 4 or 5 points for your participation. The TA will help your group organize your presentation. More information will follow on this option. OR

2) You can complete additional Reflection Papers, worth 1 point each, for a possible 3 additional points. This means additional papers beyond the 12 required Reflection Papers (there are 16 opportunities to write Reflection Papers). These are not accepted late—the additional ones must be prepared for the class day that responds to the readings.

(6) **Research requirement:** In order to pass this course, you must complete 4 hours of research as a participant in a study within the Educational Psychology subject pool. Summer Lane, the subject pool coordinator, will make all arrangements. If you wish to complete an alternative research requirement assignment, **please email Summer Lane to make such arrangements.** You must complete either the research participation requirement or the alternate research paper assignment to pass this course. Forms will be distributed in class with more information and these forms will be posted on Blackboard.

Professor Expectations and Policies:

Students are expected to abide by the *Honor Code* in practice at The University of Texas: “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

Students are expected to arrive to class on time, to avoid disrupting other students’ learning experiences. There are no formal penalties; it is a request out of respect for the class in general.

Assignments must be submitted on time. Late work will not be accepted.

Academic dishonesty is a serious matter, and steps will be taken in cases where students are suspected of engaging in any form of unauthorized collaboration, cheating, plagiarism, or misrepresentation of work. Students may visit the webpage of the Office of Dean of Students, Student Judicial Services, for more information
<http://deanofstudents.utexas.edu/sjs>

Respect of other students’ views, experiences, and questions is expected. This class will involve discussions that could be emotionally sensitive or even provocative for some students, depending on the topic. I expect everyone to contribute at least to some degree, and for everyone to be respectful of others’ contributions, even if opinions and values widely differ.

Students are expected to read material prior to attending class. Class discussions and activities will be based on the assumption that students did the reading for that day. All learning activities will be more productive for learning if everyone has read the material to be discussed.

Upon request, according to standard policies at The University of Texas, **I will provide appropriate academic accommodations** for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 / 471-4641 TTY.

I will allow make-up work for assignments and exams due **to absences or schedule conflicts for religious observances**. You must notify me by email 7 days prior to the holy day observance in order to make arrangements.

Use of laptops in class is allowed only for work related to this course. Students may use laptops **ONLY** if they are taking notes or accessing online materials for this course. I-pods, MP3 players, and cell phones are not to be used in class. If you must have your cell phone on due to a possible urgent matter than may arise during class time, please inform the professor prior to the beginning of class and step out of class when the call comes.

Class Schedule: Date, Readings/Prep, and Topic/Activity

Date	Reading/Preparation for the Day	Topic/Special Comments
1/18		Introduction to course, Review of syllabus, Complete Information Sheet, Complete class-wide survey
1/20	*Introduction to the Text	Overview Discussion of Adolescence
1/25	*Chapter 1	Biological Transitions
1/27	*Chapter 2	Cognitive Transition
2/1	No Prep	Film: <i>Battle of the Brains or The Developing Brain</i>
2/3	*Chapter 3	Social Role Transitions
2/8	Review Intro and Chapters 1-3	Review for Exam I; Form Groups for Poster Projects, Discuss Extra Credit Panels
2/10	Study for Exam I	Exam I
2/15	*Chapter 4	Families
2/17	*Chapter 5	Peer Groups
2/22	No Prep	<i>Film: 5 Girls</i>
2/24	*Chapter 6	Schools
3/1	*Chapter 7	Work, Leisure, Media
3/3	No Prep	<i>Discussion and application of film to all 4 chapters</i>
3/8	Review Chapters 4 to 7	Review for Exam II, Work with Groups on Poster Project, Discuss Extra Credit Panels
3/10	Study for Exam II	Exam II
3/22	*Chapter 8	Identity and a panel presentation on Gender Identity
3/24	*Chapter 9	Autonomy
3/29	*Chapter 10	Intimacy and a panel presentation on Faith Identity
3/31	No Prep	Overview discussion and a panel presentation on Racial/ethnic Identity
4/5	Review Chapters 8 to 10	Review for Exam III, Work with Groups on Poster Project

4/7	Study for Exam III	Exam III
4/12	*Chapter 11	Sexuality
4/14	*Remainder of Chapter 11	Sexuality and a panel presentation on Sexual Identity and Sexual Orientation
4/19	*Chapter 12	Achievement and a panel presentation on Career/work Identity
4/21	*Chapter 13 (pp. 433-459)	Psychosocial Problems: Externalizing
4/26	*Chapter 13 (pp. 460-469)	Psychosocial Problems: Internalizing
4/28	Review Chapters 11 to 13	Review for Exam IV and Groups Meet to Finalize Posters
5/3	Study for Exam IV	Exam IV
5/5	Finalize Poster and Handout	Poster Fair and Course Evaluation

*Indicates reading is due for class and a Reflection Paper may be completed for that topic