

Adolescent Development

EDP 363M Spring 2014

Instructor: Dr. Keisha Bentley-Edwards
Class Dates: Tuesdays/Thursdays 2:00-3:30p
Office Hours: Tuesdays 12:00-1:30p and/or by appointment

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Email is the fastest and most efficient way to contact me!!!

Texts:

Steinberg, L. *Adolescence*, 10th edition, McGraw-Hill. (The 9th edition of this book is also acceptable.)

Swanson, Dena Phillips; Edwards, Malik C.; Spencer, Margaret Beale (2010). *Adolescence : Development During a Global Era. E-Book access is free through the UT Library at*
<http://utxa.eblib.com/patron/FullRecord.aspx?p=802525>

Additional REQUIRED readings are on Blackboard

Course Description:

The purpose of this course is for you to examine and apply theories of psychology and identity development to learn about adolescent populations from diverse groups.

Through readings, reflections, discussion, and class activities, this course will explore issues such as personal identity, academic achievement, and social/emotional development, and also examine the role of social statuses such as gender, social class, race/ethnicity, and sexual orientation in school settings. The course will attempt to integrate all of these areas to help you better understand your experiences as an adolescent as well as those of the youth you may encounter as you assist them in coping more effectively with life's challenges. Unlike many psychology courses, this course will extend beyond the individual and ask you to think critically about social, cultural, and historical contexts and group identities. *You will be required to integrate these larger social issues with psychological concepts and theories, and to synthesize these various elements in your class discussions and assignments.*

Accommodations:

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, 471-6441 TTY.

Course Objectives:

To foster an in-depth, critical understanding of adolescent development. The course will investigate multiple dimensions of philosophical, historical, theoretical, empirical and application matters. A range of contemporary issues will be actively discussed including socioeconomic status, political climate, social norms, cultural identity, mental health, family dynamics, academic achievement and social adjustment into a unifying, comprehensive framework. Active student participation is not only encouraged but also expected.

Course Ground Rules:

It is expected that each student will:

- Be courteous and allow speakers to complete her/his thought(s) before speaking
- Be respectful of the opinions of others, even if there is a disagreement
- Be involved by participating in discussions and activities, but not dominating either
- Be an active participant and learner who is interested in increasing her/his knowledge base
- **Come to class having completed the readings and prepared to participate in discussions & activities**
- Maintain academic integrity – more simply, you will not cheat on an assignment, exam or plagiarize a paper. Doing so will result in immediate failure of this course.

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Please read the syllabus carefully. The content of this syllabus is subject to revision at anytime. Students will be given notice of any changes in advance. You are responsible for knowing about changes whether or not you are present in class at the time of the announcement.

Grading Scale & Assignments:

Grade Percentage:	
10%	Attendance, Participation & Subject
15%	Reading Discussions (2)
25%	Mid-Term Exam
25%	Group Project
25%	Final Exam

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

Attendance is extremely important; class discussion is a critical component of this course. As previously stated, each student is expected to *participate* through the reading presentations, in class assignments and discussions.

Topic Discussions & Reflections: Students will choose 2 days (topics) of the readings for which they will lead the class discussion and submit a **3-page double-spaced** reaction paper. Your paper will include a brief summary of your reading and how it contributes to the topic (1-2 paragraphs). The remainder will include your interpretation or reactions and **2 discussion questions**. Your **2 discussion questions will also be posted on Blackboard by 11:59pm on the night before class**. Student Led discussions will occur at the **beginning** of class. **Each student will lead/submit 2 discussions. 10 Points each.**

The Mid-Term Exam is cumulative. March 4, 2014

Group Final Project – Intervention

Today's adolescents face numerous challenges to their physical, academic, emotional and social development. Choose a population that your group (of 3-4 students) has determined to be at particular risk (as determined by you) and create an intervention that has research and theoretical frameworks as its foundation. Pretend that you are a non-profit organization that is submitting a proposal to a funder. They only need an Executive Summary and Presentation to the Board of Directors (your classmates).

Each group will write a 10-page Executive Summary that includes a review of the literature, objectives, project overview, feasibility and conclusion. This summary should identify and annotate recent research articles on their topic, some of which should address developmental frameworks during adolescence. The group will write **a one-page handout** of their presentation that will be distributed to classmates during the presentation.

Each group will present its program on either April 29th or May 1st. Each group will present 10-12 minutes. Overtime will be penalized. A key competence issue is the efficiency of presenting valuable information in a short period of time. It is expected that students will use the knowledge gathered in the course as well as additional adolescent psychological principles and strategies.

The criteria for grading each **Proposal** includes the following

1. Integration of program's purpose, focus, target population, components, goals (15 pts);
2. Quality of writing, composition, and integration of research and discussion (5 pts);
3. Review and accurate use of recent and relevant adolescent psychological research to support one's program (15 pts);
4. Innovative Program that appropriately addresses the challenges faced by the target population (20 pts)
5. Feasible program with clear understanding of potential benefits and limitations to the design and implementation of the program (5 pts)
6. References –must cite at least 10 references – at least 8 of which must be scholarly. Reference page must be in APA format. Only references cited in your paper can be included on your reference page (10 pts).

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Each **presentation** will be graded according to the following criteria:

1. Distinctive nature of each presenter within the group and Clarity of Presentation (5 pts);
2. Focus on adolescent research- Did presenters identify research with specific themes of adolescent development (5 pts);
3. Innovativeness- Did your group display creativity in the presentation that sparked, kept attention/interest? Was target population identified and explained? (5 pts);
4. Responsiveness - How well did they respond to questions from the class? (5 pts);

When submit your paper, you will complete a peer and self-assessment that will be included in your specific grade on the project. (10 pts). **Papers are due on the date of your presentation, either April 29th or May 1st.**

Subject Pool Requirement:

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 the research studies assigned to you as part of the EDP subject pool, or write a 5 page alternate assignment. Please note the deadlines below:

- Students must register online to be considered for participating in subject pool studies by midnight **Sunday, February 2nd**.
- Subject pool assignments will be posted on **Friday, February 21st**.
- The alternate assignment will also be posted on **February 21st** for students who prefer not to participate in the subject pool studies, or who miss the study completion deadline.
- Participation in ALL assigned studies must be completed by **Friday, April 11th**.
- Alternate assignments are due on the last class day, **Friday, May 2nd**.

If you have questions about your participation in the subject pool or about the alternate assignment, please visit 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

The Final Exam is cumulative. Saturday, May 10, 2014, 7:00-10:00p

Note on All Assignments:

All assignments will be collected at the BEGINNING of class. Assignments submitted after the first five minutes of class will be reduced by half a letter grade and those submitted after class will be reduced a full letter grade for each calendar day it is late. *No rewriting of assignments will be allowed since there will be ample time and opportunity to ask questions about each assignment during class time and between classes.*

All written assignments should be written in 12-point (Arial or Times New Roman) font, double-spaced, with 1" margins on all sides and page numbers. Cover sheets, appendices and reference pages are not included in the page count. Assignments should meet the stated *minimum or maximum* page limit. All written assignments should make reference to the readings and theoretical frameworks in this course. The content of your papers and how you present your written thoughts are important. Therefore, students must carefully proofread and spell-check their written assignments. Writing assistance can be found at the Undergraduate Writing Center; <http://uwc.utexas.edu/>.

All papers will be submitted according to APA style, 6th Edition. *This style is of particular importance for in-text citation and the representation of sources in the reference section.* A digestible APA resource can be found at <http://owl.english.purdue.edu/owl/resource/560/01> .

Academic Integrity:

Policy on 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: <http://deanofstudents.utexas.edu/sjs>.

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Course Schedule:

Wk	Tuesday	(Discussion) Thursday
1	1/14 • Introduction • Syllabus Overview • Ground Rules	1/16 • Introduction: Adolescent Development • <i>Read by today:</i> Steinberg - Introduction
2	1/21 • Physical Development & Health • <i>Read by today:</i> Steinberg Chapter 1	1/23 • Discussion Thursday: Physical Development & Health • <i>Read by today:</i> Swanson-Phillips et al., Chapter 12
3	1/28 • Cognitive Development & Theory • <i>Read by today:</i> Steinberg Chapter 2	1/30 • Discussion Thursday: Cognitive Development & Theory • <i>Read by today:</i> Swanson-Phillips et al., Chapter 3
4	2/4 • Identity Development • <i>Read by today:</i> Steinberg Chapter 8	2/6 • Discussion Thursday: Identity Development • <i>Read by today:</i> Swanson-Phillips et al., Chapter 9
5	2/11 • The Adolescent Self • <i>Read by today:</i> Steinberg Chapter 9	2/13 • Discussion Thursday: Educational Issues • <i>Read by today:</i> Steinberg Chapter 6
6	2/18 • Educational Issues • <i>Read by today:</i> Steinberg Chapter 12	2/20 • Discussion Thursday: Educational Issues • <i>Read by today:</i> Swanson-Phillips et al., Chapter 7
7	2/25 • Mental/Emotional Health • <i>Read by today:</i> Steinberg Chapter 13	2/27 • Discussion Thursday: Mental/Emotional Health • <i>Read by today:</i> Swanson-Phillips et al., Chapter 16
8	3/4 • Mental/Emotional Health • Submit your Project Idea • <i>Read by today:</i> Lutz, W. J., & Warren, B. J. (2007). The state of nursing science: Cultural and lifespan issues in depression; Part II: Focus on children and adolescents. <i>Issues in Mental Health Nursing</i> , 28(7), 749-764.	3/6 • Midterm Exam
9	3/11 • Spring Break	3/13 • Spring Break

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Wk	Tuesday	(Discussion) Thursday
10	3/18 <ul style="list-style-type: none"> • Teen Sex & Sexuality • <i>Read by today:</i> Steinberg Chapter 10 	3/20 <ul style="list-style-type: none"> • Discussion Thursday: Teen Sex & Sexuality • <i>Read by today:</i> Steinberg Chapter 11
11	3/25 <ul style="list-style-type: none"> • Socializing Forces – Family • <i>Read by today:</i> Steinberg Chapter 4 	3/27 <ul style="list-style-type: none"> • Discussion Thursday: Socializing Forces – Family • <i>Read by today:</i> Swanson-Phillips et al., Chapter 11
12	4/1 <ul style="list-style-type: none"> • Socializing Forces – Friends & Communities • <i>Read by today:</i> Steinberg Chapter 5 	4/3 <ul style="list-style-type: none"> • Discussion Thursday: Socializing Forces – Friends & Communities • <i>Read by today:</i> Crosnoe, R. (2000). Friendships in childhood and adolescence: The life course and new directions. <i>Social Psychology Quarterly Special Issue: The state of sociological social psychology</i>, 63(4), 377-391.
13	4/8 <ul style="list-style-type: none"> • Socializing Forces – Faith & Religion • <i>Read by today:</i> Swanson-Phillips et al., Chapter 8 	4/10 <ul style="list-style-type: none"> • Discussion Thursday: Socializing Forces – Faith & Religion • <i>Read by today:</i> Swanson-Phillips et al., Chapter 15
14	4/15 <ul style="list-style-type: none"> • Media & Technology • <i>Read by today:</i> Steinberg Chapter 7 	4/17 <ul style="list-style-type: none"> • Discussion Thursday: Media & Technology • <i>Read by today:</i> Swanson-Phillips et al., Chapter 6
15	4/22 <ul style="list-style-type: none"> • Youth Programs & Policy • <i>Read by today:</i> Swanson-Phillips et al., Chapter 18 	4/24 <ul style="list-style-type: none"> • Discussion Thursday: Youth Programs & Policy • <i>Read by today:</i> Swanson-Phillips et al., Chapter 17
16	4/29 <ul style="list-style-type: none"> • Final Project Presentations • Turn in your Final Project if you present today 	5/1 <ul style="list-style-type: none"> • Final Project Presentations • Turn in your Final Project if you present today
	<ul style="list-style-type: none"> • Final Exam: • Saturday, May 10, 2014, 7:00-10:00p 	