

Adolescent Development
Summer 2012
EDP f363M
Unique number: 74915
M/T/Th 11:00am- 12:30pm in BUR 112

Instructor: Janay B. Sander, Ph.D.

Office location: SZB 254D

Office hours: Tuesdays 1:00pm – 3:00pm and by appointment

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Teaching Assistants

Sarah Schoffstall

Required textbook: Steinberg, L. (2011). *Adolescence*, 9th edition. McGraw Hill.

Blackboard will be used for many class materials and as a way of communicating with the class, including most assignments. 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 experiences, information, discussions, and materials that will allow you to explore practical, research-based, and theoretical aspects of adolescent development in today's culture from a variety of perspectives. I hope you will feel free to respectfully discuss, disagree, and raise questions as we all progress through this semester.

Course Objectives:

- (1) Understand research-based biological, social, and cognitive changes of adolescence.
- (2) Examine similarities and differences in the experience of adolescence according to gender, culture, and community.
- (3) Apply theories of adolescent development in a meaningful way to your own career goals and/or life experiences.
- (4) Explore specific topics encountered in contemporary and historical frameworks of adolescence from a variety of perspectives, including body image, identity development, popular culture messages, violence in schools, sexuality, music, and drug and alcohol use.

Grading: Grading total is out of 100% for each assignment and will be converted to the +/- system for final grade reporting. Percentages to calculate grades will be this:

15% for in-class “minute papers”, full = 18 (class meets 28 times)

20% Exam I percent correct (not cumulative)

20% Exam II percent correct (not cumulative)

10% Information Exchange I

10% Information Exchange II

10% Information Exchange Paper III

15% Reflection Paper

Research requirement credit for EDP subject pool

Extra credit up to 3 grade points (HIGHLY encouraged)

NOTE: Grades will be assigned using the +/- system and will NOT be “rounded up,” so it is recommended that students do extra credit if they are concerned. (A= 95 and above; A- = 90-94.9; B+ = 87-89.9; B = 84-86.9; B- = 80-83.9; C+ = 77--79.9; C=74-76.9; C- = 70-73.9; D+ = 67-69.9; D=64-66.9; D- = 60-63.9; F = below 60). For more information about the plus/minus system, please see:

http://www.utexas.edu/faculty/council/2006-2007/legislation/plus_minus_grading.html

- (1) **Minute papers:** Each class period, you will turn in brief comments regarding that day’s class. The comments are not graded, simply credited for being completed. Common topics to address may include, “What was the most important concept you learned today?” or “What was one question you had today that was not answered?” Full credit will be for turning in 18 minute papers (class meets 28 times). **Please note that 1 grade point from this percentage will be taken away for every minute paper missing below expected number (below 18). So, if you have only 17 papers, you lose one grade point in the final course average for each paper missing below 18 required.**
- (2) **Exams I and II:** These will be mostly multiple-choice, with up to 3 short answer questions. **Exams will not be cumulative**, but will cover material up to or since the prior exam. A brief in-class review will be provided to help you study, and a study guide for all material will be posted on Blackboard. Material covered in these exams will include information from the textbook, class time, and guest speakers.
- (3) **Reflection paper:** The purpose of this paper (3-4 pages double spaced typed length) is to apply theory or a concept from class to a personally relevant topic or experience. The key is to define, then convey application of some topic or content from class in a way that demonstrates you have thought about it and can apply the concept accurately to some experience you have had. Examples of applications may include observations you have made if you are in contact with adolescents now, reflecting on experiences you had while in high school, or if you

have learned something in another course that relates to materials discussed in this class.

Grading for reflection papers:

Grade of 'A+' (95+ points) indicates an exceptionally well written, conceptually clear, precise, and theoretically appropriate paper. Description of the concept, theory, or main idea is scholarly and accurate, and the application of the material is meaningful, free from conceptual errors, and provides an accurate example or illustration of the main concepts.

Grade of 'A' (90-94 points) indicates a well-written paper that is accurate, but not quite as clear or precise as a paper that earns the highest grade. All main points are clearly defined, and applications and examples are all relevant and free from errors in application.

Grade of 'B+' (88 points) indicates a paper that is good overall, but perhaps the writing style is unclear at times, terms may be only loosely but not precisely defined, or the overall paper organization is hard to follow. Papers that earn this grade are generally accurate and free from any major conceptual errors and are usually accurate, even if a little confusing, examples of the main paper idea.

Grade of 'B' (85 points) indicates a paper that is good, accurate, and complete, but perhaps vague or terms are slightly inaccurate in definition or application. There are other merits and points of clarity, but one or more points that were unclear or inaccurate.

Grade of 'B-' (80 points) indicates a paper that is somewhat careless, does not meet the page requirement, or is inaccurate in a definition or main idea in an important way, but overall shows effort on the task.

Grade of 'C+' (78 points) indicates a paper that demonstrates some important conceptual errors and misunderstandings, including inaccurate definitions, inaccurate example applications, or a paper that is not clear effort or is too short. Students are highly encouraged to see the TA or instructor to discuss it.

Any paper below the C+ criteria demonstrates lack of effort or serious conceptual challenges and requires a meeting with the instructor.

(4) **Subject Pool 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. If you wish to complete an alternative research requirement assignment, **please email me to make arrangements by November 10.** You must complete either the research participation requirement or the alternate research paper assignment to get credit for this course. The alternate research assignment is the same as the extra credit format. You must complete 2 summaries in lieu of subject pool participation.

(5) **Information exchange projects**: This is a learning project to be presented during class in a small group format. You will be in a group of 4-6 students, self-selected for the most part by topic of interest. Students in each small group will locate and share questions related to the topic of interest that are not addressed

directly in class materials. Each member of the group will be independently responsible for providing answers and information to address their group's questions and present (exchange) the questions and information in a hand out and verbally to the small group. Handouts should be one page in length, typed. Ensure your questions would need a page to answer (i.e., "How many adolescents live in Texas?" requires only a brief answer). The "information exchange" will occur during class near the end of the topic unit, so that all students can hear some additional information about the topic in a more personal venue. Handouts will be uploaded to Blackboard so that other students who may be interested can learn also. All topics must be approved by instructor. More details and further instructions will be posted on Blackboard. This assignment will include an instructor evaluation based on your handout. You may work with others on this assignment, but your work must be mostly your own and you will receive an individual grade. Suitable sources for the information are listed at the back of the syllabus (same sources as for the extra credit, but the same student cannot use the same article he/she used as extra credit). Each question must refer to at least 5 sources, all noted. Plagiarism will not be tolerated.

The following grading scale will be used. Peers and instructor will rate the information exchange projects.

Use the following scale for all items:

1-----	2-----	3-----	4-----	5-----	6-----	7-----	8-----	9-----	10-----
Not at all	Only a little		Yes, but not very	Yes, clearly					Definitely, well done

Person 1 you are rating: (First name: _____)

Rating _____ 1. Is this scholarly?

Rating _____ 2. Is this beyond what is already covered in class?

Rating _____ 3. Is this accurate, concise, and easy to understand?

(5) **Extra credit: Optional but encouraged.** For interested students, extra credit assignments are available. Worth up to 1/2 grade point per summary (maximum 6 summaries accepted, for up to 3 grade points total), students may select a research article related to adolescent development and summarize the journal article. A selection of research articles will be posted on Blackboard in the supplemental materials section, but students may also summarize an article of their choice with instructor approval. A list of questions and guide for this assignment will be posted on Blackboard. The due date for all extra credit is due the Tuesday of the last week of classes. Please turn in Extra Credit on Blackboard.

Instructor expectations and policies:

1. **I expect you and all students 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."

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 in general.

3. **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 for a class-related activity. I promise I won't check my email or text my friends during class, either.

4. **Please turn your cell phones to silent-alert**. I do not mind if you discreetly leave the room to take an *urgent* call on occasion (no social calls please). Please just try to avoid disturbing others.

5. **Assignments should be turned in on time**. Late work may or may not be accepted, at the instructor's discretion. Assignments will be accepted up until 5pm on the day it is due to be considered "on time", and should be submitted electronically through Blackboard. Late work will be evaluated on a case-by-case basis.

6. **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>

7. **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.

8. **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 involve presenting materials from the textbook, and there will be limited lecture and note-taking. Instead, discussions, hands-on learning activities, and student interaction will be emphasized. All of those learning activities will be more productive for learning if everyone has read the material to be discussed.

9. 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. Please notify me as soon as possible if you need modifications.

10. 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 10 “grace” days in my attendance policy, so I will not grant additional “excused absences” for most absences. Please plan accordingly. I will only allow you to make-up exams or turn in work at different times.

Class Activity Table

Date and Topic	Homework for the day to be completed prior to class	Assignments/ comments
5/31/12 Introductions	NO CLASS MEETING	
6/4/12 Overview of course and adolescence Biological development	Read the Introduction and Chapter 1 in textbook and turn in a “Student Information Sheet” during class	<i>In class film on brain development</i>
6/5/12 Cognitive development	Read Chapter 2	
6/7/12 Social transitions	Read Chapter 3	In class film: <i>5 Girls</i> (part)
6/11/12 Families	Read Chapter 4	<i>Information Exchange 1</i>
6/12/12 Peer groups	Read Chapter 5	Clips from <i>5 Girls</i>
6/14/12	Review for Exam 1 (Introduction – Ch. 5)	
6/18/12	Exam I	Exam 1 covers: Introduction through Ch. 5
6/19/12 Schools, Education, and Free time: leisure in adolescence	Read Chapter 6-7 and Chapter 12	
6/21/12 Identity development/cultural identity development	Read Chapter 8	<i>Information Exchange 2</i>
6/25/12 Religion, moral reasoning, and autonomy	Read Chapter 9	<i>Guest speaker from Career Exploration Center</i>
6/26/12 Dating, teen pregnancy and sexuality during adolescence	Read Chapter 10-11	<i>Information Exchange 3</i>
6/28/12 Problems during adolescence: depression, conduct problems	Chapter 13	

7/2/12	Review muddy points and gaps from earlier chapters if needed	<i>Reflection paper due</i>
7/3/12	Review for final exam	Watch remaining clips of 5 <i>Girls</i> film and apply concepts
7/5/12 LAST CLASS	Wrap up course and Final Exam	FINAL EXAM ALL EXTRA CREDIT DUE TODAY

**Approved sources for Extra Credit,
Information Exchange, and Research Alternative Assignment.**

Note: You may do up to 6 article summaries for extra credit, each worth ½ grade point. You must do 2 article summaries as a replacement for the research requirement. You may NOT use the same article for the extra credit and research requirement assignments, but you may use the same articles to cite in your Information Exchange.

Sources: NOTE: Dates must be within most recent 10 years. Preferred within last 3 years. These sources should be available at no charge through the University libraries, many in electronic form.

Scientific Journal Approved Titles (additional titles with approval from instructor) For use in Extra Credit, Research Alternative, and Information Exchange
<i>Adolescence</i> <i>Journal of Adolescence</i> <i>The Journal of Early Adolescence</i> <i>Journal of Research on Adolescence</i> <i>Journal of Youth and Adolescence</i> <i>Journal of Clinical Child Psychology</i> <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> <i>Clinical Child and Family Psychology Review</i> <i>Clinical Psychology Review</i> <i>Journal of Abnormal Child Psychology</i> <i>Journal of Consulting and Clinical Psychology</i> <i>American Educational Research Journal</i> <i>Journal of Adolescent Health</i> <i>Journal of Child and Adolescent Psychopharmacology</i> <i>Child Development</i> <i>Development and Psychopathology</i> To find them (if many topics are interesting): 1. Log in with UTEID to UTDirect.

2. UT Home page
3. Libraries & Museums
4. University Libraries
5. Research Tools
6. Find a Journal
7. Type in the journal name
8. Browse through by issue

(OR use PsychInfo to locate citations. In class demonstration or how to do this)

For use with Information Exchange ONLY:

Popular Media: (additional sources require approval from instructor to count toward minimum)

Time Magazine

Nature Magazine

Scientific American

Discover Magazine

20/20 tv news program

National Public Radio (NPR)

Websites: (always check with instructor if in doubt)

Most government agencies, universities, and scientifically-based sources would be accepted. Web address ends with “.gov” or “.edu”

Supplemental: Adolescent Development **Extra Credit Format (Optional Assignment)**

NOTE: Use same format for alternate research requirement in lieu of subject pool participation.

In order to receive 1/2 grade point credit, you will need to follow this format to write about one scientific journal article. You may do up to 6 written summaries, for a total of 3 points added to your course grade. You may use the articles provided within Blackboard here, or another article of your choice, with TA or instructor approval. If you complete the template, you will receive the ½ grade point. If your work is not the quality expected, you will get feedback and another chance to submit the paper in order to receive the credit.

Format:

Typed, double spaced, formal writing style. 2 pages in length maximum.

Answer these questions about the article:

(1) What is the name of the article, authors' names, and date? Or, cite as follows: Author last name, First name. (year). Title of article. Journal Name, issue, pages.

(2) What was the main research question? (usually found in the paragraph or two just before the section labeled "method")

(3) What did the authors use to measure their concepts? List the names of questionnaires or ways the authors collected data in your own words. A description of the questionnaire in 2 sentences, or description of information researchers gathered in 2-3 sentences per

item, is plenty.

(4) What did the authors find out, or what were their conclusions? One paragraph is plenty.

(5) What did authors list as limitations (reasons why results may not be completely valid, for example), this is usually a section in the "discussion" or "conclusions" section of the article, and may have its own subtitle called "limitations." Use your own words. 1-2 paragraphs.

(6) State in 1 paragraph what you learned by reading this article, or how it relates to class in some way.