

Adolescent Development Course Syllabus

Adolescent Development
Fall 2011
EDP 363M
Unique Number: 10335
T/Th 12:30-2:00pm
Room SANCHEZ 416

Instructor: Dr. Stephanie W. Cawthon. My last name is pronounced “Caugh-thun”.
I prefer to be called Dr. Cawthon or Dr. C.
Office: SZB 254G. See map on page 10.
Office hours: Tuesday 2-4, and by appointment.
Email: stephanie.cawthon@mail.utexas.edu. I check email regularly, so this is the best way to reach me.
Office phone: 512-471-0287. The best time to reach me by phone is in the afternoons. If I am not there, please leave a message with your name, number, and a good time to call.

TA: Rachel Leppo
Office: TBA (tentatively SZB 435).
Office hours: Wednesday, 9:30-11 & Thursday 2:30-4:00
Email: rhtarantolo@gmail.com

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Prerequisites

The prerequisite for this class is six semester hours of upper-division coursework in education or other behavioral sciences.

Course Materials

Textbook: Steinberg, L. *Adolescence*, 9th edition, McGraw-Hill (Required). This textbook is available at the University Co-op Bookstore. A copy of the textbook is also available for 2 hour interval check outs at the PCL Reserves.

Blackboard: Blackboard will be used for many class materials and as a way of communicating with the class. There are several articles throughout the semester that will be posted to Blackboard. In addition, assignments will be electronically collected and returned to students (with comments) for a “paperless” class whenever possible. Blackboard will also be where you can find discussions and review of course material. You can find out more about Blackboard by going to this website: <http://www.utexas.edu/its/blackboard/>.

Course Objectives

The purpose of this course is to explore the developmental processes and outcomes of adolescence. We will look both at theories that cut across human development and at those that are specific to adolescence. We will engage in activities that help you to develop critical thinking skills that can be used to put new ideas into context. Our goal is to facilitate a deep understanding of current issues in the field, but also to give you tools for applying these ideas in practical ways. Specific learning outcomes for this course include understanding of:

- (1) The biological, social, and cognitive changes related to adolescence.
- (2) How to read research in the field and think about the implications of the author(s)’ assumptions, method, and findings.
- (3) Historical perspectives on adolescent development and how the culture of the day affects our view of adolescence.
- (4) How different systemic and local factors affect adolescent development.
- (5) Similarities and differences in the experience of adolescence according to gender, culture, and communities.
- (6) How one might apply knowledge about biological, social, and cognitive development in meaningful ways, such as in the community, with parents, or as teachers.
- (7) Specific topics encountered during adolescence within the context of development, such as body image, identity development, popular culture messages, violence in schools, sexuality, music, and drug and alcohol use.

Course Requirements

- (1) **Minute Papers.** In most class periods, you will turn in brief comments or responses to a question regarding that day's class. The papers are not graded, simply credited for being completed (incomplete papers will be given a zero). Common topics to address may include, "What was the most important concept you learned today?" or "Give an example of a time when..." In-class assignments may act as minute papers, where applicable. While you cannot make up the minute papers, you can miss four during the term without losing credit for this part of your grade. Please use these excused absences wisely! They are meant for personal needs such as illness, family issues, funerals, etc. **Students will lose 1 percentage point from their final grade for every minute paper beyond the four allowed.**
- (2) **Research Requirement (the subject pool).** 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 will be serving as the subject pool coordinator. Her email is: EDPsubjectpool@gmail.com. Information can be found at <http://edpsych.edb.utexas.edu/curriculum/SubjectPool/students/>. If you wish to complete an alternate assignment instead of participating in the subject pool, we will incorporate that into your final project for this class. More information about this component of the course will be provided on the first day of class. **If you do not complete the research requirement/ alternate assignment you will receive an incomplete grade for the course.**
- (3) **Interview.** Interview of a professional who works with adolescents. Instructions for this assignment are at the end of this syllabus. A summary of your interview is due on **Tuesday, September 20** in class or by 5pm. Your interview summary is worth 10% of your grade.
- (4) **Exams I and II.** These will be exams with short answer and essay questions. The main focus will be on *using* knowledge that we learned in class, not on memorization. **Exam I is on Tuesday, September 27** and will cover all information up to and including September 20. **Exam II is on Thursday, November 3** will cover information from September 29 up to and including October 27. Each exam is worth 20% of your grade.
- (5) **Final Exam.** The final will be held on the last day of class, **December 1**. This exam will consist of essays that address major themes from the semester. This exam is cumulative in nature and **will cover topics chosen by the class**. A study guide/discussion will be posted on Blackboard and reviewed on November 29. The final exam is worth 20% of your grade.

There will be no makeup for the final exam. If you have a medical emergency and cannot physically come to the exam, you will need to have a note written by the person who treated you in order to be able to receive an incomplete for the class. An incomplete will only be given if the student has completed, and passed, all other components of the class.

- (6) **Annotated Bibliography.** As part of learning how to read the research literature, students will select and summarize four research articles related to a topic within adolescent development. A brief guide for this can be found at the end of this syllabus and additional information will be given in class. Your Annotated Bibliography (total score across three phases) is worth 30% of your grade. The due dates for this assignment are: Topic Selection (Phase 1) is due on **October 18** (1%); Draft Annotated Bibliography (Phase 2) is due on **November 10** (14%); Final Annotated Bibliography is due on **November 22** (15%). All assignments are due on the above dates in class or to me by 5pm.
- (7) **Extra Credit.** We will have opportunities where students can sit on a “peer panel” to discuss a topic related to our course material. More information about extra credit is at the end of the syllabus. The chance to sign up for the peer panel will be offered during the first week of class. If you do not feel you have expertise in the content area, but would still like to earn extra credit, you can volunteer to facilitate the discussion and generate questions that we will ask the panel. Alternatively, you can act as a summarizer of the panel discussion. **Participating in the peer panel will add 2 percentage points to your final grade.** Each person may participate in only one Extra Credit opportunity per term.

Grading

Your grade will consist of points you earn on the following components:

Class Component	Percent of Grade
Minute Papers	-
Exam I	20
Exam II	20
Final Exam	20
Interview	10
Annotated Bibliography	30
Total	100%

Note: The subject pool research requirement/alternate assignment is not graded but is necessary to pass this course.

The grading scale is as follows:

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-50	51-55	56-63	64-65	66-67	68-75	76-77	78-79	80-87	88-89	90-91	92-100

If you score within .5 % of the nearest grade, you will automatically have your score bumped up to the higher grade. For example, if you score 89.97, you would receive an A-. However, if you

received 89.34, you would receive a B+. If you are concerned about your grade I would recommend you participate in the Extra Credit Option and be sure to attend class.

Policies and Expectations:

- (1) **Honor Code.** I expect all of us to follow the honor code: “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.”
- (2) **Students are expected to arrive to class on time**, to avoid disrupting other students’ learning experiences. There are no formal penalties, simply a request out of respect for the class, instructor, or guest speaker. If you are late, please enter quietly.
- (3) **E-mail.** Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. Regular e-mail management will also minimize the risk that the inbox will be full, causing the e-mail to be returned to the sender with an error. Undeliverable messages returned because of either a full inbox or use of a "spam" filter will be considered delivered without further action required of the University.
- (4) **Students are expected to use laptops for class-related purposes ONLY.** Please do not check your email, text your friends, or access the internet unless it is related to class. I promise I won’t check my email during class, either.
- (5) **Please turn your cell phones to silent-alert.** I do not mind if you discreetly leave the room to take an urgent call for an emergency. Please just try to avoid disturbing others. If you need to leave early, please let me know before class. **Texting follows the same protocol.** If you cannot resist reading your texts when they come in, please turn off your phone.
- (6) **Assignments should be turned in on time.** Assignments will be accepted up until 5pm on the day it is due to be considered “on time”, and should be submitted electronically to me directly via email. Scores for late assignments will be deducted by 5% (half of a grade) for each day past the due date. If your paper is 2 hours late, the grade deducted by 5%, if it is 26 hours late, 10%, and so on. Late work due to emergencies only will be evaluated on a case-by-case basis. **If you know you are going to be late and have a reasonable justification, come and talk to me ahead of time and we can work out a schedule that meets your needs and honors the timeframes set out for the rest of the class.**
- (7) **Cheating will not be tolerated.** 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. If you have questions about how to avoid plagiarism by properly citing your references, please do let us know. Students may visit the webpage of the Office of Dean of Students, Student Judicial Services, for more information <http://deanofstudents.utexas.edu/sjs>

- (8) **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 widely differ. I also expect all of you to listen while others talk and for no one to "hog" the talk time.
- (9) **I expect students to read material prior to attending class.** Many class activities will be based on the assumption that students did the reading for that day. Class time will not concentrate on presenting materials from the textbook and there will be limited direct lecture and note-taking. Instead, discussions, hands-on learning activities, and student interaction will be emphasized. Outlines of the day's content will be posted in Blackboard about a week ahead of each class day. Print these out and have them ready for class.
- (10) **Feedback.** Feedback is an important part of any learning activity. Without feedback on how well you understand the material or your proficiency in a skill, it is difficult to make significant progress. During this course I will ask for your feedback through our Minute Papers. I do appreciate your time and response so that together we can build a productive learning environment.
- (11) **Accommodations.** Upon request, according to standard policies at The University of Texas, I will provide appropriate academic accommodations for qualified students with disabilities. Be certain to register with the Office of the Dean of Students, Services for Students with Disabilities as soon as possible. For more information, contact the Office of the Dean of Students at 471-6259 / 471-4641 TTY.
- (12) **Holy Day Observances.** 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 unless the day falls within the first 7 days of the semester. In that case, I require notification within 24 hours of the first class meeting. You have 4 "grace" days in my attendance policy, so I will not grant additional "excused absences" outside of those that relate to religious observances. Please plan accordingly.

How to Succeed in this Course

Our greatest goal in this course is to help you grow in your knowledge and skills. In addition to good attendance and completing the readings, here are some strategies to maximize your learning experience this semester:

- (1) **Print out the outlines ahead of time.** This will allow you to engage more fully in class discussion because you will not need to be writing down power point information during lectures. Students who use electronic copies may find it difficult to refrain from using other functions on their computers; know thyself and plan accordingly!
- (2) **Check out the UT Learning Center.** Our Learning Center has just been noted as the top in the nation! They have resources for writing, critical thinking, study groups, time management, and much more. If there is something you would specifically like to see

made available for this class, let me know and I can work with their staff to help you with additional study resources.

- (3) **Vocabulary.** Having a strong command of the vocabulary introduced in this course can help you have the tools you need to address larger theories and application. Be sure to review the day's vocabulary and if you have questions about how best to use a word or concept, just ask!
- (4) **Try to find the links.** Much of what we do in this class involves taking a basic structure and figuring how out different examples fit into that framework. You will often see me introduce a theory by using a visual diagram or other organizational tool. When you study, see if you can apply this tool to one or more domains that we are discussing in class. Think about how it may apply, and reasons why it might not. Use visual diagrams if they help you make connections between concepts.
- (5) **Find a buddy (or two!).** It will be very helpful to find a few people to connect with in this course. You might be able to generate examples for each other of main ideas as well as offer different perspectives on the topics at hand. You can also contact each other if you miss a day's class and need notes from lecture.
- (6) **Ask questions.** There are several ways for you to ask questions in class and get additional feedback. In addition to asking during class activities (always welcomed!), you can write your question down on a minute paper, post it in Blackboard, or email either one of us. Office hours are also a terrific way to work with us more in depth. We will do our best to answer you and, rest assured, you will help others by asking your question!

Adolescent Development Course Syllabus

Class Schedule

Date	Reading	Topic
Thursday, August 25	Syllabus	Introduction to course
Tuesday, August 30	Pages 3-12 (First part of Introduction)	What do we mean by “adolescence”?
September 1	Pages 13 – 19 (Second part of Introduction)	Theoretical perspectives on Development
September 6	Chapter 3	Social Context of Transitions <i>Student Panel</i>
September 8	Chapter 1	Physical development
September 13	Articles on Blackboard and p 68-74	Brain development
September 15	Rest of Chapter 2	Cognitive development
September 20	Article on Blackboard Interviews Due	Cognitive development
September 22	Practice Problems	Exam Review
September 27	Study!	Exam I
September 29	Chapter 6	Schools
October 4	No reading due.	Attributions
October 6	Chapter 12	Achievement
October 11	Pages 294-303	Moral Development
October 13	Chapter 8	Identity development <i>Student Panel</i>
October 18	Annotated Bibliographies Topic Due (Phase 1)	Class Meets in PCL 1.339
October 20	Rest of Chapter 9	Autonomy and Prosocial Behavior
October 25	Chapter 4	Parenting
October 27	Article on Blackboard	Divorce during adolescence, Siblings <i>Student Panel</i>
November 1	No Reading Due.	Exam Review
November 3		Exam II
November 8	Chapter 5	Peer relationships

Adolescent Development Course Syllabus

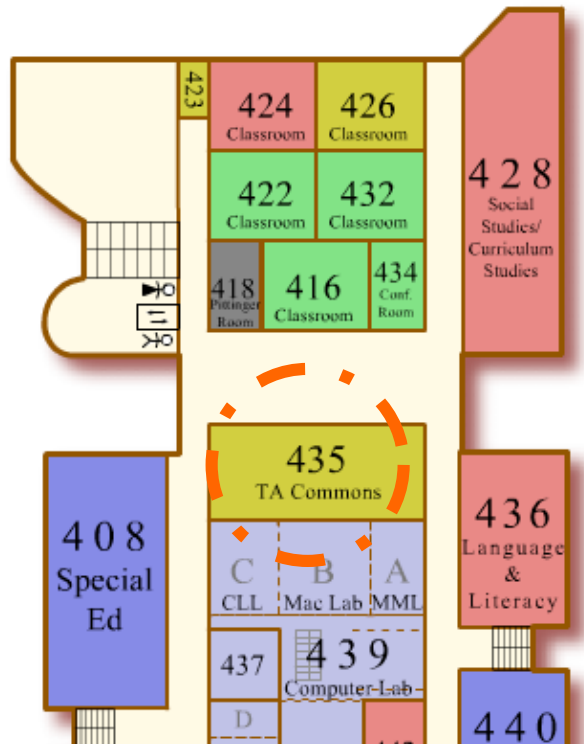
November 10	Chapter 10 Annotated Bibliography <u>Draft</u> Due (Phase 2)	Intimate relationships and Sexuality
November 15	Chapter 11	Teen Parenting <i>Student Panel</i>
November 17	Review 394-399 Rest of Chapter 7	Teens and Mental Health
November 22	Chapter 13 Final Annotated Bibliographies Due (Phase Three)	Transition to Adulthood Pick Exam Topics
November 24	NO CLASS.	THANKSGIVING
November 29	No reading due.	Final Exam Review, Class Wrap Up
December 1	Study!	FINAL EXAM

Please note: The above schedule and procedures is subject to change in the event of extenuating circumstances. I will keep you abreast of all changes to course content, policies, and schedule.

Where to find us!



**Dr. Cawthon's
Office is 254G
(on Guadalupe
side of the
building)**



**Rachel's Office
is 435 (in the
center of the
building)**

Interview Assignment
Due September 20

Your first main assignment in this course is to conduct an interview with a person who works with adolescents. This person may work with teens in a formal (teacher, administrator, doctor, counselor, social worker, police officer, etc.) or informal (club, coach, big brother/big sister) setting. The key is that this person should have at least a year's experience working with adolescents. It may be helpful to find someone who is in your own chosen career, but this is certainly optional. There are many people on campus who work with high school students or with incoming freshmen, so if you need to brainstorm ideas about whom to ask, let us know.

The purpose of this interview is to gain a new perspective in what it is like to work with and among adolescents. You will be asked to conduct an interview either in person (preferred) or over the phone. The interview should last about 30-40 minutes, depending on the amount of information your person has to share and what follow-up questions you might have. Your interview questions should focus on the person's own preparation, experience, and lessons learned. The questions below should serve as a starting point for your discussion, though they will likely need to be tailored to your individual situation.

Example Questions

1. Tell me about your work with adolescents.
2. Describe a typical day (or week or practice or session).
3. What role do you play in their lives?
4. What do you like about working with adolescents?
5. How do you share these positive views with them?
6. What do you find challenging about working with adolescents?
7. How do face these challenges?
8. What preparation did you have before starting your job/position?
9. What preparation did you *wish you had* before starting your job/position?
10. Thinking back, what was your perspective on working with adolescents before you started your job/position?
11. Has it changed? If so, how?
12. What recommendations do you have for someone who is considering this job/position?
13. *Pick a topic we have discussed in class – ask the person what they think about that topic and what they would do in that situation.*

Interview Tips

Good interview skills are important to have, not only on the job search, but as a participant in the education community. Here are a few tips to conducting a good interview.

1. When you invite your person to participate, let her know that this is an interview that is part of your requirement for Adolescent Development.
2. Assure your participant that you will not use their name or location in the interview write up. **You will use a pseudonym for both the person and their location.**

3. Try to find a time when neither of you has distractions. Turn off cell phones, etc. (unless you are using it for the interview!) Set up an appointment when you know you have an hour to spend with your person (to allow for late starts, rambling thoughts, etc.).
4. Give the person your questions ahead of time to give them a chance to think about their responses.
5. Let your person know that if she does not want to answer a question, this is fine and you can just move onto the next one.
6. Ask follow up questions. Sometimes simply “tell me more about that” or “can you give me an example” are terrific ways to have a person elaborate on a comment.
7. Do not rely on your own memory. I highly recommend that you record the conversation if at all possible. Ask permission to record it with a tape recorder if you are interviewing the person face-to-face. If you are conducting the interview over the phone or on skype, you may need to ask the person to allow you time to write down their answers before moving onto the next question.
8. Write up your discussion shortly after you conduct the interview. If you wait too long you might lose some of the details that you can recall if you complete the assignment soon after your discussion. Before you submit your assignment, allow you participant to read the summary, if possible. Ask her if you accurately represented her views, and to clarify or expand on points if necessary.
9. Send a thank you card or some other note of gratitude at the completion of this project.

Interview Write up

Your interview write up is expected to be about three to four pages long. The purpose of this write up is not to repeat the content of the discussion verbatim, but to summarize and give your perspective on what you learned as a result of the interview process. Key concepts you will want to cover in your summary include:

- 1) Why did you choose to interview this person?
- 2) What did this person have to share about working with adolescents?
- 3) **Relate the conversation to at least THREE themes, issues, or theories we have discussed in class so far this term. Did the discussion confirm or challenge any of the ideas we have discussed in class or that you have read in your book? Be specific and use examples. This section should cover at least two-thirds of your paper.**
- 4) In a concluding paragraph, describe what you learned from this exercise, including information or perspectives that were noteworthy from your interview.
- 5) As part of your summary, be sure to note any advantages or challenges there are to conducting interviews as part of the learning process.

Your final submission should include:

- 1) Your three to four page write-up of the interview content and how what you discussed connects to this class.
- 2) The transcripts from your interview. If you record your interview, you will want to transcribe the conversation into a Word document. If you conduct your interview over the phone you will need to type up your notes and submit them as your transcripts.

Annotated Bibliography

Your final assignment in this class will be to write an annotated bibliography. This is an opportunity for you to show how you can critically review and summarize research (without writing a whole research paper!). You will need to select a research question/problem and find **FOUR** articles that help to answer your question. You will develop your Annotated Bibliography in three phases (there will be additional handouts with guidelines for each phase):

Phase One: Topic selection and research question you will pursue. You will need to describe in a paragraph or so why you have chosen this question and what you think you will find.

DUE October 18

Phase Two: Research articles summary. This phase of the project focuses on getting your references lined up and in order. You will also begin to use some of your critical thinking skills when reviewing research articles. You will submit a summary of **four** articles with reasons why you think they are strong or weak candidates for your final product. **DUE November 10**

Phase Three: The final product! You will need to summarize the author's research question, their population, methods, findings, and how their conclusions directly relate to your research question. You will also need to state any strengths and drawbacks to the study in method or in answering your research question. Summarize the articles and where your question needs more information or clarification from further research. Give us a take-home "So What?" statement.

Total paper should be at least 10 but is usually not more than 15 pages long.

DUE November 22

Some things to keep in mind:

- Select a specific adolescent development-related topic you would like to learn more about. Make sure that it is interesting to you! Please limit your choice to early, mid, or late adolescence. Your textbook is full of "for further investigation" ideas. You may also ask us if you need help narrowing down your topic into a researchable question.
- **The articles must be in peer-reviewed journals (not on a web site or in a Newsweek-type magazine).** We will discuss this as we go along. If you need help finding journal articles, you can use the "search" tool online or even ask one of the reference librarians for assistance.
- Do not include books or review articles (articles that summarize other people's research).
- The citations should be in APA format. If you have questions, please check the resources below, look at examples in the reference section of your textbook, or see the APA website for more information: <http://www.apastyle.org/index.html>

Links to help you out: <http://www.crk.umn.edu/library/links/annotate.htm>
<http://www.library.cornell.edu/okuref/research/skill28.htm>

Note: Your annotations will be more complex than the examples shown on these websites...

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE

The following example uses the APA format for the journal citation:

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that non-family living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. Participants included 106 college-age students, with data collected upon entry into University and when the students graduated four or five years later. All students lived away from home in a campus residence setting. They measured attitudes about sex roles in a paper and pencil survey about their own sense of self and relationship to families. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families in females. Males had the same scores on the survey regardless of how long they had the home, and scored higher than females overall.

Who?

What was measured?

Results?

These results show that there is possibly some difference between men and women and the effects of living outside the home. It is not clear from this study is whether previous experiences (i.e. high school) may effect how men and women change when they leave the home. For example, if teenage boys already have opportunities to be self-sufficient and articulate their plans regarding families before they leave the house, we would not expect much change from high school to University. Teenage girls, on the other hand, may only have experiences that change their attitudes after high school. It may not be non-family living, per say, that contributes to the changes in attitudes for men and women. There may be previous experiences, such as having a part-time job in high school, being given more responsibility in the home, and living in a culture that generally values masculine family roles that impact the change in attitudes regarding values, plans and traditional sex roles. Young men and women who are not at University may also have experiences that lend to more disparate results between the sexes. For example, young pregnant women are less likely to be in University full-time and perhaps more likely to be living in the home than young men. Future research should look at other these factors in attitude change and their interaction with non-family living.

Other factors?

Future Research?

**Adolescent Psychology
Extra Credit Panel Assignment**

The extra credit option for this course is to participate in a peer panel on a topic that is related to our course material. The panels are scheduled to last about 30 minutes each. **There are three ways to participate in the panel: As a panel coordinator, member, or summarizer.** The expectations for each role these are discussed below. We hope that this is an opportunity for you both to get to know each other and to draw on the wealth of experience that is present in this class.

Panel Topics and Dates

September 6: *Mentoring Teenagers*

October 13: *Ethnicity and Identity Development*

October 27: *Effects of Divorce*

November 15: *Peer Influence in Emerging Adulthood – The pros and the cons!*

Roles

Panel Coordinator:

It is the job of the panel coordinator to manage the logistics of the panel process. This includes:

- 1) Contact all panel members one week before the panel to remind them of the upcoming panel participation.
- 2) Create a list of 4-5 questions for the panel. If there is a reading assigned for the panel, you will also need to read this and integrate it into your questions. Vet these questions with the TA at least one week before the panel. Send these questions to the panel members and summarizer ahead of time so that they can think about the questions you will ask them.
- 3) The day of class, facilitate the panel by welcoming everyone, introducing each person, asking the questions, and then facilitating a conversation with the class as a whole.

Panel Member

It is the job of the panel member to participate in the panel discussion. This job includes:

- 1) Being present and prepared for the panel discussion by reviewing the questions ahead of time and thinking about examples to share with the class. Depending on the question, this may include looking for artifacts from your own experiences, reading an article, looking up newspaper clip to share, etc.
- 2) If appropriate, asking questions of your peer panel members as they share their own experiences.
- 3) To attentively listen to your colleagues.

Panel Summarizer

It is the job of the panel summarizer to write a 2 page summary of the panel discussion. This will require taking notes during the panel itself, thinking about how the questions tied to the topics we discuss or read about for the class, and to offer your view on the perspectives presented during this experience. You will be asked to post this summary on Blackboard or give to the TA within one week of the panel session.