

ADOLESCENT DEVELOPMENT

Version 1.0

EDP 363M: 10670

Fall, 2016

Toni Falbo, Instructor (SZB 506Q)

TTh: 12:30-2, SZB 330

Instructor: **Toni Falbo**, Professor of Educational Psychology, will be your Instructor and your teaching assistant is **Shengjie Lin**.

Falbo's Office Hours: Tuesdays, & Thursdays noon -12:30pm.

Falbo's phone number is (512) 471.0603. Email: toni@prc.utexas.edu

Teaching Assistant:

Course Objective: The objective of this class is to familiarize students with the psychological, biological, social, and cultural dimensions of human development, focusing on humans who ranging in age from 10 to 25 years. The course aims to inform students participating in the UTeach for Liberal Arts program about developmental aspects of students in middle school, high school, and college.

Text: Your textbook is: The 5th edition of *Adolescence and Emerging Adulthood: A Cultural Approach* by Jeffrey J. Arnett. This should be available at the Co-op. Ebook versions are acceptable.

Evaluation: You will have the opportunity to accumulate **100** points during the semester. Each type of product below contributes to your earning these 100 points.

1. **"What have you learned?"** In each chapter of the textbook, there are several small sections that ask the reader, "What have you learned?" You are to write the answers to these questions by creating an electronic document that you will upload to Canvas. If you upload this assignment to the TA **on time** (see * on Schedule) and answer the questions correctly, then you will earn an extra point. We are reading 12 chapters; therefore, you can earn **12** points this way. You must upload your WHYL answers **ON TIME, NOT LATE**.

2. **Tests:** There will be **three, multiple choice tests** in this class. The tests are based on the textbook. Each test contributes 20% of your total score. (**3 X 30 = 90 points**) **ADD TEN POINTS SOMEHOW? ORMAKE THE TESTS COUNT 33 POINTS.**

3. **Paper:** This 8-page paper can be handed in any time during the semester, but it must be uploaded to Canvas before the last class day of the course, **Dec 1, 2016**. The paper must be on a topic approved by Falbo. Possible topics are listed below. **You will earn 3** points if you present your topic to your classmates during class time. These presentations will be scheduled between **Sept 29** and the end of the semester. The presentations should take no more than 5 minutes, and could include slides, although a PPT is not required. (**25 points for paper**)

Overall: 20+20+20+12+3+25=100

Spring 2016 Schedule: Adolescent Development

Week/ Date	Topic	Readings
August 25	Orientation	Get textbook!!
August 30	Introduction	Ch 1, pp 1-24
September 1*	Introduction	Ch 1, pp 25-31
September 6	Biological Foundations	Ch 2, pp 32-46
September 8*	Biological Foundations	Ch 2, pp 47-59
September 13	Cognitive Foundations	Ch 3, pp 60-75
September 15*	Cognitive Foundations	Ch 3 pp 76-93
September 20	Cultural Beliefs	Ch 4 pp 94-104
September 22*	Cultural Beliefs	Ch 4 pp 105-121
September 27	EXAM # 1	All Above
September 29	Gender	Ch 5, pp 122-130
October 4*	Gender	Ch 5 pp 131-147
October 6	The SELF	Ch 6 pp 148-156
October 11*	The SELF	Ch 6 pp 157-173
October 13	Family Relationships	Ch 7 pp 174-187
October 18*	Family Relationships	Ch 7 pp 188-209
October 20	Friends & Peers	Ch 8 pp 210-228
October 25*	Friends & Peers	Ch 8 pp 229-239
October 27	EXAM # 2	From Ch 5-Ch 8
November 1	Love & Sexuality	Ch 9 pp 240-252
November 3*	Love & Sexuality	Ch 9 pp 253-275
November 8	School	Ch 10 pp 276-287
November 10*	School	Ch 10 pp 288-307
November 15	Work	Ch 11 pp 308-319
November 17*	Work	Ch 11 pp 320-335
November 22	Problems & Resilience	Ch 13 pp 363-381
November 24*	Problems & Resilience	Ch 13 382-end
November 29	EXAM #3	From Ch 9-11 & 13
December 1	Paper Due!!!	

* Means that your answers to **What have you learned?** are due at 5pm on that date. Upload your electronic document to Canvas.

Suggested Paper Topics:

Below is a list of topics that are relevant to adolescent development and possible paper topics for this class. Before writing your paper, or making your presentation to class, get approval from Falbo about your topic. You can get her approval before or after class, or by email. There are additional topics possible; suggest your additional topic to Falbo in order to get approval.

Teen suicide

Bullying inside and outside of school

Gangs

Cliques

Jocks

Nerds

Additional crowds within school (pick one from your high school)

Immigrant Youth

Extracurricular activities

Fights in the school hallways or elsewhere on school grounds

Social media (Facebook, for example)

Standardized tests

Accountability

Charter schools

Private Schools

Parent Involvement

Preparing for college

Sports Coaching in High School

Obesity

Anorexia

Alcohol Abuse

Drug Abuse

Illegal substance use

Sex education

Teen pregnancy

Teen motherhood or Teen fatherhood

More??

Ask Falbo

Your (minimum of) 8-page paper should be double-spaced and include references and a title (at the top of the first page, along with your name). The scoring rubric is below.

SCORING RUBRIC- FOR ADOLESCENT DEVELOPMENT PAPER (TOTAL = 25 POINTS)

Category	Points Possible
Organization	7
Formatting/ Sources	5
Relevancy of Topic	5
Ability to Link Topic to Course Material 8	
TOTAL =	25

Specifically:

ORGANIZATION

7= very well organized, paragraphs flow in a logical order, smooth transitions, makes sense and easy to read

5 = somewhat well organized, occasional odd/disjointed paragraph

2 = not very well organized, paper is difficult to understand

0 = organization of paper is so poor it interferes with meaning

FORMATTING/SOURCES

5 = at least 5 academic sources used, properly cited in APA format

4 = 2-4 academic sources used and/or not properly cited in APA format

2 = less than 2 academic sources used and/or not properly cited in APA format

0 = No academic sources used.

RELEVANCY OF CONTENT OF PAPER TO TOPIC AND COURSE

5 = topic is very relevant and makes sense in the context of the course

3 = topic is somewhat relevant

0 = topic was unadvisable/ not relevant

ABILITY TO LINK TOPIC TO COURSE MATERIAL

8 = paper explains exactly HOW and WHY topic is relevant to previously covered material (reading and lectures)

6 = paper makes some specific connections to previously covered material

4 = paper makes only a general connection to the textbook

2 = paper makes only a couple OR hazy/unclear connections to previously covered material

0 = paper does not attempt to link topic to previously covered material

Important Notices:

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>

A notice regarding academic dishonesty. UT Honor Code (or statement of ethics) and an explanation or example of what constitutes plagiarism (Link to University Honor Code: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>).

NOTE: SELF-PLAGIARISM IS PLAGIARISM. YOU CANNOT HAND IN A PAPER YOU HAVE USED BEFORE.

By UT Austin policy, students must notify Falbo of their pending absences at least fourteen days prior to the date of observance of a **religious holy day**. If students must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the students will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

- Behavior Concerns Advice Line (BCAL): 512-232-5050

- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

---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

Carrying of Handguns

Students in this class should be aware of the following university policies:

Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Please also review the following information:

Students in this class who hold a license to carry are asked to review the university policies regarding campus carry:

[Overview](#)

[Full Policy](#)

The instructor requests that students inform her if they intend to carry a handgun during course meetings. This information is requested because knowing which, if any, students are carrying handguns will help the instructor to effectively coordinate response to emergencies or threats to student safety. Disclosing this information is voluntary and at the discretion of the student. Per her right, the instructor prohibits carrying of handguns in her personal office (i.e., SZB 506Q). Note that this information will also be conveyed to all students orally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

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 complete 5 credits worth of EDP subject pool studies or write the 5 page alternate assignment (a research paper about a roughly 20 page article). Please note the deadlines below:***To participate in studies, you must first activate your SONA account online at <https://utexas-edp.sona-systems.com> (Links to an external site.). To do this, activation instructions will be emailed to your official email address during the second or third week of classes.

- Studies will be available beginning on **Wednesday, September 21st**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Wednesday, October 12th**. This is for students who either prefer to not participate in studies or who do not meet the 5 credit requirement by the study completion deadline (below).
- To fulfill this requirement through study participation, you must complete 5 credits of subject pool studies by midnight on **Monday, November 14th**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, **Monday, December 5th**. If you have questions about your participation in the EDP 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 still have questions, please email the Subject Pool Coordinator, Hien Nguyen.
edpSubjectPool@austin.utexas.edu