

Adolescent Development (EDP 363M)

Spring 2012 – Unique Course # 10205

Tuesdays and Thursdays, 11:00-12:30, Room SZB 422

COURSE SYLLABUS

Instructor: Dr. Marie-Anne Suizzo, Associate Professor

Department of Educational Psychology, The University of Texas at Austin

Office: SZB 506A; Office hours: Thursdays 2-4 and by appt.

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Office: SZB 435, Carrel #76 Office hours: Wednesday & Thursday 2-3 and by appt.

Course Objectives

This course is an in-depth overview of all aspects of adolescent development. The primary goal of this course is to provide students with the knowledge and understanding of theories and research findings associated with the period of adolescence. This goal will be achieved through reading and interactive lectures, whole class and small group discussions and activities, individual writing assignments and tests, and use of technology and media. A secondary, but equally valuable goal of this course, is to provide training and practice in academic inquiry skills including critical thinking, creative thinking, questioning, constructing and making arguments, academic writing, oral expression, and research.

DAILY TOPICS AND READING

WEEK	DAY	DATE	TOPICS	READING
1	Tu	1/17	Introduction to Course	Syllabus
	Th	1/19	Theoretical Perspectives on Adolescence	Steinberg (S), Introduction
2	Tu	1/24	Cultural and Historical Variations in Adolescence	S, Ch 3, pp. 88-109 <u>Article:</u> McCarthy et al., 2010
	Th	1/26	Physical Development: Puberty	S, Ch 1, pp. 24-47
3	Tu	1/31	Health and Risk Taking Reflection Paper #1	S, Ch 1, pp. 47-54 eating S, Ch 2, pp. 82-85 risk-taking S, Ch 13, pp. 407-416 drugs/alc
	Th	2/2	Debate & Debate Reaction Paper #1 <i>(When) should adolescents be allowed to drink alcohol?</i>	<i>Taking Sides:</i> Issue 2, pp. 25-42 <u>Article:</u> James & Worth, 2010
4	Tu	2/7	Review for Test #1	
	Th	2/9	Test #1	
5	Tu	2/14	Cognitive Development	S, Ch 2, pp. 58-67, 74-81
	Th	2/16	Self & Identity Development	S, Ch 8: pp. 246-262 <u>Chapter 4</u> , Tatum, 1997

WEEK	DAY	DATE	TOPICS	READING
6	Tu	2/21	Intersecting Identities: Gender, Race, and Ethnicity	S, Ch 8: pp. 262-275 <i>Portraits</i> : Case 3
	Th	2/23	Moral Development Reflection Paper #2	S, Ch 9: pp. 294-303
7	Tu	2/28	Debate & Debate Reaction Paper #2 <i>Should adolescents who commit serious offenses be tried and convicted as adults?</i>	<i>Taking Sides</i> : Issue 15, pp. 326-348.
	Th	3/1	Families: Parent-Adolescent Relationships	S, Ch 4: pp. 120-134
8	Tu	3/6	Families: Single Parents, Divorce, Stress	S, Ch 4: pp. 137-147 <u>Article</u> : Richardson & McCabe, 2001
	Th	3/8	Film Interview Questions Due	
	Tu	3/13	SPRING BREAK ☺	
	Th	3/15		
9	Tu	3/20	Peer Groups: Cliques & Crowds Review for Test #2	S, Ch 5: pp. 155-171 <u>Chapter 3</u> , MacLeod 1995
	Th	3/22	Test #2	
10	Tu	3/27	Peer Groups: Bullying & Social Aggression Reflection Paper #3	S, Ch 5: pp. 171-179 <u>Article</u> : Garbarino & deLara, 2003
	Th	3/29	Intimacy: Friendships	S, Ch 10: pp. 306-324
11	Tu	4/3	Debate & Debate Reaction Paper #3 <i>Are girls bigger bullies than boys?</i>	<i>Taking Sides</i> : Issue 16, pp. 349-366
	Th	4/5	Intimacy: Romantic Relationships	S, Ch 10: pp. 325-334 <u>Article</u> : Martin et al., 2003
12	Tu	4/10	Sexuality	S, Ch 11: pp. 338-368 <i>Portraits</i> : Case 7, pp. 90-113
	Th	4/12	Schools: Climate & Transitions Review for Test #3	S, Ch 6: pp. 197-204
13	Tu	4/17	Test #3	
	Th	4/19	Achievement: Motivation	S, Ch 12: pp. 372-384 <u>Chapter 6</u> , MacLeod
14	Tu	4/24	Achievement: Variations and Changes Interview Paper	S, Ch 12: pp. 385-399
	Th	4/26	Work & Leisure	S, Ch 7: pp. 212-230
15	Tu	5/1	Media Reflection Paper #4	S, Ch 7: pp. 230-241 <u>Article</u> : Becker et al., 2002
	Th	5/3	Debate & Debate Reaction Paper #4 <i>Are social networking sites (e.g. Facebook) a cause for concern among adolescents?</i>	<i>Taking Sides</i> : Issue 19, pp. 410-433
FINAL EXAM				Monday, May 14, 9:00-12:00 noon

Grading

Assignment	Points
Reflection Essays (3 of 4)	60
Debate (1)	25
Debate Reactions (4)	40
Exams (2 of 3)	150
Interview Protocol Questions	25
Interview Paper	75
Final Exam	125
Total possible	500

ASSIGNMENTS AND ASSESSMENTS

Research Participation

All students registered for this course must either participate in one or more research studies as part of the “subject pool” for the Department of Educational Psychology, or complete an alternative assignment. Please note the deadlines below:

- All students must register online for the subject pool by **February 5**.
- Subject pool assignments will be posted on **February 24**.
- Alternative assignments will also be posted on **February 24** for students who prefer not to participate in the subject pool.
- All study participation must be completed by **April 13**.
- Alternative assignments are due on the last class day, **May 4**.

If you have questions about your participation in the subject pool or about the alternative assignment, please go to the following website:

<http://www.edb.utexas.edu/education/departments/edp/curriculum/subjectpool/students/>

You may also email Summer Lane, the subject pool coordinator: summerlane76@gmail.com

Reading

There will be multiple types of readings for this course. The textbook listed below is available for purchase at the COOP and will serve as the centerpiece and main source of reading. In addition, chapters and journal articles to supplement the textbook and assist with debate preparation will be available on the course Blackboard site.

Textbook: Steinberg, L. *Adolescence*, 9th edition, McGraw-Hill.

You are expected to read and be prepared to discuss all assigned readings in each class.

Exams

There will be 3 exams and one final exam in this course. You must take all 3 exams, however, at the end of the semester, the one with the lowest grade will be dropped from your total points for the semester. The final exam will cover the last fourth of the topics covered in class, and will contain a cumulative component.

Writing

There will ten writing assignments of varying lengths in this course:

- 3 personal reflection essays of approximately 500-600 words (about 2 pages double-spaced),
- 4 debate reactions of about 250-300 words in length (to be emailed to Dr. Suizzo by 5 pm the day after the debate),
- a set of 8 to 12 interview questions to be used in your interview assignment, and
- an interview summary and analysis paper of about 4-5 pages in length.

Detailed handouts describing each of these assignments will be made available on the course Blackboard site.

Speaking and Presenting

Class Participation.

You are expected to make regular contributions to whole class and small group discussions. Please consult the “Guidelines for Class Discussions” handout made available to you on Blackboard.

Debates.

You will be asked to participate in a debate during class, in teams of four or five students. The debate will deal with a controversial issue that relates to one of the course topics. Please consult the handout describing this assignment made available to you on Blackboard. Following every debate, all students (participants and audience) will write a brief reaction summarizing their views on the topic, and explaining whether and how they modified their views after listening to the debaters’ arguments.

Research

During the semester, you will have the opportunity to learn more about adolescence firsthand by conducting an interview of either a professional who works with adolescents, or an adolescent. The interview may be conducted in person or on the phone, although the experience of conducting an interview face-to-face will be more rich and powerful than one conducted on the phone. The interview should last about 30 minutes, and should be recorded so that you can transcribe parts of it to include in your paper. You should begin early identifying possible individuals that you may interview, and deciding on what types of questions you are most curious to have answered. A handout with tips on conducting interviews and some sample questions will be provided on Blackboard.

CLASSROOM POLICIES

Absences

You are asked to notify Dr. Suizzo as soon as possible in person, by email, by telephone, or by handwritten note if you are unable to attend class or need to leave early for any reason. You may also be required to provide documentation from a clinic or other third party if absences accumulate. Five points will be deducted from your final course grade for every unexplained absence, and points may be deducted for excessive absences, even if excused.

You are expected to check your email on a daily basis and to respond to any inquiries from Dr. Suizzo or from Ms. Rackley within 24 hours.

Late or Missing Assignments

No credit will be given for any assignments turned in after the deadline UNLESS the student has a legitimate health problem and informs Dr. Suizzo to that effect as soon as possible and no later than the end of the day when the assignment was due. In such cases, the student may be asked to provide corroborating documentation from a third party. Students are urged to notify Dr. Suizzo immediately when they become aware that they have a problem that may interfere with submitting an assignment on time. If a student must be absent on the day an assignment is due, it is her/his responsibility to notify Dr. Suizzo and then either submit the assignment before the deadline (by placing it in Dr. Suizzo's mailbox in SZB 504), or asking a reliable classmate to submit the assignment in class.

If a student must be absent on the day of an exam, and provides a reasonable explanation supported with documentation, a make-up exam will be scheduled. If, however, a student is absent on an exam day and does not provide a documented reason for his or her absence, no make-up exam will be provided.

There will be no make-up for the final exam. If a student cannot come to the final exam, he or she will be expected to provide documentation from a third party to be granted an incomplete in the course. However, incompletes may only be given to students if they are passing the course at the time of the final exam.

UNIVERSITY POLICIES

Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at www.utexas.edu/dpets/dos/sjs/.

Students with Disabilities

The University of Texas at Austin provides upon request 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**. If you have a disability and would like accommodations to be made, please notify me as soon as possible.