

**Adolescent Development (EDP 363M)**  
Spring 2016 – Unique Course # 10560  
Tuesdays and Thursdays, 11:00-12:30, Room SZB 524

**COURSE SYLLABUS**

Instructor: **Dr. Marie-Anne Suizzo**, Associate Professor  
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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	1/20	Introduction to Course	Syllabus
	Th	1/22	Defining and Studying Adolescence	Arnett (A) Ch. 1, pp. 2-25
2	Tu	1/27	Cultural Variations in Adolescence	A, Ch 1, pp. 25-31 A, Ch 4, pp. 95-111 <b>McCarthy et al., 2010</b>
	Th	1/29	Physical Development: Puberty	A, Ch 2, pp. 32-57
	Tu	2/3	Health <b>Reflection Paper #1</b>	A, Ch 13, pp. 367-371 <b>James &amp; Worth, 2010</b>
3	Th	2/5	<b>Debate &amp; Debate Reaction Paper #1</b> <i>(When) should adolescents be allowed to drink alcohol?</i>	<i>Taking Sides</i> : Issue 2
4	Tu	2/10	Gender Socialization	A, Ch 5, pp. 123-136 Ch 6, pp. 158-159
	Th	2/12	<b>Exam #1</b>	
5	Tu	2/17	Cognitive Development Theories	A, Ch 3, pp. 60-76, pp. 89-91
	Th	2/19	Cognition and Intelligence	A, Ch 3, pp. 76-89

WEEK	DAY	DATE	TOPICS	READING
6	Tu	2/24	Self Concept	A, Ch 6, pp. 148-157 <b>Portraits, Case 3</b>
	Th	2/26	Identity Development <b>Reflection Paper #2</b>	A, Ch 6, pp. 160-172 A, Ch 4, pp. 107-121 <b>Tatum, 1997</b> – Ch 4
7	Tu	3/3	<b>Debate &amp; Debate Reaction Paper #2</b> <i>Should adolescents who commit serious offenses be tried and convicted as adults?</i>	<b>Taking Sides:</b> Issue 15, pp. 326-348. A, Ch 13, pp. 371-375
	Th	3/5	Adolescents' Families	A, Ch 7, pp. 174-190
8	Tu	3/10	<b>Exam #2</b>	
	Th	3/12	<b>Film</b>	
	Tu	3/17	<b>SPRING BREAK ☺</b>	
9	Th	3/19		
	Tu	3/24	Single Parents, Divorce, Stress	<b>Choi &amp; Dancy, 2009</b> A, Ch 7, pp. 190-207
10	Th	3/26	Peer Groups: Cliques & Crowds <b>Reflection Paper #3</b>	A, Ch 8, pp. 223-233 <b>Davis &amp; Nixon, 2011</b>
	Tu	3/31	<b>Debate &amp; Debate Reaction Paper #3</b> <i>Are girls bigger bullies than boys?</i>	<b>Taking Sides:</b> Issue 16, pp. 349-366
11	Th	4/2	Intimacy: Friendships	<b>Way, 2011</b> - Ch 8, pp. 229-242 A, Ch 8, pp. 210-222
	Tu	4/7	Intimacy: Romantic Relationships	<b>Way, 2011</b> - Ch. 8, pp. 242-261 A, Ch 9, pp. 240-253
12	Th	4/9	Sexuality	<b>Portraits: Case 7</b> A, Ch 9, pp. 253-274
	Tu	4/14	<b>Exam #3</b>	
13	Th	4/16	Schools & Achievement I	<b>Suizzo et al., 2012</b> A, Ch 10, pp. 294-305
	Tu	4/21	Schools & Achievement II <b>Interview Paper</b>	A, Ch 10, pp. 276-293
14	Th	4/23	Work	A, Ch 11, pp. 313-333
	Tu	4/28	Media	<b>Becker et al., 2002</b> A, Ch 12, pp. 336-360
15	Th	4/30	Risk, Resilience, and Prevention <b>Reflection Paper #4</b>	A, Ch 13, pp. 363-364 A, Ch 13, pp. 375-391
	Tu	5/5	<b>Exam #4</b>	
15	Th	5/7	<b>Debate &amp; Debate Reaction Paper #4</b> <i>Are social networking sites (e.g. Facebook) a cause for concern among adolescents?</i>	<b>Taking Sides:</b> Issue 19, pp. 410-433

## ASSIGNMENTS AND ASSESSMENTS

### Reading

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 CANVAS.

*Adolescence and Emerging Adulthood: A Cultural Approach*, 5<sup>th</sup> edition, 2013, Jeffrey J. Arnett

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

### Reading Quizzes and Reactions

At the beginning of class at least 10 times during the semester, you will be asked either to respond to 5 questions (reading quiz), or state 3 main points and provide 2 discussion questions (reading reaction) in response to that day's readings.

### Exams

There will be 4 exams in this course. Each exam will consist of 50 multiple choice questions.

### Writing

There will be **8 writing assignments** of varying lengths in this course:

- **3 reflection papers** of 600-900 words (no more than 3 pages),
- **3 debate/panel discussion reactions** of 250-300 words (about one page) to be posted on CANVAS by 5 pm the day **after** the debate/panel discussion,
- **a debate/panel discussion summary** of your arguments for or against the topic of 250-300 words (1 page) to be posted on CANVAS on your scheduled presentation day,
- **an interview summary and analysis paper** of 1200-1500 words (4 to 5 pages).

Detailed handouts describing each of these assignments will be available on CANVAS.

### Paper Format:

All papers must be **typed, double spaced, with one-inch margins on all four sides, and a header or footer on each page that includes your last name and the page number**. You should also include a **cover page** with your name, the name and number of the course (EDP 363), the name of the instructor, and the due date. All papers should be uploaded to CANVAS before the beginning of class on each due date, unless otherwise specified by Dr. Suizzo. For the interview paper and transcript, we request a paper copy in addition to the electronic copy submitted on CANVAS.

### 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 on CANVAS.

### Debates and Panel Discussions.

You will participate in either a debate or a panel discussion once during the semester, in teams of 4 or 5 students. These debates/discussions will deal with a controversial issue that relates to one of the course topics. Debaters will submit a one-page summary of the arguments and their position. Following every debate/discussion, audience members will write a brief reaction summarizing their views on the topic, and explaining whether and how they modified their views after listening to the arguments presented. **Please consult the handout describing this assignment on CANVAS.**

### Research

During the semester, you will have the opportunity to learn more about adolescence firsthand by conducting an interview of either an older adult (over 70), a professional who works with adolescents or an adolescent. The interview may be conducted in person or on the phone, although conducting a face-to-face interview is a richer and more powerful experience than conducting one by phone. The interview should last about 30 minutes, and should be entirely recorded and transcribed. You will need to 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 available on CANVAS.

### Grading

Assignment	Points	%
Reading quizzes/reactions	50	10
Reflection Papers (3 of 4)	90	18
Debate/Panel Discussion (1)	30	6
Debate/Panel Discussion Reactions (3 of 4)	30	6
Exams (4)	200	40
Interview Paper and Transcript	100	20
Total possible	500	100

### EDP Research Participation 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:

- To participate in studies, you must first activate your SONA account online at <https://utexas-edp.sona-systems.com>. You will receive an email with activation instructions during the first week.
- Studies will be available beginning on **Friday, February 13<sup>th</sup>**. The sooner you view the studies, the larger selection you will have.

- The alternate written assignment will be posted on **Friday, March 6<sup>th</sup>**. This is for students who prefer to not participate in the studies, or who do not meet the 5-credit requirement by the study completion deadline.
- To complete the requirement through study participation, you must complete 5 credits of subject pool studies by **Friday, April 17<sup>th</sup>**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due on the last class day, **Friday, May 8<sup>th</sup>**.

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/](http://www.edb.utexas.edu/education/departments/edp/subject_pool/students/)

If you still have questions, please email the Subject Pool Coordinator, Kadie Rackley.

[edpSubjectPool@austin.utexas.edu](mailto:edpSubjectPool@austin.utexas.edu)

## 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 Hien 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 in advance, and then submit the assignment on CANVAS by the time of the due date.

If a student must be absent on the day of an exam, and provides a reasonable explanation supported with documentation from a third party, 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.

Please note that according to university policy, **incompletes may only be given to students if they are passing the course at the time of the final class day.**

## UNIVERSITY POLICIES & RESOURCES

### 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 CANVAS. During class presentations and discussions, if you use a laptop or electronic device for notetaking, **we ask that you refrain from checking email or social media sites, browsing the internet, texting, or working on assignments** as this can be distracting for others as well as for yourself. To remind you of this policy, we will periodically remind the class to stay on task.

### 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/](http://www.utexas.edu/dpets/dos/sjs/).

### HONOR CODE

THE CORE VALUES OF THE UNIVERSITY OF TEXAS AT AUSTIN ARE LEARNING, DISCOVERY, FREEDOM, LEADERSHIP, INDIVIDUAL OPPORTUNITY, AND RESPONSIBILITY. EACH MEMBER OF THE UNIVERSITY IS EXPECTED TO UPHOLD THESE VALUES THROUGH INTEGRITY, HONESTY, TRUST, FAIRNESS AND RESPECT TOWARDS PEERS AND COMMUNITY.

Student Judicial Services  
Office of the Dean of Students  
Division of Student Affairs