

## **Adolescent Development (EDP 350G)**

Fall 2017 – Unique Course # 10570

Tuesdays & Thursdays, 11:00-12:30, Room SZB 330

### **COURSE SYLLABUS**

Instructor: **Dr. Marie-Anne Suizzo**, Associate Professor

Department of Educational Psychology, The University of Texas at Austin

Office: SZB 506A; Hours: Thursdays, 12:30-2:30 pm, and by appt.

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### **Course Objectives**

This course offers a broad overview of the various domains of adolescent development. The primary goal of this course is to gain an-depth knowledge and understanding of the theories and research findings associated with this period of human development. 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
	Th	8/31	Introduction to Course	Syllabus
1	Tu	9/5	Defining and Studying Adolescence	Steinberg (S), Introduction, pp. 2-12
	Th	9/7	Social and Cultural Contexts of Adolescence	S, Ch 3, pp. 70-87, 90-94
2	Tu	9/12	Physical Development	S, Ch 1, pp. 14-34,
	Th	9/14	Health and Risk <b>Reflection Paper #1</b>	S, Ch 1, pp. 34-41 S, Ch 2, pp. 64-68
3	Tu	9/19	<b>Debate &amp; Debate Reaction Paper #1</b> <i>Should the legal age for alcohol consumption be lowered to 18?</i>	S, Ch. 13, pp. 352-362 <b>Taking Sides: Issue 2</b> , pp. 25-42
	Th	9/21	Cognitive Development: Thinking and Theories	S, Ch 2, pp. 42-51
4	Tu	9/26	<b>Exam #1 (Ch 1, 3, parts of 2 &amp; 13)</b>	
	Th	9/28	Cognitive Development: Brain and Intelligence	S, Ch 2, pp. 51-64
5	Tu	10/3	Self-Concept	S, Ch 8, pp. 209-219 <b>Portraits, Case 3</b>

WEEK	DAY	DATE	TOPICS	READING
	Th	10/5	Identity Development	S, Ch 8, pp. 219-234
6	Tu	10/10	Autonomy: Moral Development and Decision Making <b>Reflection Paper #2</b>	S, Ch 9, pp. 243-256
	Th	10/12	Families: Adolescent-Parent Relationships	S, Ch 4, pp. 96-104
7	Tu	10/17	<b>Exam # 2 (Ch 8, parts of 2 &amp; 9)</b>	
	Th	10/19	<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.
8	Tu	10/24	Families: Single Parents, Divorce, Stress	S, Ch 4, pp. 104-121
	Th	10/26	Peer Groups: Cliques, Crowds, and Friendship	S, Ch 5, pp. 123-142, S, Ch 10, pp. 268-279
9	Tu	10/31	Peer Groups: Popularity and Aggression <b>Reflection Paper #3</b>	S, Ch 5, pp. 142-151
	Th	11/2	Intimacy: Romantic Relationships	S, Ch 10, pp. 279-289 <b>Portraits: Case 7</b>
10	Tu	11/7	<b>Exam #3 (Ch 4, 5, parts of 10)</b>	
	Th	11/9	Sexuality	S, Ch 11, pp. 291-319
11	Tu	11/14	<b>Debate &amp; Debate Reaction Paper #3</b> <i>Is comprehensive sex education for adolescents too liberal?</i>	<b>Taking Sides:</b> Issue 9, pp. 169-196
	Th	11/16	Schools and Achievement	S, Ch 12, pp. 321-342
12	Tu	11/21	<b>Interview Paper</b>	
	Th	11/23	<b>THANKSGIVING!</b>	
13	Tu	11/28	Work and Leisure	S, Ch 7, pp. 182-196
	Th	11/30	Media <b>Reflection Paper #4</b>	S, Ch 7, pp. 196-207
14	Tu	12/5	<b>Exam #4 (Ch 11, 12, parts of 7)</b>	
	Th	12/7	<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 & 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. You are expected to read and be prepared to discuss all assigned readings in each class.

Textbook: Steinberg, L. *Adolescence*, 11<sup>th</sup> edition, McGraw-Hill

### Reading Quizzes / Responses

At the beginning of class at least 7 times during the semester, all students will be asked to answer 5 to 8 questions that day's readings. Quizzes may be given any day on which reading was assigned. Only your top **6 quiz grades** will be included in the final grade calculation.

### Exams

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

### Writing

There will be **7 writing assignments** of varying lengths in this course:

- **2 reflection papers** (out of 4 possible) of 750-900 words (2 ½ to 3 pages),
- **3 debate reactions** (out of 4 possible) of approx. 200 words (¾ page) to be submitted on CANVAS by 5 pm the day **after** the debate/panel discussion,
- **a debate summary** of your arguments for or against the topic of 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 with page numbers beginning on the first page of text**. You should include a **cover page** with your name, the name and number of the course (EDP 350), the prompt chosen or a title, and the due date. All papers should be uploaded to CANVAS before the beginning of class on each due date.

### 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 for policies and tips for discussion participation.

Debates. You will participate in either a debate once during the semester, in teams of 4 or 5 students. These debates will deal with a controversial issue that relates to one of the course topics. At least one week before your debate day, you will be randomly assigned to a side (Yes or No). On

the day of your assigned debate, you will submit a one-page summary of your arguments and position on the topic. Students will be expected to submit a brief reaction after all 3 debates in which s/he is NOT participating. In these reactions, students will summarize their views on the topic and explain whether and how they modified their views after listening to the arguments. 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 will be available on CANVAS.

### Grading

Assignment	Points	%
Reading quizzes/reactions	30	6
Reflection Papers (2 of 4)	100	20
Debate/Panel Discussion (1)	40	8
Debate/Panel Discussion Reactions (3 of 4)	30	6
Exams (4)	200	40
Interview Paper and Transcript	100	20
<b>Total possible</b>	<b>500</b>	<b>100</b>

### 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 **Wednesday, September 27<sup>th</sup>**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Wednesday, October 18<sup>th</sup>**. 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, December 1<sup>st</sup>**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, **Monday, Dec. 11<sup>th</sup>**.

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

## CLASSROOM POLICIES

### Absences

You are asked to notify Dr. Suizzo as soon as possible 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 Ms. Lee 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 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 a test, 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 a test day and does not provide a documented reason for his or her absence, no make-up test 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 512-471-6222 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 512-471-6259, videophone: 512-410-6644.

### 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