

Adolescent Development (EDP 363M)
Spring 2017 – Unique Course # 10785
Tuesdays and Thursdays, 11:00am-12:30pm

COURSE SYLLABUS

Instructor: Dr. Paul A. Robbins

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Course Objectives

This course is an in-depth overview of all aspects of adolescent development. 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. 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.

Textbook: Steinberg, L. Adolescence, 11th edition, McGraw-Hill.

There will be multiple types of readings for this course. The textbook listed above is available for purchase at the CO-OP 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 the course Canvas site.

DAILY TOPICS

WEEK	DAY	DATE	TOPICS
1	Tu	1/17	Introduction to Course
	Th	1/19	Theoretical Perspectives on Adolescence
2	Tu	1/24	Cultural and Historical Variations in Adolescence
	Th	1/26	Physical Development: Puberty
3	Tu	1/31	Health and Risk Taking
	Th	2/2	Debate & Debate Reaction Paper #1
4	Tu	2/7	Cognitive Development I Review for Exam #1
	Th	2/9	Exam #1
5	Tu	2/14	Cognitive Development II
	Th	2/16	Self & Identity Development I
6	Tu	2/21	Self & Identity Development II
	Th	2/23	Moral Development
7	Tu	2/28	Debate & Debate Reaction Paper #2

WEEK	DAY	DATE	TOPICS
	Th	3/2	Families: Parent-Adolescent Relationships Review for Exam #2
8	Tu	3/7	Exam #2
	Th	3/9	TBA Interview Questions Due
	Tu	3/14	SPRING BREAK ☺
	Th	3/16	
9	Tu	3/21	Families: Single Parents, Divorce, Stress
	Th	3/23	Peer Groups: Cliques & Crowds
10	Tu	3/28	Peer Groups: Bullying & Social Aggression
	Th	3/30	Debate & Debate Reaction Paper #3
11	Tu	4/4	Intimacy: Friendships
	Th	4/6	Intimacy: Romantic Relationships Review for Exam #3
12	Tu	4/11	Exam #3
	Th	4/13	Sexuality I
13	Tu	4/18	Sexuality II
	Th	4/20	Schools & Achievement I
14	Tu	4/25	Schools & Achievement II Interview Paper
	Th	4/27	Work & Leisure
15	Tu	5/2	Media
	Th	5/4	Debate & Debate Reaction Paper #4
FINAL EXAM			

Grading Distribution & Scale

Assignment	Points
Attendance & Canvas Discussions	10%
Reflection Papers	10%
Debate (1) & Reactions (3)	15%
Exams (3)	30%
Interview Protocol Questions	5%
Interview Transcript & Paper	15%
Final Exam	15%
Research Participation	
Total	100%

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

Assignments and Assessments

Exams

There will be 3 Exams and 1 Final Exam in this course. The exams will consist of multiple choice, matching, and short answer questions. The final exam will cover the last fourth of the topics covered in class, and will contain a cumulative component. Additional details will be provided during the class period before each exam.

Canvas Discussions

You will be asked to participate in class discussions on Canvas, during which you are encouraged to ask or answer questions in 2-3 sentences. You are only required to make one post per discussion, but you are welcome to be more involved if you would like. Please read your classmates' posts and respond to them directly and respectfully. All posts are due by 11:59pm the day before class and you will be graded on how meaningfully you engage in the discussion.

Reflection Papers

These papers are opportunities for you to reflect on the course material and to apply what you have learned to your own experiences or to hypothetical scenarios. These papers are more informal and should be 1.25-2 pages (double-spaced). Specific details for each assignment will be provided on Canvas, as well as due dates.

Debates

You will be asked to participate in a debate during class, in teams of four or five students. The debate will deal with a controversial issue that relates to one of the course topics. Please consult the handout describing this assignment made available to you on Canvas.

- On the day of the debate, each participating group should submit a 250 to 300-word summary of arguments for or against the debate topic.
- Following each debate, all students (participants and audience) will write a brief reaction paper summarizing their views on the topic, and explaining whether and how they modified their views after listening to the debaters' arguments. I plan to drop your lowest score, so technically only 3 of these are required.
- These reaction papers should be 1.5 to 2 pages in length, and will be due on Canvas by 11:59pm on the day after the debate.

Interview Paper

During the semester, you will have the opportunity to learn more about adolescence firsthand by conducting an interview of 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 20-25 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 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 provided on Canvas. You will be required to submit 8-12 interview questions that you plan to use on Canvas prior to Spring Break. The 4- to 5-page interview summary and analysis is to be submitted on Canvas by 11:59pm on April 25th.

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>. 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 **Tuesday, February 14th**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Tuesday, March 7th**. 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 **Friday, April 21st**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, **Friday, May 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, at edpSubjectPool@austin.utexas.edu.

CLASSROOM POLICIES

Absences

Students are expected to attend every class. In the event that you do have to miss class, please make sure to do the following to avoid receiving an unexcused absence: (1) Notify me **PRIOR** to the class that you are about to miss (2) Provide official documentation of your emergency (e.g., a written medical excuse signed by a physician). You will lose attendance points for every unexcused absence.

Late or Missing Assignments

I will offer make-up exams or accept late assignments only under the following circumstances:

1. You are away from UT as part of a UT-sponsored activity, including athletics. Check with me if you are uncertain whether your absence qualifies.
2. The assignment is in conflict with a religious observance – notify me by the 12th day of class.
3. You suffer from a chronic, documented illness or an emergency that results in your missing an exam or lab. Under these circumstances, contact me as soon as possible to discuss a course of action.

If you miss an assignment for any other reason (i.e., unexpected illness not documented, car wreck) you have 24 hours to contact me and discuss your course of action. **I allow each student to submit 1 late assignment, if you contact me within 24 hours of missing the deadline.** If you fail to contact me within this time frame you will not be allowed to make up missed assignments unless you have documentation indicating your inability to send an email. After your first late assignment, you will receive a grade of 0 on any missed or late assignment unless you can provide documentation for one of the 3 reasons listed above.

Technology

PowerPoint presentations, handouts, and grades will be posted on Canvas. During class presentations and class discussions, **please refrain from using your laptops, tablets, cellphones, or any other electronic device** as this can be distracting for others, as well as for yourself.

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 with writing, please do not hesitate to utilize the services offered by the “Undergraduate Writing Center” in PCL 2.330. You can make an appointment for a consultation and/or check out the center’s website at <http://uwc.utexas.edu/>. 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://uwc.utexas.edu/handouts/>

Student Accommodations

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Emergency Evacuations

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire 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 me in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. I will notify you via Canvas for follow-up directions regarding missed class time. 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. More information can be found at: www.utexas.edu/emergency

Mental Health

CMHC Crisis Line is a confidential service of CMHC that offers an opportunity for UT-Austin students to talk with trained counselors about urgent concerns. A counselor is available every day of the year, including holidays. You can call when you want, at your convenience. Telephone counselors will spend time addressing your immediate concerns. CMHC 24/7 Crisis Line: 512-471-CALL (2255).