

THE UNIVERSITY OF TEXAS AT AUSTIN
Educational Psychology
EDP 312: Issues and Debates in Life Development
FALL 2011

Unique # 10275

Location: SZB 416

TTH 2:00-3:30p.m.

INSTRUCTOR: Cody L. Hobza, M.A.

Contact: chobza@mail.utexas.edu

Office Hours: 3:30-5:00p.m.

Location: SZB 262K

ADA Compliance Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. If they certify your needs, I will work with you to make appropriate arrangements.

Course Description

This course has no pre-requisites. Human behavior has long been an intriguing area of study, especially the challenges and process of development and growth. Students in this course will study current topics in psychology related to the transition from adolescence to young adulthood within the context of a university setting. Students will review psychological theories of intelligence, learning, personal development, relationships, stress and coping and cultural diversity.

Course Objectives

The students will:

1. Identify and apply critical thinking skills to psychological models.
2. Identify learning strategies that lead to successful college learning.
3. Examine the biological, psychological, social and cultural aspects of young adult developmental stages within the context of the broader environment, including the university community.
4. Explore ways that ethnicity, race, culture, gender, sexual orientation, abilities, socio-economic status, citizenship and other factors contribute to young adult development.
5. Analyze personal ideas and decisions regarding issues typically faced by college students.

Required Reading

The following required textbook may be purchased at the University Co-op:

Moore, L., Caples, S., Rodarte-Luna, B., Baker, M., Whilde, P., Stout, M., DeCoteau, A., & Hobza, C. (2011). Issues and Debates in Life Development. Austin, TX, Self-Published.

Class Structure

Material will be presented through class discussions, readings, audiovisual materials, lectures, and small group problem-solving discussions and activities.

Course Requirements

Participation and Class Assignments

College learning is maximized through participation. This course is structured so that all students are expected to be in class daily, to complete the assigned readings, and to participate in class discussion, small group activities, and role-plays. Class assignments may include reading checks, discussion board communication, in-class writing, and other projects as assigned by your instructor.

Research paper

Students will conduct scholarly research and produce a research paper (approximately 5 pages) on a topic assigned by the instructor. Additional details will be provided by your instructor.

Reflection Papers

Students will be asked to write 1 *brief (3 pages)* paper reflecting on a topic discussed in class as assigned by your instructor.

Career Activity Workbook

The Career Workbook has 6 Steps. Students submit assigned steps across the semester as noted on the assignment portion of the syllabus. Each submission will be emailed to the instructor.

Quiz / Exams

There will be a quiz following unit 1 worth 20 points. The unit 2 test will count for 50 points and the final exam covering unit 3 will count for 50 points. The exams will be a mixture of multiple choice, short answer, and essay.

Grading

Grading will be based on points earned for the following activities:

1. Participation and Class Assignments = 30 Points
2. Research Paper = 30 Points
3. Reflection Paper = 20 Points
4. Career Workbook = 30 Points (5 points for each of 6 steps)
5. Unit 1 Quiz = 20 Points
6. Unit 2 Exam = 50 Points
7. Final Exam = 50 Points

Total = 230 points

Grades will be assigned as follows:

214 – 230 points	= A (93% +)
207 – 213 points	= A- (90%-92%)
200 – 206 points	= B+ (87%-89%)
190 – 199 points	= B (83%-86%)
184 – 189 points	= B- (80%-82%)
177 – 183 points	= C+ (77%-79%)
168 – 176 points	= C (73%-76%)
161 – 167 points	= C- (70%-72%)
154 – 160 points	= D+ (67%-69%)
145 – 153 points	= D (63%-66%)
138 – 144 points	= D- (60%-62%)
0 – 137 points	= F (<60%)

Attendance Policy

Attendance will be taken during each class in various ways (e.g., attendance sheet, assignments). You are expected to arrive on time and respectfully give your full attention to class discussions and activities.

Only 3 total absences (2 unexcused and 1 excused) are permitted. Additionally, being late to class more than 3 times will equal one unexcused absence. Four absences will drop your final grade by one letter and additional absences will further impact your performance in this course. In the event of a planned absence, please contact the instructor regarding appropriate documentation.

Late Assignment Policy

Assignments must be submitted per your instructor's directions on the due date for full credit regardless of absence. Assignments may be submitted one business day late for 80% credit or two business days late for 70% credit. Assignments will not be accepted after two days unless prior arrangements have been made with the instructor.

Course Policies

- 1) Students are expected to attend class and be present for examinations on the dates scheduled. Failure to attend class will result in a lower grade for the course (see grading policy).
- 2) Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students will need to network with someone in class to obtain the information if they are absent.
- 3) Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the Undergraduate Writing Center or the Sanger Learning and Career Center for assistance with producing written material.
- 4) Any suspected incident of scholastic dishonesty (e.g., cheating, plagiarism) will be referred for investigation and possible disciplinary action. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the Sanger Learning and Career Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.
http://deanofstudents.utexas.edu/sjs/acint_student.php
- 5) If students are having problems with the course, they are expected to assume the responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: The Sanger Learning and Career Center reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, utilizing the Teaching Assistants, using the learning center, and using the available tutoring.)

- 6) The course is a team effort between instructor and students: feedback is welcome.
- 7) Students are expected to respect the opinions and feelings of other students and guest speakers, even though they may differ from their own.

September 10th is the last day to add/drop a class without penalty (may still receive refund).

October 20th is the last day to drop a class with the dean's approval or to change grade to pass/fail.

On-line Resources

Blackboard (for checking announcements from instructors and grades): <http://courses.utexas.edu/>

Click on "login." When prompted, enter your UT EID and password. Click "login."

You will be forwarded to the Blackboard web site.

From your list of courses, select "10F Issues and Debates in Life Development."

Longhorn Scholars	http://www.utexas.edu/ugs/lis/
Undergraduate Studies	http://www.utexas.edu/ugs/
UT General Libraries	http://www.lib.utexas.edu/help/librarylist.html
Student Financial Services	http://finaid.utexas.edu/
Undergraduate Writing Center	http://www.uwc.utexas.edu/
Multicultural Information Center	http://www.utexas.edu/student/mic/
Sanger Learning and Career Center	http://lifelearning.utexas.edu/
University Health Center	http://www.healthyhorns.utexas.edu/
Counseling and Mental Health Center	http://www.utexas.edu/student/cmhc/

For information regarding safety and reporting crimes, go to the UT Police Department website:

<http://www.utexas.edu/police/>

Readings and Assignments

UNIT 1: WHO AM I? MY ACADEMIC SELF

Date	Topic	Reading	Assignments Due
August 25	Overview of Course, Intelligence, Achievement & Acquiring Knowledge	Text: Chapter 1	
August 30	Intelligence, Achievement & Acquiring Knowledge		
September 1	Academic Integrity Student Judicial Services Presentation College and Career	Website (Check BB) Text: Chapter 2	Career Book Step 1
September 6	College and Career		
September 8	College and Career Sanger Learning and Career Center Presentation		Career Book Steps 2 & 3
September 13	College and Career		
September 15	College and Career Undergraduate Writing Center Presentation		Career Book Step 4

UNIT 2: WHO AM I? DEVELOPMENTAL PERSPECTIVES ON SELF AND RELATIONSHIPS

Date	Topic	Reading	Assignments Due
September 20	Quiz Developmental and Interpersonal Models	Text: Chapter 3	Unit 1 quiz
September 22	Review quiz Development and Interpersonal Models		
September 27	Development and Interpersonal Models Connections: Family, Friends and Lovers	Text: Chapter 4	Reflection Paper Due
September 29	Connections: Family, Friends and Lovers Sex and Intimacy	Text: Chapter 5	Career Book Step 5
October 4	Sex and Intimacy Illusion of Closeness	Text Chapter 6	
October 6	Illusion of Closeness Dealing with Endings	Text: Chapter 7	Career Book Step 6
October 11	Review Bridging Disciplines Speaker		Research Paper Assigned
October 13	Unit 2 Exam		

UNIT 3: WHO AM I? A CULTURAL PERSPECTIVE ON DEVELOPMENT

Date	Topic	Reading	Assignments Due
October 18	Review Exam Library Research Presentation		
October 20	Differences do Matter	Text: Chapter 8	Research Paper: Topic Selection Note: Academic advising for spring starts on 10/20
October 25	Sex and Gender CMHC Presentation – Wellness and Stress Management	Text: Chapter 9	
October 27	Sex and Gender		Research Paper: Thesis Statement / Reference List
November 1	Classism in American Society	Text: Chapter 10	Research Paper: Outline and Introductory Paragraph
November 3	Classism in American Society		
November 8	The Complexities of Race and Ethnicity	Text: Chapter 11	Research Paper: First Draft
November 10	The Complexities of Race and Ethnicity	Perspectives	
November 15	Sexual and Gender Identity Development	Text: Chapter 12	
November 17	Sexual and Gender Identity Development Shane Whalley – Peers for Pride Presentation	Perspectives	
November 22	Issues of Abilities	Text: Chapter 13	Research Paper: Final
November 24	THANKSGIVING HOLIDAY		
November 29	Issues of Abilities		
December 1	Course Wrap-up Review for Exam Course Evaluation		

FINAL EXAM: Monday, December 12th, from 9:00 a.m. to 12:00 noon

Note: Schedule subject to change.