

THE UNIVERSITY OF TEXAS AT AUSTIN
Educational Psychology
EDP 312: Issues and Debates in Life Development
FALL 2010
Unique # 10075 SZB 432 TTh 11 AM to 12:30 PM

INSTRUCTOR: **Alicia E. Enciso, M.A.**
Contact: aliciaeenciso@gmail.com
Office Hours: **Thurs 10-11**
Location: **SZB 262A**

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 intelligence, learning, 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. (2009). *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 by participation. This course is structured so that all students are expected to be in class daily and to participate in class discussion, small group activities, and role-plays. Class assignments may include reading checks, discussion board communication, debates, in-class writing, and other projects as assigned by your instructor.

Research paper

Students will conduct scholarly research and produce a research paper (approximately 5 pages) on a topic assigned by the instructor. Additional details will be provided by your instructor.

Reflection Papers

Students will be asked to write 1 *brief (3 pages)* paper reflecting on a topic discussed in class as assigned by your instructor.

Career Activity Workbook

The Career Workbook has 6 Steps. Students submit assigned steps across the semester as noted on the assignment portion of the syllabus. **Each submission must be emailed to Ms. Enciso by 11 a.m. on the due date. Remember, points are deducted for late submissions. Email the assignments as an attachment to aliciaeenciso@gmail.com**

Quiz & Exams

There will be a quiz following unit 1 worth 15 points. The unit 2 test will count for 50 points and the final exam covering unit 3 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 = 40 Points
2. Research Paper = 30 Points
3. Reflection Paper = 15 Points
4. Career Workbook = 30 Points (5 points for each of 6 steps)
5. Unit 1 Quiz = 15 Points
6. Unit 2 Exam = 50 Points
7. Final Exam on Unit 3 = 50 Points

Total = 230 points

Grades will be assigned as follows:

214 – 230 points	= A (93% +)
207 – 213 points	= A- (90%-92%)
200 – 206 points	= B+ (87%-89%)
190 – 199 points	= B (83%-86%)
184 – 189 points	= B- (80%-82%)
177 – 183 points	= C+ (77%-79%)
168 – 176 points	= C (73%-76%)
161 – 167 points	= C- (70%-72%)
154 – 160 points	= D+ (67%-69%)
145 – 153 points	= D (63%-66%)
138 – 144 points	= D- (60%-62%)
0 – 137 points	= F (<60%)

Attendance/ Policy

Attendance will be taken at the beginning of each class. ***Only 2 unexcused absences are permitted. Being late to class more than 3 times will equal one unexcused absence.*** Four unexcused absences will drop your final grade by one letter. Additional unexcused absences will further impact your performance in this course. In the event of a planned absence, please contact the instructor regarding appropriate documentation.

Late Assignment Policy

Assignments must be submitted per your instructor's directions on the due date for full credit regardless of absence. Assignments may be submitted one business day late for 80% credit or two business days late for 70% credit. Assignments will not be accepted after two days 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 grading policy).
- 2) Students are expected to be 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 the information 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 or the UT Learning 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. 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 UT Learning 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
- 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 UTLC 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 free tutoring for Longhorn Scholars.)
- 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.

September 22nd is the last day to drop a class without a possible academic penalty.

October 20th 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 "10F Issues and Debates in Life Development."

Longhorn Scholars	http://www.utexas.edu/ugs/lis/
Undergraduate Studies	http://www.utexas.edu/ugs/
UT General Libraries	http://www.lib.utexas.edu/help/librarylist.html
Student Financial Services	http://finaid.utexas.edu/
Undergraduate Writing Center	http://www.uwc.utexas.edu/
Multicultural Information Center	http://www.utexas.edu/student/mic/
Sanger Learning and Career Center	http://lifelearning.utexas.edu/
University Health Center	http://www.healthyhorns.utexas.edu/
Counseling and Mental Health Center	http://www.utexas.edu/student/cmhc/

For information regarding safety and reporting crimes, go to the UT Police Department website:

<http://www.utexas.edu/police/>

Readings and Assignments

UNIT 1: WHO AM I? MY ACADEMIC SELF

Date	Topic	Reading	Assignments Due
August 26	Overview of Course		
August 31	Intelligence, Achievement & Acquiring Knowledge/ ***Student Judicial Services Presentation	Text: Chapter 1 Website – check BB	
September 2	Finish Intelligence, Achievement & Acquiring Knowledge; Finish Academic Integrity Presentation	Text Chapter 2	Career Workbook Step One Due
September 7	College and Career		
September 9	***Sanger Learning and Career Center Presentation College and Career		Career Workbook Steps 2&3 Due

UNIT 2: WHO AM I? DEVELOPMENTAL PERSPECTIVES ON SELF AND RELATIONSHIPS

Date	Topic	Reading	Assignments Due
September 14	Developmental and Interpersonal Models	Text Chapter 3	Unit 1 Quiz
September 16	Developmental and Interpersonal Models ***Writing Center Presentation		Career Workbook Step 4
September 21	Connections: Family, Friends and Lovers	Text: Chapter 4	
September 23	Sex and Intimacy	Text: Chapter 5	Reflection Paper Due
September 28	Sex and Intimacy; Illusion of Closeness	Text: Chapter 6	
September 30	Illusion of Closeness; Dealings with Endings	Text: Chapter 7	Career Workbook Step 5
October 5	Dealing with Endings; Catch-up		
October 7	Review		Career Workbook Step 6
October 12	Unit 2 Exam		

UNIT 3: WHO AM I? A CULTURAL PERSPECTIVE ON DEVELOPMENT

Date	Topic	Reading	Assignments Due Today
October 14	***Library Research Presentation—We will meet in the 4th Floor computer lab. Review Exam; Differences Do Matter	Text: Chapter 8	Research Paper Assigned
October 19	Differences Do Matter ***CMHC Presentation – Stress Management (tentative date)		Research Paper: Topic Selection
October 21	Sex and Gender	Text: Chapter 9	Note: Academic advising for spring starts on 10/21

October 26	Sex and Gender		Research Paper: Thesis Statement / Reference List
October 28	Sex and Gender; Classism in American Society	Text: Chapter 10	
October 30	Classism in American Society		Research Paper: Outline with Introductory Paragraph
November 2	Classism in American Society; The Complexities of Race and Ethnicity	Text: Chapter 11	
November 4	The Complexities of Race and Ethnicity		Research Paper: First Draft
November 9	The Complexities of Race and Ethnicity	Perspectives	
November 11	Sexual and Gender Identity Development; ***Gender & Sexuality Center Presentation: Peers for Pride	Text: Chapter 12	
November 16	Sexual and Gender Identity Development	Perspectives	
November 18	Sexual and Gender Identity Development ; Issues of Abilities	Text: Chapter 13	
November 23	Issues of Abilities; Social Justice Conclusions		Research Paper: Final Draft
November 25	THANKSGIVING HOLIDAY		
November 30	Course Summary		
December 2	Review for Final; Course Surveys; Return Research Papers		

FINAL EXAM: Friday, December 10, 2010, 2PM to 5 PM