

Course Structure

This course will meet twice times a week and will be a mix of lecture, multimedia, small group activities, and discussion. It is important that you come to class on time and prepared (i.e., are up-to-date with the readings) to actively participate.

Required Text

Santrock, J. W. (2019). *Adolescence*. 18th Edition. Boston, MA: McGraw-Hill.

Additional readings will be posted on Blackboard. All PowerPoint presentations and other supplementary materials will be posted on Blackboard.

Course Requirements and Grading

Exams (4) (60%)

- *Each exam is worth 15% of your grade.*
- *Exams will be noncumulative.*

Final Paper (30%)

- *Handing in idea (3%)*
- *Outline (1-2 pages) (7%)*
- *Final Product (20%)*

Class Participation/Attendance (10%)

Extra Credit: Policy Reflection Paper (Adds up to 3 points to final grade)

Exams (60% of final grade): There will be four, noncumulative exams, each worth 15%. Each exam will cover approximately one fourth of the course material, focusing primarily on areas of overlap between lectures/in-class discussions and textbook readings, as well as any additional assigned readings. However, some questions will include information *only* covered in lectures/in-class discussions (but not vice versa - there will not be questions from textbook material not covered in class). Exams may consist of multiple-choice and free response questions. Exams will be administered in class without books or notes. Exams cannot be made up after the due date except in exceptional circumstances (see full policy below).

Final Paper (30% of final grade): The paper (which should be 5-6 pages long) will require students to apply and integrate content from class. The paper will be in the form of a case study examining both normative and individual adolescent development via a fictional character of your choice. Credit for the paper will be broken down in 3 stages: handing in the idea for the paper (3%), handing in a 1-2 page outline for the paper (7%), and handing in the final product (20%). A detailed description of each stage of the assignment will be provided prior to the due date. The final product should consist of the following two parts:

Attendance/Class Participation (10% of final grade): It is important that you keep up with assigned readings, come to class on time, actively participate in group activities and discussions, and listen attentively. I appreciate when students let me know in advance that they will be missing class, although doing so does not excuse the absence. In lieu of taking attendance every class, I will assess attendance/participation at least 12 times (unannounced) throughout the semester by collecting your responses to an in-class activity (these will primarily be completed in small groups but you must turn in your own piece of paper). To receive full participation credit, you must be present and actively participate in 10 of these activities (each worth 1%).

Optional Extra Credit: This assignment will require you to find a political bill/resolution that is currently in progress in the 117th Congress. You will select a policy area (e.g., education, health, families, labor and employment, etc.) and find a specific bill/resolution that relates to adolescent development. Using what we have learned in class, write a 2-page (double spaced) reflection that 1) describes the bill/resolution and 2) discusses how this bill is relevant to adolescent development/course content. The paper should be submitted on Blackboard and will be due on Friday, December 9 by midnight (no late extra credit will be accepted under any conditions). I will grade these on a simple grading scale (0 to 3), adding up to 3 percentage points to your final grade. There are no other opportunities for extra credit. A more detailed assignment description will be distributed.

Communication

Outside of class time, my primary way of communicating with you will be e-mail. E-mail will also be the easiest way for you to reach me. I generally will respond to e-mails within 24-hours during the week. If you do not hear back from me within 48 hours (except over the weekend/breaks), please feel free to follow up. You are able to call my office and leave me a voicemail, but this is not typically the most expedient way of getting a response because I spend part of weeks on FMU's downtown campus and working from home. It is important to you check your FMU e-mail daily (during the week), as I will frequently use e-mail to update you, send out readings and assignments, etc. I will also actively update and maintain the course's Blackboard page and post readings and assignments there.

Late Assignments and Requests for Extensions

Generally, I will penalize late submission of assignments (10 points will be deducted for every day the assignment is late). In the case of personal or family emergencies or other extenuating circumstances, you must contact me as soon as you anticipate an issue or need an extension in order to discuss possibilities of accommodations. The earlier you ask for an extension, the more likely I am to grant it, so it is in your best interest to look ahead to foreseeable events (e.g., religious holidays, family events, athletic travel). I am unlikely to grant requests for extensions that are made close to or after the due date except under extreme circumstances (e.g., emergencies). Each request will be considered on a case-by-case basis, and I cannot guarantee any request for an extension or make-up work will be granted.

It is not acceptable to miss class for several weeks without any communication and then request extensions or work to make-up. I encourage you to be proactive about your workload and seek me out if you have concerns about deadlines before any issues arise.

Missing Exams

It is imperative that you attend class on time for exam days. I will not allow you to stay after the class period to complete an exam or to make up an exam except under extreme circumstances. In most cases, if you miss an exam, it will be recorded as a zero. In the case of exam days that you must miss for legitimate and foreseeable reasons (e.g., religious holidays, athletic travel), I will consider requests to take exams early that are made at least two weeks prior to the exam day. Again, each request will be considered on a case-by-case basis, and I cannot guarantee any requests will be granted.

Incompletes

Incompletes are meant to be used in cases of serious medical or personal emergency. These are the only situations in which I will consider granting an incomplete for this course. If a situation of this type should arise, I need to be contacted as soon as possible so that a contract can be negotiated to outline what work would need to be finished and in what time frame.

Classroom Civility

Respect of others and participation is expected. Also, out of respect for the instructor and your fellow students, turn off all electronic communication devices before class begins. Do not text message, e-mail, or chat during class. If there is an emergency and you are expecting a critical text/email/call during class, please speak to me beforehand.

Academic Dishonesty

A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, ethical conduct everywhere and, thus, will not be tolerated.

Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes, but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge for proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and

present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.

- Other forms of academic misconduct include but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and any other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost's Office and dealt with in accordance with the FMU Honor Code, outlined in the FMU Student Handbook. Academic dishonesty and other misconduct will also result in anything from a zero on the assignment to a failing grade for the course, solely at the discretion of the instructor.

Unless told otherwise, in writing, all work in the course should be done on your own and in your own words. All papers, exams, and extra credit turned in to me are expected to be your original work and only your work – no help from other students. Students are encouraged to seek help from professors without penalty.

Computer Use in Class

Those using computers to take notes must be offline during class. I can often tell when students are browsing the internet rather than taking notes, and I will politely ask you to go offline. Repeated infractions by multiple students could result in a change in this policy (e.g., a ban on computer use in class). I reserve the right to ask students to put away their computers at any time during class, or to make a class period “computer-free” in order to facilitate discussion.

Disability Accommodations

I am happy to provide all approved accommodations to support the success of students with disabilities. In order to receive accommodations, I must receive an official letter from the Office of Counseling and Testing (843-661-1840). It is also helpful for us to meet during office hours early in the semester to discuss your accommodations so that I can be sure to provide them in a way that meets your needs.

Important Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These concerns, or other stressful events, may lead to diminished academic performance or ability to participate in daily activities. Students are encouraged to seek help when this is the case. An excellent place to start is with the Office of Counseling and Testing at 843-661-1840.

I understand and validate the difficulty of coming forward with personal and mental health issues, and self-disclosure is a personal decision. However, I will be in a better position to help, recommend resources, and accommodate you if I have some awareness

that something is going on. Generally, I can be helpful with a minimal amount of detail. I am always available over email or during office hours for private discussions.

Tentative Schedule: Subject to change

Date	Lecture Topic	Reading & Assignments Due
Unit 1: Theories of Adolescence; Growth & Development		
Tues 8/22	Review of syllabus Historical Perspectives & Introduction to Developmental Issues	
Thurs 8/24	Theories of Adolescence Final Paper assignment distributed	Ch. 1 (ONLY pg. 1-26) <i>Blackboard:</i> PYD Readings
Tues 8/29	Research in Adolescence	Ch. 1 (ONLY pg. 32-39) <i>Blackboard:</i> YPAR Reading
Thurs 8/31	Biological Foundations, Puberty	Ch. 2 (ONLY pg. 48-60, 73-83)
Tues 9/5	Brain & Cognitive Development	Ch. 3 (ONLY pg. 85-99)
Thurs 9/7	Cognitive Development (cont.)	Ch. 3 (ONLY pg. 99-120)
Tues 9/12	Exam 1	
Unit 2: Adolescents in Relationships		
Thurs 9/14	Gender Development	Ch. 5 (pg. 167-189)
Tues 9/19	Sexuality	Ch. 6 (pg. 193-225)
Thurs 9/21	Peer and Romantic Relationships	Ch. 9 (ONLY pg. 299-325) PAPER IDEA DUE AT BEGINNING OF CLASS via Blackboard
Tues 9/26	Familial Relationships	Ch. 8 (pg. 258-293)
Thurs 9/28	Familial Relationships (cont.) & Mentoring Relationships	<i>Blackboard (x2):</i> Cornwall & Coltrane (2022) (pg. 1-8) Hagler, Burton, & Rhodes (2020) (pg. 1-10)
Tues 10/3	Exam 2	
Thurs 10/5	NO CLASS – work on paper outline	
Tues 10/10	NO CLASS – FALL BREAK	
Unit 3: Psychosocial & Identity Development in Context		
Thurs 10/12	*Class will be virtual (synchronous)* Self, Identity, & Personality	Ch. 3 (pg. 121-122 – Social Cognition), Ch. 4 (pg. 131-162)

Tues 10/17	Moral Development, Values, & Religion	Ch. 7 (pg. 229-254)
Thurs 10/19	Schools	Ch. 10 (pg. 336-367)
Tues 10/24	School to Prison Pipeline, Extracurricular & Afterschool Programs	<i>Blackboard (x3):</i> Smith (2007) (pg. 219-220) Snellman, Silva, & Putnam (2015) (pg. 7-13) Wilson (2014) (pg. 49-53)
Thurs 10/26	Culture	Ch. 12 (pg. 405-435) <i>Blackboard:</i> Acculturation readings
Tues 10/31	Exam 3	
Thurs 11/2	NO CLASS – work on paper outline	
Tues 11/7	Paper Workshop - APA Style, Finding Sources	PAPER OUTLINE DUE AT BEGINNING OF CLASS
Thurs 11/9	Achievement, Work, & Careers	Ch. 11 (pg. 272-402)
Tues 11/14	Emerging Adulthood	Ch. 9 (ONLY pg. 225-331) <i>Blackboard (x2)</i> Arnett (2000) (pg. 469-480) Cote (2014) (pg. 177-188)
Thurs 11/16	Mental Health	Ch. 13 (ONLY pg. 436-447, 458-466)
Tues 11/21	Substance Use and Conduct Problems	Ch. 13 (ONLY pg. 448-458, pg. 467-469)
Thurs 11/23	Thanksgiving – NO CLASS	
Tues 11/28	Health and Prevention	Ch 2 (pg. 60-72 ONLY) <i>Blackboard:</i> Prevention readings
Thurs 11/30	Exam 4	
Thurs 12/7		FINAL PAPERS DUE ON BLACKBOARD AT 11:59 PM