

Adolescent Development (EDP 363M)
Spring 2013 – Unique Course # 10280
Tuesdays and Thursdays, 9:30-11:00, Room SZB 324

COURSE SYLLABUS

Instructor: **Dr. Marie-Anne Suizzo**, Associate Professor
Department of Educational Psychology, The University of Texas at Austin
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Teaching Assistant: **Ms. Marissa Knox**, Doctoral Student
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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	1/15	Introduction to Course	Syllabus
	Th	1/17	Theoretical Perspectives on Adolescence	Steinberg (S), Intro., pp. 4-17
2	Tu	1/22	Cultural and Historical Variations in Adolescence	S, Ch 3, pp. 88-92, 99-106 <u>Article:</u> McCarthy et al., 2010
	Th	1/24	Physical Development: Puberty	S, Ch 1, pp. 28-47
3	Tu	1/29	Health and Risk Taking Reflection Paper #1	S, Ch 1, pp. 47-54 S, Ch 13, pp. 407-416
	Th	1/31	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
	Tu	2/5	Cognitive Development I Review for Exam #1	S, Ch 2, pp. 58-63
4	Th	2/7	Exam #1	
5	Tu	2/12	Cognitive Development II	S, Ch 2, pp. 68-78
	Th	2/14	Self & Identity Development I	S, Ch 8: pp. 246-258 Tatum, 1997, Ch. 4 (pp. 52-71)

WEEK	DAY	DATE	TOPICS	READING
6	Tu	2/19	Self & Identity Development II	S, Ch 8: pp. 266-275 <i>Portraits</i> : Case 3
	Th	2/21	Moral Development Reflection Paper #2	S, Ch 9: pp. 294-303
7	Tu	2/26	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	2/28	Families: Parent-Adolescent Relationships Review for Exam #2	S, Ch 4: pp. 120-134 Article: Choi & Dancy, 2009
8	Tu	3/5	Exam #2	
	Th	3/7	Film Interview Questions Due	
	Tu	3/12	<i>SPRING BREAK ☺</i>	
	Th	3/14		
9	Tu	3/19	Families: Single Parents, Divorce, Stress	S, Ch 4: pp. 137-147
	Th	3/21	Peer Groups: Cliques & Crowds Reflection Paper #3	S, Ch 5: pp. 155-171 Chapter 8, Hersch 1998
10	Tu	3/26	Peer Groups: Bullying & Social Aggression	S, Ch 5: pp. 171-179 Article: Davis & Nixon, 2011
	Th	3/28	Debate & Debate Reaction Paper #3 <i>Are girls bigger bullies than boys?</i>	<i>Taking Sides</i> : Issue 16, pp. 349-366
11	Tu	4/2	Intimacy: Friendships	S, Ch 10: pp. 313-324
	Th	4/4	Intimacy: Romantic Relationships Review for Exam #3	S, Ch 10: pp. 325-333 Article: Sullivan et al., 2012
12	Tu	4/9	Exam #3	
	Th	4/11	Sexuality I	S, Ch 11: pp. 341-353 <i>Portraits</i> : Case 7, pp. 90-113
13	Tu	4/16	Sexuality II Reflection Paper #4	S, Ch 11: pp. 356-368
	Th	4/18	Schools & Achievement I	S, Ch 12: pp. 372-379
14	Tu	4/23	Schools & Achievement II Interview Paper	S, Ch 12: pp. 385-394
	Th	4/25	Work & Leisure	S, Ch 7: pp. 212-229
15	Tu	4/30	Media	S, Ch 7: pp. 230-239 Article: Becker et al., 2002
	Th	5/2	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 13, 9 am – 12 pm				

Grading

Assignment	Points
Reading reactions/quizzes	20
Reflection Papers (3 of 4)	120
Debate (1)	30
Debate Reactions (3 of 4)	30
Exams (3)	120
Interview Protocol Questions	20
Interview Paper and Transcript	90
Final Exam	70
Total possible	500

ASSIGNMENTS AND ASSESSMENTSResearch Participation

All students registered for this course must complete this research participation requirement. To do so, either participate in one or more research studies as part of the subject pool for the Department of Educational Psychology, or complete a 5 page written alternative assignment. Please note the deadlines below:

- All students must register online for the subject pool by **Sunday, February 3**.
- Subject pool assignments will be posted on **Friday, February 22**.
- Alternative assignments will also be posted on **February 22** for students who prefer not to participate in the subject pool.
- All study participation must be completed by **Friday, April 12**.
- Alternative assignments are due on the last class day, **Friday, May 3**.

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/subject_pool/students/

If you have more questions, please email Kadie Rackley, the subject pool coordinator:

edpSubjectPool@austin.utexas.edu

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.

Ten times during the semester you will be asked to respond to two questions or provide a question and a main point relating to that day's readings at the beginning of class.

Exams

There will be 3 exams and one final exam in this course. The exams will consist of multiple choice and matching questions. The final exam will cover the last fourth of the topics covered in class, and will contain a cumulative component.

Writing

There will be 9 writing assignments of varying lengths in this course:

- 3 reflection papers of approximately 500-600 words (about 2 to 3 pages double-spaced),
- 3 debate reactions of about 250-300 words to be emailed to Marissa by 5 pm the day after the debate, and a summary of arguments for or against your debate topic (250-300 words) to be submitted in class on your scheduled debate day,
- 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 Marissa 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 & RESOURCES

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/.

Writing Center:

If you need or would like extra help in writing, please do not hesitate to utilize the services offered by the “Undergraduate Writing Center” in the Flawn Academic Center, Second Floor, Room 211, or call **471-6222** to make an appointment for a consultation. Check out the center’s website at <http://www.uwc.utexas.edu/home> They also have a long list of very useful handouts to help you with specific aspects of writing such as grammar, style, organization, and editing your work. <http://www.uwc.utexas.edu/handouts>

Students with Disabilities:

The University of Texas at Austin provides upon request reasonable academic accommodations for eligible students with disabilities. For more information contact the Division of Diversity and Community Engagement at 471-6259, videophone: 410-6644.

Technology:

Powerpoint presentations, handouts, and grades will be posted on Blackboard. During class presentations and class discussions, **we ask that you refrain from using your laptops, i-pads, cell phones or any other electronic device** as this can be distracting for others as well as for yourself. To remind you of this policy, we may remind the class to close their laptops or turn off cell phones periodically.