My teaching philosophy is guided by a constructivist approach that promotes active learning. I strive to allow for variations in ways of knowing and understanding as well as variations in learner’s contexts. I hope to empower students to move beyond memorizing facts to actively constructing deeper understandings of the course topics. Additionally, I focus on teaching the skills employers want college students to learn including: 1) the ability to communicate effectively orally and in writing; 2) the ability to think analytically and critically; 3) the ability to apply knowledge and skills to real-world settings; 4) the ability to analyze and solve complex problems; and 5) the ability to connect choice and actions to ethical decisions (The National Association of Colleges, 2010). In order to accomplish these goals, the requirements of this course might exceed what you expect for a 3000 level course. However, if you work hard, I will also work hard to help you improve your writing skills, scientific thinking, and ability to connect the science of adolescent development to real-world settings.

GENERAL COURSE INFORMATION

Class Meetings

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays and Wednesdays</td>
<td>8:05 am to 9:25 am</td>
<td>BEH S 110</td>
</tr>
</tbody>
</table>

All classes will be videotaped and posted online

Course Description

This course will examine cognitive, social, and personality development from late childhood into adulthood. The course will provide students with an in-depth understanding of the significant developmental issues that characterize adolescence with a special focus on the relationship between the developing brain and adolescent behavior. In addition, the course will focus on presenting useful and practical information that will help students make life decisions about relationships, education, and careers – the very stuff of adolescence.

Course Objectives

By the end of this course you should be able to 1) describe three components of adolescent development (cognitive, social, and personality) and identify the ways in which these components change over time; 2) compare and contrast major theories of adolescent development in terms of what each theorizes promotes development; 3) understand how brain development, changes in hormones, and physical growth relate to adolescent behavior; 4) develop skills that will facilitate further learning and reasoning, including critical thinking, argument development, and verbal and written expression; and 5) apply this newly learned knowledge to facilitate positive interactions with adolescents in your own life.

Office hours

I will be available for questions about course material and assignments for a total of 2 hours weekly. Office hours are scheduled for Wednesdays at the following times:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>9:30 to 10:30 &amp; 1:00 to 3:00</td>
<td>602 Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>

I am also available to meet with students individually by appointment. The best way to reach me is by email through the class website. I try to respond to emails sent during the week within 48 hours; I usually respond within 24 hours. I reserve the right to not respond to emails sent on Friday, Saturday, and Sunday.
until Monday. So if you send me a message on Friday, please do not resend it on Saturday and Sunday because I will not answer you until Monday. Please do not call me at home.

COURSE REQUIREMENTS

Textbooks
Adolescence by Robert Feldman
Prentice Hall 2008
ISBN-10 0131750615
ISBN-13 9780131750616
The textbook is also available for purchase for a reduced price online through CourseSmart. For more information, or to purchase access to the CourseSmart eTextbook, visit www.coursesmart.com.

Supplemental Readings
The course will be supplemented by a number of articles/book chapters selected to provide better coverage of brain development, hormonal changes, and physical growth during adolescence, and to provide better coverage of emerging adulthood.

Advice on how to read empirical articles: Read introduction and discussion carefully; then skim the methods section take notes on the number of participants, the ethnicity of the participants, gender, and socioeconomic data. Ask yourself the following questions: 1) Will these results generalize to other adolescents from different backgrounds? 2) Did they have a large enough sample? 3) Were the tests they used adequate? 4) Do they mention any limitations in the article? Only read the results section carefully if you are knowledgeable about statistics and understand what they are reporting; otherwise skim past the numbers and focus on the written interpretation of what the numbers mean.

6. Prosecuting Kids as Adults, NY Times
8. Importance of Sleep, Po Bronson, Report in Chronicle of Higher Education


**Recommended Reading**


**Supplemental Videos**
We will watch a number of videos and video clips in class in order to promote active discussion and processing of the lectures and readings. The actual lecture will be videotaped so you can watch the short video clips in the video posted online. If we are watching a full length video, I will post the video online to making viewing the film easier.

**Examinations**
There will be 2 multiple choice examinations worth 100 points each. The exams are designed to assess your level of learning with the questions designed to assess basic knowledge as well as conceptual knowledge. Thus to do well on the exams, you must not only read the material, but you must think about it and be able to relate the theories and empirical findings to real life scenarios and applications. To give you a feel for the kinds of questions that will be asked, you will be given some sample questions prior to the first exam. The second exam is NOT a cumulative final exam. Both exams will cover all of the assigned readings EQUALLY; this means you MUST read the assigned supplementary readings in addition to the book.

The exam dates have been scheduled well in advance so that students will be able to adjust time and work schedules to avoid any time conflicts. I expect everyone will take the examinations as they are scheduled. However, in the event that a midterm is not taken, medical or other serious reasons for missing the exam should be presented in advance of the absence. The exam can then be made up by taking a makeup exam, which must be completed within 5 days of the scheduled exam.

**Term Projects (Choose one)**
The final term project is designed to help you master: 1) the ability to communicate effectively orally and in writing; 2) the ability to think analytically and critically; 3) the ability to apply knowledge and skills to real-world settings; 4) the ability to analyze and solve complex problems using evidence-based practices, also known as, scientific research; and 5) the ability to connect choice and actions to ethical decisions.

**Option 1: Group Project**
Complete a small group project (3 to 4 students per group) examining a current issue in adolescent development and make public policy recommendations that will promote optimal adolescent development. The project involves reading a review article as a group and then each selecting an empirical article to provide additional research which you will use to formulate a Power Point presentation on the topic with recommendations for public policy. You will be given a choice of several current issues such as obesity in adolescence, the harmful effects of dating violence on development, delinquent behavior and adolescent brain development, and the sexualization of teenage girls in the media and identity development. (You are not limited to these topics; you may choose your own topic as a group.)

**Part I – Articles (20 points):** By **September 20th** you will meet with your group and select a topic. The group must find one review article which provides a summary of research on the topic. The purpose of the review paper is to help your group identify why the issue is important, obtain statistics about the prevalence of the problem and develop a solid foundation for your presentation. Each member of the group must also find a scientific journal article from PsycInfo that is relevant to your topic. Each article must discuss an actual study in which data were collected and analyzed. It cannot be a review paper.
Each group member must select a different article to review. The members of each group must work together so that there is no duplication in the individual empirical articles. You must submit the title and abstract of the review article for the group plus the title and abstract for each individual member’s article to me for approval on September 29th.

1. **Term Project Part II- Summary (80 points):** Write a five to seven page paper summarizing the importance of the issue (review paper) and the empirical findings of the research paper you selected. The write up of your empirical paper should include a discussion of the methods used to conduct the experiment and the benefits and limitations of the methods. In your paper explain how the findings reported in the papers are relevant to your public policy issue and state how we can use science to make better public policy decisions. Your summary must be typed, double-spaced, and written in APA format. **Due on November 8, 2010.**

2. **Group Presentation (40 points):** The presentations will take place on December 15 during the time scheduled for the final exam. Each member of the group is expected to participate equally; however given that each member will provide one piece of the presentation, the whole group will not be penalized if one member does not participate fully. Each group will give a 15 minute presentation. You must summarize the research presented in your review article (frame the issue) and then each individual member will present their article by stating the research question, method and results, and then based on the research presented the group will develop a minimum of 5 evidence based recommendations for promoting optimal adolescent development. You must specify how each recommendation will improve the lives of adolescents.

### Option 2: Individual Project

You will individually examine a current issue in adolescent development, summarize a review article and one empirical research article, and then formulate public policy recommendations based on the research reported in both articles. You will be given a choice of several current issues such as obesity in adolescence, the harmful effects of dating violence on development, delinquent behavior and adolescent brain development, and the sexualization of teenage girls in the media and identity development. (You are not limited to these topics; you may choose your own topic.)

**Term Project Part I – Articles (20 points):** By September 20th you will select a topic. You must find one review article which provides a summary of research on the topic. The purpose of the review paper is to help you identify why the issue is important, obtain statistics about the prevalence of the problem and develop a solid foundation for your paper. You must also find a scientific journal article from PsycInfo that is relevant to your topic. The article must discuss an actual study in which data was collected and analyzed. It cannot be a review paper. You must submit pdfs of the articles (or an email with the titles and abstracts of each article) by September 29th.

1. **Term Project Part II- Summary (80 points):** Write a five to seven page paper summarizing the importance of the issue (review paper) and the empirical findings of the research paper you selected. The write up of your empirical paper should include a discussion of the methods used to conduct the experiment and the benefits and limitations of the methods. In your paper explain how the findings reported in the papers are relevant to your public policy issue and state how we can use science to make better public policy decisions. Your summary must be typed, double-spaced, and written in APA format. **Due on November 8, 2010.**

2. **Final Paper (40 points):** The final paper will be due on December 15 at the time scheduled for the final exam. You must write a conclusion to the 5 to 7 page summary paper by formulating a minimum of 3 evidence based recommendations for promoting optimal adolescent development based on your research findings. In your conclusion, summarize your recommendations and specify how each of your recommendations will improve the lives of adolescents. The conclusion must be typed, double-spaced, and written in APA format.

### Participation

Engaging with other students online will help you think about the concepts you are learning in the course and apply them to real life problems in adolescent development. The online discussion will allow you to apply your own personal knowledge and insights to what you are learning in class and will help you learn to use scientific research to support your position. All comments that are coherently written and illustrate
that you have thought about how the newspaper article relates to what you are learning in class will receive full points.

A total of 60 points will be awarded for posting articles and comments online in the discussion forum. Posting newspaper articles that highlight a current issue in adolescent development along with a short statement describing how you think the article illustrates some of the core concepts/research findings/issues we are discussing in class will be worth 10 points each. Commenting on a posted article and including a reference to at least one research finding or theory discussed in class will be worth 5 points.

You may obtain your 60 points by simply commenting on posted articles, by posting 6 articles, or by doing a combination of the two – posting articles and commenting.

Please be courteous and respectful of one another when posting comments. Alternative interpretations should be supported with scientific evidence. Be constructive and critical, but not demeaning. Also be sure your posts are suitable for a public forum.

**Extra Credit**

A total of 40 extra credit points will be made available to you throughout the semester. Please watch for announcements in the lecture notes telling you how to get these points throughout the semester.
COURSE POLICIES

Grades
Each of the above assignments contributes the following towards your final grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm #1</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm #2</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Term Project</td>
<td>140</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td><strong>400 = Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Percent of Total Points Accumulated</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% to 100% of possible points</td>
<td>A</td>
</tr>
<tr>
<td>90% to 93% of possible points</td>
<td>A-</td>
</tr>
<tr>
<td>87% to 89% of possible points</td>
<td>B+</td>
</tr>
<tr>
<td>84% to 86% of possible points</td>
<td>B</td>
</tr>
<tr>
<td>80% to 83% of possible points</td>
<td>B-</td>
</tr>
<tr>
<td>77% to 79% of possible points</td>
<td>C+</td>
</tr>
<tr>
<td>74% to 76% of possible points</td>
<td>C</td>
</tr>
<tr>
<td>70% to 73% of possible points</td>
<td>C-</td>
</tr>
<tr>
<td>67% to 69% of possible points</td>
<td>D+</td>
</tr>
<tr>
<td>64% to 66% of possible points</td>
<td>D</td>
</tr>
<tr>
<td>60% to 63% of possible points</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60% of possible points</td>
<td>E</td>
</tr>
</tbody>
</table>

Students with Disabilities or Special Needs
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Scheduling Accommodations
Consistent with Section A of the University’s Accommodation policy, I am willing to accommodate university activities as well as values-based obligations (including religious or other values-based activities) that conflict with course activities. No later than the end of the second week of the semester, please send me an e-mail with the nature and date of your anticipated absence (earlier if your conflict occurs before that deadline) so that we can work out a way for you to make up any missed work.