

Adolescent Development (EDP 363M)

Fall 2013 – Unique Course # 10390

Tuesdays and Thursdays, 12:30-2:00, Room SZB 416

COURSE SYLLABUS

Instructor: **Dr. Thea Woodruff**

Office: SZB 538B; Office hours: T/Th 9:30-11:00, and by appt.

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Teaching Assistant: **Thea Norris**, Doctoral Student

Office: LTC; Office hours: T/Th 2:00-3:00, and by appt.

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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 readings 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	8/27		
	Th	8/29	Introduction to Course	Syllabus
2	Tu	9/3	Theoretical Perspectives on Adolescence	Steinberg (S), Introduction
	Th	9/5	Cultural and Historical Variations in Adolescence	S, Chapter 3
3	Tu	9/10	Physical Development: Puberty	S, Chapter 1
	Th	9/12	Health and Risk Taking Reflection Paper #1	S, Chapter 1 S, Chapter 13
4	Tu	9/17	Cognitive Development I Review for Exam #1	S, Chapter 2
	Th	9/19	Exam #1	
5	Tu	9/24	Cognitive Development II	S, Chapter 2
	Th	9/26	Self & Identity Development I	S, Chapter 8

WEEK	DAY	DATE	TOPICS	READING
6	Tu	10/1	Self & Identity Development II	S, Chapter 8
	Th	10/3	Autonomy Reflection Paper #2	S, Chapter 9
7	Tu	10/8	Families: Parent-Adolescent Relationships Review for Exam #2	S, Chapter 4
	Th	10/10	Exam #2	
8	Tu	10/15	Film Interview Questions Due	
	Th	10/17	Families: Single Parents, Divorce, Stress	S, Chapter 4
9	Tu	10/22	Peer Groups: Cliques & Crowds Reflection Paper #3	S, Chapter 5
	Th	10/24	Peer Groups: Bullying & Social Aggression	S, Chapter 5
10	Tu	10/29	Intimacy: Friendships	S, Chapter 10
	Th	10/31	Intimacy: Romantic Relationships Review for Exam #3	S, Chapter 10
11	Tu	11/5	Exam #3	
	Th	11/7	Sexuality I	S, Chapter 11
12	Tu	11/12	Sexuality II Reflection Paper #4	S, Chapter 11
	Th	11/14	Schools & Achievement I	S, Chapter 12
13	Tu	11/19	Schools & Achievement II	S, Chapter 12
	Th	11/21	Work & Leisure	S, Chapter 7
14	Tu	11/26	Media	S, Chapter 7
	Th	11/28	THANKSGIVING HOLIDAY	
15	Tu	12/3	Interview Paper	
	Th	12/5	Review for Final Exam	
FINAL EXAM				

Throughout the semester, I may make adjustments to reading assignments or add other reading assignments to what is listed in this schedule. These additional readings will provide more in-depth background knowledge related to specific topics.

Grading

Assignment	Points
Reading reactions/in-class activities	40
Reflection Papers (3 of 4)	120
Exams (3)	120
Interview Protocol Questions	30
Interview Paper and Transcript	120
Final Exam	70
Possible Total	500

How points become final grades:

93-100% = A
 90-92% = A-
 87-89% = B+
 83-86% = B
 80-82% = B-
 77-79% = C+
 73-76% = C
 70-72% = C-
 60-69% = D
 Below 60% = F

ASSIGNMENTS AND ASSESSMENTS

Research Participation

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

- Students must register online to be considered for the subject pool by **Sunday, September 15th**.
- Subject pool assignments will be posted on **Friday, October 4th**.
- The alternative assignment will also be posted on **October 4th** for students who prefer not to participate in the subject pool.
- Participation in ALL assigned studies must be completed by **Friday, November 15th**.
- Alternative assignments are due on the last class day, **Friday, December 6th**.

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 questions please email the Subject Pool Coordinator, Kadie Rackley.
edpSubjectPool@austin.utexas.edu

Reading

The textbook listed below is available for purchase at the Co-Op and will serve as the main reading source. In addition, chapters and journal articles to supplement the textbook may be added to the list of readings and will be available on the course Blackboard site.

Textbook: Steinberg, L. *Adolescence*, 10th edition, McGraw-Hill.

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

During the semester, you will be asked to write reading responses or participate in in-class activities that will engage you in applying the information from the readings.

Class Participation

You are expected to participate actively in all reading responses and in-class activities. Additionally, you are expected to make regular contributions to whole class and small group discussions.

Exams

There will be 3 exams and one final exam in this course. The exams will consist of multiple-choice and short-answer 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 5 writing assignments of varying lengths in this course:

- 3 reflection papers of approximately 500-600 words (about 2 to 3 pages double-spaced),
- 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.

More about the Interview...

During the semester, you will have the opportunity to learn more about adolescence firsthand by conducting an interview with 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 whom 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. Woodruff 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. Woodruff or from Thea Norris 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. Woodruff 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. Woodruff 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. Woodruff and then either submit the assignment before the deadline (by placing it in Dr. Woodruff's mailbox in SZB 504) or have a reliable classmate submit the assignment in class.

If a student must be absent on the day of an exam, and that student 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 and handouts 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.