

Course Syllabus: Adolescent Development Fall 2012

Course: EDP 363M
Unique number: 10175
Room: SZB 416
Time: M & W 11:00-12:15

Instructor: Kristin Neff
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Course Objectives:

The goal of this course is to help you understand the physical, social and cognitive changes that take place during adolescence, including how these changes may be impacted by variables of gender and culture. To do so we will explore topics such as peer culture, school violence, body image, identity development, sex and drugs. An additional goal of this course is to help you reflect upon your own transition from adolescence to adulthood in a meaningful way.

Required Text (available in the student bookstore):

Steinberg, L. (2011). *Adolescence, 9th Edition*. New York: McGraw-Hill.

Grading System

Grades will be assigned as follows (out of a total of 300 points):

20 points for participation comments

40 points for five thought papers (8 points each)

100 points for two midterms (50 points each, lowest midterm grade out of three will be dropped)

75 points for final

60 points for teen interview paper

5 points for teen interview in-class presentation

Letter grades will be given as follows (yes we do round up, e.g., 89.5% is 90%):

A = 90-100%, B = 80-89%, C = 70-79% D = 60-69%

Class notes: A copy of the class notes will be posted on Blackboard after every class. Therefore, you are encouraged *not* to copy the notes verbatim, but to spend most of your energy listening. You only need to make extra notes to help clarify your personal understanding of the material. ***Please take all extra notes by hand, as the use of computers is not permitted in class.***

Class participation comments: (20 points) At the end of each class you will write a few sentences about what you found interesting about the day's topic. Comments will also be gathered on film days and the interview presentation day. You will receive 1 point for each participation comment (not including the first day of class or the exam days). There are 23 possible points for the comments, with 3 points available for extra credit.

Thought papers: You are required to complete 5 brief thought papers, worth 8 points each. (For details on thought paper assignments, see instruction sheet.) One point will be taken off for every day a thought paper is late (including weekends), unless prior permission is given by the instructor or teaching assistant.

Exams: Tests will consist of multiple choice, “fill-in-the-blank,” and essay sections. The exams will mainly test you on information given during lectures but also information given in the textbook. A set of learning objectives will be posted on Blackboard before each exam to help you study.

Make-up exam policy: Students who have a valid medical excuse for missing exams must contact the instructor prior to the exam. If the excuse is accepted, the student must make up the test before the next class session. If an exam is missed without contacting the instructor beforehand, the instructor will determine whether a make-up exam is allowed, and what penalties will be assessed.

Teen interview paper: See instruction sheet for details on the assignments, including grading rubric.

Teen interview in-class presentation: You will be asked to make a 10 minute verbal presentation about the results of your interview to a small group of other students. See instruction sheet for details. This will not be graded.

Research Requirement: You will need to complete 4 hours of research participation with the Educational Psychology subject pool. Arrangements will be made by Kadie Rackley, the subject pool coordinator (kadie.rackley@gmail.com), who will contact you about your research assignment/s. You will probably be assigned to more than one study, and all four hours of research participation must be completed. You can see the studies you are assigned to at the subject pool website (http://www.edb.utexas.edu/education/departments/edp/subject_pool/students). Please note that sometimes studies have multiple parts, so you need to be very careful to make sure you have completed all the tasks you are assigned to complete. If you do not wish to take part in research, you can complete an alternative task, a 5 page research paper that will be assigned at the end of the semester. However, you must complete either the research participation requirement or the alternative paper assignment in order to pass this class (no exceptions!).

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. For further information, please visit Student Judicial Services 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.

Class Schedule

Aug. 29 Wed – Introduction to course

Sept. 3 Mon – LABOR DAY

Sept 5 Wed – Class 01: Biological development

Text: Chap. 1 (pp. 24 - 47 only)

Sept 10 Mon – Class 02: Cognitive development

Text: Chap. 2 (pp. 58 - 74 only)

Sept 12 Wed – Class 03: Family systems and changes

Text: Chap. 4 (pp. 120 - 145 only)

Thought paper #1 due

Sept. 17 Mon – Class 04: Schooling

Text: Chap. 6 (pp. 182 – 202; 204 - 209)

Sept 19 Wed – Class 05: Motivation and achievement

Text: Chap. 12 (pp. 372 - 394 only)

Sept 24 Mon – Class 06: Social rejection, school violence, bullying

Text: Chap. 5 (pp. 171 - 179 only) Chap. 6 (pp. 202-204)

Sept 26 Wed – Class 07: Peer culture

Text: Chap. 5 (pp. 150 - 171 only)

Oct 1 Mon – Film – **Growing up online**

Thought paper #2 due

Oct 3 Wed – Midterm Exam #1

Oct 8 Mon – Class 08: Self-concept and self-esteem

Text: Chapter 8 (pp. 246 - 258 only)

Oct 10 Wed – Class 09: Self-compassion

Blackboard: Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and Personality Compass*, 5, 1-12.

Oct 15 Mon – Class 10: Identity formation

Text: Ch. 8 (pp. 258 - 272 only)

Thought paper # 3 due

Oct. 17 Wed – Class 11: Gender-role development

Text: Chap. 8 (pp. 272 - 275 only)

Blackboard: Perry, D. G., & Pauletti, R. E. (2011). Gender and adolescent development. *Journal Of Research On Adolescence*, 21(1), 61-74.

Oct 22 Mon – Class 12: Body image and eating disorders

Text: Chap. 1 (pp. 47 - 52 only)

Blackboard: Levine, M.P., Smolak, L. (2002). Body image development in adolescence. In: Cash, T. & Pruzinsky, T. (Eds.). *Body image: a handbook of theory, research and clinical practice* (pp. 74-82). New York: Guilford Press.

Oct 24 Wed – Class 13: Historical and Cultural variations in adolescence

Text: Chap. 3 (pp. 88 - 109)

Thought paper #4 due

Oct. 29 Mon – Midterm Exam #2

Oct 31 Wed – Class 14: Autonomy development

Text: Chap. 9 (pp. 278 - 294 only)

Nov 5 Mon – Class 15: Moral development

Text: Chap. 9 (pp. 294 - 298 only)

Blackboard: Smetana, J. G., & Turiel, E. (2003). Moral development during adolescence. In G. R. Adams, M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 247-268). Malden: Blackwell Publishing.

Thought paper #5 due

Nov 7 Wed – **Film** – #Regeneration

Nov 12 Mon – Class 16: Interpersonal development

Text: Chap. 10 (pp. 306 - 330)

Nov 14 Wed – Class 17: Sex in adolescence

Text: Chap. 11 (pp. 338 - 353 only)

Nov 19 Mon – Class 18: Sex and its consequences

Text: Chap. 11 (pp. 356 - 368 only)

Nov 21 Wed – THANKSGIVING HOLIDAY

Nov 26 Mon – Guest Lecture Out Youth

Nov 28 Wed - Class 19: Psychological wellbeing

Text: Chap. 13 (pp. 416 – 434 only)

Dec 3 Mon - Midterm exam #3

Dec 5 Wed – In-class interview presentations

Interview Paper Due

Final exam date to be determined