

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**Educational Psychology**  
**EDP 312: Issues and Debates in Life Development**  
**FALL 2013**

**Unique # 10335      Location: SZB 444      TTH 12:30-2:00 p.m.**

**INSTRUCTOR:**    **Jenson Reiser** jenson.reiser@gmail.com  
**Office Hours:** TBA and by appointment  
**Location:** SZB Suite 262

**ADA Compliance Statement**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. If they certify your needs, I will work with you to make appropriate arrangements.

***Course Description***

This course has no pre-requisites. Human behavior has long been an intriguing area of study, especially the challenges and process of development and growth. Students in this course will study current topics in psychology related to the transition from adolescence to young adulthood within the context of a university setting. Students will review psychological theories of personal development, relationships, stress and coping and cultural diversity.

***Course Objectives***

The students will:

1. Identify and apply critical thinking skills to psychological models.
2. Identify learning strategies that lead to successful college learning.
3. Examine the biological, psychological, social and cultural aspects of young adult developmental stages within the context of the broader environment, including the university community.
4. Explore ways that ethnicity, race, culture, gender, sexual orientation, abilities, socio-economic status, citizenship and other factors contribute to young adult development.
5. Analyze personal ideas and decisions regarding issues typically faced by college students.

***Required Reading***

**The following required textbook may be purchased at the University Co-op:**

Moore, L., Caples, S., Rodarte-Luna, B., Baker, M., Whilde, P., Stout, M., DeCoteau, A., & Hobza, C. (2011). Issues and Debates in Life Development. Austin, TX, Self-Published.

***Class Structure***

Material will be presented through class discussions, readings, audiovisual materials, lectures, and small group problem-solving discussions and activities.

## ***Course Requirements***

### **Participation and Class Assignments**

College learning is maximized through participation. This course is structured so that all students are expected to be in class daily, to complete the assigned readings, and to participate in class discussion, small group activities, and role-plays. Class assignments may include group work, discussion board communication, in-class writing, and other projects as assigned by your instructor.

### **Group Presentations**

Students will work in groups to prepare a class presentation. Presentations will be 15-20 minutes in length. Your instructor will provide additional details.

### **Reflection Papers**

Students will be asked to write 3 *brief (3 pages)* papers reflecting on a topic discussed in class as assigned by your instructor.

### **Homework Slips**

Over the course of the semester the instructor will administer homework slips that will cover the class readings. There will be a total of 6 homework slips, each worth 5 points. Some of the homework slips will be completed in class and others will be done at home. The instructor will announce these assignments on the days they are due.

### **Quiz / Exams**

There will be a quiz following each unit (5 points each). The Midterm will count for 50 points and the Final Exam will count for 50 points. The exams will be a mixture of multiple choice, short answer, and essay.

## ***Grading***

Grading will be based on points earned for the following activities:

1. Participation and Class Assignments = 10 Points
2. Group Presentation = 20 Points
3. Reflection Papers = 30 Points (10 points each)
4. Homework Slips = 30 Points (5 points for each of 6 total)
5. Unit Quizzes = 20 Points (5 points each)
6. Midterm = 50 Points
7. Final Exam = 50 Points

**Total = 210 points**

Grades will be assigned as follows:

195 – 210 points	= A (93% +)
189 – 194 points	= A- (90%-92%)
183 – 187 points	= B+ (87%-89%)
174 – 181 points	= B (83%-86%)
168 – 172 points	= B- (80%-82%)
162 – 209 points	= C+ (77%-79%)
153 – 160 points	= C (73%-76%)
147 – 151 points	= C- (70%-72%)
141 – 145 points	= D+ (67%-69%)
132 – 139 points	= D (63%-66%)
126 – 130 points	= D- (60%-62%)
0 – 124 points	= F (<60%)

## Attendance Policy

Attendance in college is extremely important. Students will best understand class material when they are present and actively engaged during class time. Attendance will be taken during each class in various ways (e.g., attendance sheets, assignments). It is expected that you attend every class this semester; however, if emergency circumstances arise, please contact the instructor regarding appropriate documentation. More than two absences may result in a grade penalty of half a letter grade or more. Class will begin on time each day. *Being late to class more than 3 times will equal one absence.*

## Late Assignment Policy

Assignments must be submitted on the due date for full credit, even if you are absent from class. Submit assignments in hard copy (printed out) in class, on the day they are due. Assignments may be submitted one day (24hrs) late for up to 80% credit or two days (48hrs) late for up to 70% credit. Assignments more than 48hrs late will receive a 0% unless prior arrangements have been made with the instructor.

## Course Policies

- 1) Students are expected to attend class and be present for examinations on the dates scheduled. Failure to attend class will result in a lower grade for the course (see attendance policy).
- 2) Students are responsible for class materials, including classes they have missed due to an excused absence. Students will need to network with someone in class to obtain notes/handouts if they are absent.
- 3) Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the Undergraduate Writing Center for assistance with producing written material.
- 4) Any suspected incident of scholastic dishonesty (e.g., cheating, plagiarism) will be referred for investigation and possible disciplinary action. Some new college students inadvertently find themselves in these situations especially when they access materials from the Internet. **If you have questions about what constitutes scholastic dishonesty, please talk with the instructor.** Examples of scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the Sanger Learning and Career Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address.  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)
- 5) If students are having problems with the course, they are expected to assume the responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: The Sanger Learning and Career Center reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, utilizing the Teaching Assistants, using the learning center, and using the available tutoring.)
- 6) The course is a team effort between instructor and students: feedback is welcome.

- 7) Students are expected to respect the opinions and feelings of other students and guest speakers, even though they may differ from their own.
- 8) First and foremost, be present. Being present and engaged means refraining from the use cell phones, tablets, and computers. Use of electronic equipment during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking, for class activities, or if directed by instructor. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, Twitter, YouTube, Facebook, un-authorized web searching, etc.) is subject to consequences which may include being asked to leave class. Leaving class for this reason will count as an unexcused absence and may affect the grade (see attendance policy).

September 13<sup>th</sup> is the last day to add/drop a class without penalty (may still receive refund).  
October 23rd is the last day to drop a class with the dean's approval or to change grade to pass/fail.

## On-line Resources

Blackboard (for checking announcements from instructors and grades): <http://courses.utexas.edu/>  
Click on "login." When prompted, enter your UT EID and password. Click "login."  
You will be forwarded to the Blackboard web site.  
From your list of courses, select "13F-1 Issues and Debates in Life Development."

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Discovery Scholars Program	<a href="http://www.utexas.edu/ugs/fig/college/brochures/discovery">http://www.utexas.edu/ugs/fig/college/brochures/discovery</a>
Undergraduate Studies	<a href="http://www.utexas.edu/ugs/">http://www.utexas.edu/ugs/</a>
UT General Libraries	<a href="http://www.lib.utexas.edu/help/librarylist.html">http://www.lib.utexas.edu/help/librarylist.html</a>
Student Financial Services	<a href="http://finaid.utexas.edu/">http://finaid.utexas.edu/</a>
Undergraduate Writing Center	<a href="http://www.uwc.utexas.edu/">http://www.uwc.utexas.edu/</a>
Multicultural Information Center	<a href="http://www.utexas.edu/student/mic/">http://www.utexas.edu/student/mic/</a>
University Health Center	<a href="http://www.healthyhorns.utexas.edu/">http://www.healthyhorns.utexas.edu/</a>
Counseling and Mental Health Center	<a href="http://www.utexas.edu/student/cmhc/">http://www.utexas.edu/student/cmhc/</a>

For information regarding safety and reporting crimes, go to the UT Police Department website:  
<http://www.utexas.edu/police/>

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## *Readings and Assignments*

Date	Topic	Readings	Assignments
August 29	Introduction		
<b>UNIT 1: HUMAN BEHAVIOR, PERSONALITY, AND MOTIVATION</b>			
September 3	Developmental Models	Chapter 1	
September 5		“	
September 10	Humanistic and Cognitive Models UNIT QUIZ	Chapter 2	
<b>UNIT 2: SELF IN RELATIONSHIP</b>			
September 12	Connections	Chapter 3	Reflection paper 1 due
September 17		“	
September 19	Intimate Relationships	Chapter 4	
September 24		“	
September 26	Illusions of Closeness	Chapter 5	
October 1	UNIT QUIZ	“	
<b>UNIT 3: STRESS AND COPING</b>			
October 3	The Nature of Stress	Chapter 6	Reflection paper 2 due
October 8	Wellness	Chapter 7	
October 10	Illusions of Coping	Chapter 8	
October 15	Illusions of Coping & Review UNIT QUIZ	“	
<b>UNIT 4: LEARNING IN A MULTICULTURAL WORLD</b>			
October 17	Midterm		
October 22	Reading a Scholarly Article	TBA – Citation posted on Blackboard	
October 24	Differences Do Matter	Chapter 9	
October 29	Sex and Gender	Chapter 10	Presentation 1
October 31		“	
November 5	Classism	Chapter 11	Presentation 2
November 7		“	
November 12	Race and Ethnicity	Chapter 12	Presentation 3
November 14		“	
November 19	Community Event/Speaker	TBA	
November 21	Sexual and Gender Identity Development	Chapter 13	Presentation 4
November 26		“	Reflection paper 3 due
November 28	NO CLASS - THANKSGIVING		
December 3	Abilities and Disabilities	Chapter 14	
December 5	Wrap-up and Review UNIT QUIZ		

**FINAL EXAM: Wednesday, December 11<sup>th</sup> 9:00 a.m. – 12 noon**