

ADOLESCENT DEVELOPMENT

PSYC 6300 (Section 001)

TuTh: 8:00 - 9:20 AM

Life Science Room 501

I. BASIC INFORMATION

Instructor: Dr. Priya Iyer-Eimerbrink

Office: Life Science (LS) 423

E-mail: piyer@uta.edu: Please label subject line "Graduate" in ALL emails

Office Hours: Tuesday/Thursday 12:30-1:30 PM or By Appointment

II. COURSE DESCRIPTION

This course is designed to provide a broad, graduate-level overview of adolescent development. In this course we will address both classic and contemporary theory and research on the biological, cognitive, and social changes that occur during the time period of adolescence. In addition, we will explore myths, realities, theories, and current research on adolescent development. An interdisciplinary approach will be taken in order to examine the variability in experiences of adolescents as it relates to culture, various ecological contexts, gender, race, ethnicity, socioeconomic background, and sexual orientation. Finally, we will also consider applications of current scholarship in this area, and discuss how it relates to adolescents' real lives.

II. COURSE LEARNING GOALS AND OBJECTIVES

1. To become proficient with current theory and empirical research on adolescent development
2. To further develop skills in communicating, discussing, writing, and presenting relevant research related to this time period
3. To consider how social group memberships, such as income, gender, and racial/ethnic groups are differentially related to development during this period
4. To identify and describe how multiple contexts such as families, peer groups, school, work, and leisure contribute to adolescent development
5. To understand how individuals and contexts interact during adolescence

III. REQUIRED READINGS

All readings listed below are required and are available on Blackboard www.uta.edu/blackboard. You should be prepared to discuss these readings in class on the date noted in the schedule below.

IV. COURSE FORMAT

This is a discussion-based class, so you should come to class prepared to discuss the readings. I look forward to hearing from each and every one of you. When possible, I will supplement the discussion with additional topics, material, and activities. It is my goal to help guide and facilitate discussion. As the student, I expect you to read course materials, attend class, and be an active participant by engaging in course discussion.

V. OUTCOMES AND EVALUATIONS

Participation and Quizzes

Each student is expected to meaningfully contribute and actively participate in class discussion. Effective participation will reflect both preparation and engagement of class material. I expect that you both ask, as well as respond to questions posed by those in class. Our class will be dynamic and informative only with participation. If it appears that there is a lack of participation due to insufficient reading of the material, I will be giving regular quizzes to allow students to demonstrate adequate understanding of the required readings.

Presentations

Each student is responsible for giving a professional presentation on a topic related to the week's readings twice during the semester. The presentation is an opportunity for you to practice communicating a topic to scholars and leading a discussion. Students should include materials that supplement or extend those already assigned. Your presentation should stimulate a discussion topic, which you will lead. You may include creative activities, media, or other teaching practices. I encourage you to have fun and really get creative with your presentations. You should make your PowerPoint slides for your presentations available to your classmates. A grading rubric for this assignment is included below.

Reading Questions

All students in the course are responsible for coming up with 3 type-written "thought" questions based on the readings (i.e., due by Sunday night each week). The questions should be critical "qualifying exam type" questions designed to evoke discussion during class. They should NOT be from only one article. Questions will be posted in a "discussion format" on Blackboard so everyone can review the questions prior to class.

Feedback for Presentations

As a way to help each other become more effective in academic presentations, each student will be required to provide feedback over their fellow classmates presentations. Feedback should include both items you enjoyed or that were done well in the presentation, as well as areas, if any, that could be altered or improved. More instructions will be provided in class on how feedback should be submitted.

Attendance

It is your responsibility to attend class and not be late. Not attending class will affect your participation grade. You are responsible for anything you miss during your absence.

VI. GRADING POLICY

In-class participation/quizzes	→	50 points
Presentation 1	→	100 points
Presentation 2	→	100 points
Reading Questions	→	25 points
Feedback for presentations	→	25 points

Grading: Grading will be done by percentage points: 90% - up → A; 80%-89% → B; 70%-79% → C; 69% and below F

VII. CLASS INFORMATION

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>). For Fall 2014, the drop date is 4:00 PM (CST) on Friday, October 29th. Students who drop a course on or before the Last Drop Date will receive an automatic grade of "W" on their student record by MyMav.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

I will provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on that disability. The student is responsible for informing me of their need for accommodation and in providing authorized documentation through designated administrative channels *by the end of the first week of class*.

Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Title IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington Community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/title/IX.

Academic Integrity

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) " cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rules and Regulations, Series 50101, Section 2.2)

In addition to the university sanctions, you will fail this course if you are caught participating in any form of academic dishonesty.

Electronic Communication

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. I will not send e-mails to alternate accounts. All students are assigned an e-mail account, and information about activating and using it is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. New students are able to activate their e-mail account 24 hours after registering for courses. There is no charge to students for using this account, and it remains active as long as a student is enrolled at UTA. Students are responsible for checking their e-mail regularly.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized, as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's efforts to solicit, gather, tabulate, and publish student feedback data is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>. **This information is VERY important and so I strongly encourage everyone to complete the survey.**

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the front of the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist

students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or visit www.uta.edu/resources for more information.

IMPORTANT UNIVERSITY DATES

August 21st – First day of classes
September 1st – Last day to drop class
December 3rd – Last day of classes

VIII. PRESENTATION CRITERIA

The purpose of the presentation assignment is to give you an opportunity to develop effect skills in communicating knowledge about adolescent development.

(A) Thorough

- a. Are the major components of the article described?
- b. Did you analyze the theory, method, and results?
- c. What are the strengths and weaknesses of the article?
- d. How does the articles relate to the topics for the weeks assigned readings?

(B) Professional

- a. Is the presentation organized?
- b. Does the presenter appear prepared for the presentation?
- c. Are there typos?
- d. Did the presentation include a "question/answer" section?
- e. Did you engage the classroom in discussion?

(C) Creative

- a. Did you include illustrations of the major topics described in the article, such as media clips including films, TV, or news articles?

Total _____/100

TENTATIVE CLASS SCHEDULE

WEEK 1: INTRODUCTION (AUGUST 21)

1. Syllabus

WEEK 2: DEFINING ADOLESCENCE (AUGUST 26 & 28)

1. Steinberg, L. & Lerner, R. (2004). The scientific study of adolescence: A brief history. *Journal of Early Adolescence*, 24(1), 45-54.
2. Bucholtz, M. (2002). Youth and cultural practice. *Annual Review of Anthropology*, 31, 525-552
3. Arnett, J. (2007). Emerging adulthood. What is it, and what is it good for? *Child Development Perspectives*, 1, 68-73.

WEEK 3: BIOLOGICAL CHANGES/PUBERTY (SEPTEMBER 2 & 4)

1. Coleman, L. & Coleman, J. (2002). The measurement of puberty: a review. *Journal of Adolescence*, 535-550.
2. Ge, X., Conger, R.D., and Elder, G.E. (1996) Coming of Age Too Early: Pubertal Influences on Girls' Vulnerability to Psychological Distress. *Child Development*, 3386-3400
3. Moffitt, T.E., Caspi, A., Belsky, J., Silva, P.A. (1992). Childhood experience and the onset of menarche: A test of a sociobiological model. *Child Development*, 63, 47-58
4. Peper and Dahl (2013). The Teenage Brain: Surging Hormones—Brain Behavior Interactions During Puberty. *Current Directions in Psychological Science*, 134-139.

WEEK 4: NEUROLOGICAL DEVELOPMENT (SEPTEMBER 9 & 11)

1. Spear, L. (2010). The behavioral neuroscience of adolescence. New York, NY: W.W. Norton. Selected Chapters
2. Steinberg, L. (2009). Should the science of adolescent brain development inform public policy? *American Psychologist*, 64, 739-750.

WEEK 5: IDENTITY FORMATION (SEPTEMBER 16 & 18)

1. Erikson, E. (1968). The life-cycle: Epigenesis of Identity. In *Identity: Youth and Crisis*, 91-141
2. Meeus, W., Schoot, R., Keijsers, L., Branje, S. (2012). Identity Statuses as Developmental Trajectories: A Five-Wave Longitudinal Study in Early-to-Middle and Middle-to-Late Adolescents. *Journal of Youth and Adolescence*, 1008-1021.
3. Schwartz et al. (2005). Identity and Agency in Emerging Adulthood: Two Developmental Routes in Individualization Process. *Youth and Society*, 201-229
4. Phinney, J. (1989). Stages of ethnic identity development in minority group adolescents. *The Journal of Early Adolescence*, 9 (1-2), 34-49.

WEEK 6: PERCEPTION OF TIME (SEPTEMBER 23 & 25)

1. Mello, Z.R., Bhadare, D.K., Fearn, E.J., Galaviz, M.M., Hartmann, E.S., & Worrell, F.C. (2009). The window, the river, and the novel: Examining adolescents' conceptions of the past, the present, and the future. *Adolescence*, 44, 539-556
2. Zimbardo, P.G., & Boyd, J.N. (1999). Putting Time in Perspective: A Valid, Reliable Individual-Differences Metric. *Journal of Personality & Social Psychology*, 77, 1271-1288.
3. Wills, T.A., Sandy, J.M., Yaeger, A.M. (2001). Time perspective and early-onset substance use: a model based on stress-coping theory. *Psychology of Addictive Behaviors*, 118-125.

WEEK 7: SEXUALITY (SEPTEMBER 30 & OCTOBER 2)

1. Fine, M. (1988). Sexuality, schooling, and adolescent females: The missing discourse of desire. *Harvard Educational Review*, 58, 29-53.
2. Santelli, J., Lindberg, L., Finer, L., & Singh, S. (2007). Explaining recent declines in adolescent pregnancy in the United States: The contribution of abstinence and improved contraceptive use. *American Journal of Public Health*, 97(1), 150-156.
3. Santelli, J., Orr, M., Lindberg, L., & Diaz, D. (2009). Changing behavioral risk for pregnancy among high school students in the United States, 1991-2007. *Journal of Adolescent Health*, 45(1), 25-32.
4. Smith et al, (2011). How Australian female adolescents prioritize pregnancy protection: A grounded theory study of contraceptive histories. *Journal of Adolescent Research*, 617-644.
5. Steinberg, L., & Monahan, K.C. (2010). Adolescents' exposure to sexy media does not hasten the initiation of sexual intercourse. *Developmental Psychology*, 562-576.

WEEK 8: INFLUENCE OF THE INTERNET (OCTOBER 7 & 9)

1. Valkenburg, P., & Peter, J. (2009). Social consequences of the Internet for adolescents: A decade of research. *Current Directions in Psychological Sciences*, 18(1), 1-5.
2. Boyd, D. (2007). Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life. In D. Buckingham (ed.). *MacArthur Foundation Series on Digital Learning – Youth, Identity, and Digital Media Volume* Cambridge, MA: MIT Press.
3. Reich, S.M. (2010). Adolescents' sense of community on MySpace and Facebook: A mixed-methods approach. *Journal Of Community Psychology*, 38(6), 688-705.

WEEK 9: PARENTING/PARENT-CHILD RELATIONSHIPS (OCTOBER 14 & 16)

1. Darling, N., & Steinberg, L. (1993). Parenting styles as context: An integrative model. *Psychological Bulletin*, 113, 487-496.
2. Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 1-19.
3. Cookston, J., & Finlay, A. (2006). Father Involvement and Adolescent Adjustment: Longitudinal Findings from Add Health. *Fathering*, 137-158.
4. Larson, R., W, Richards, M.H., Moneta, G., Holmbeck, G., & Duckett, E. (1996). Changes in adolescents' daily interactions with their families from ages 10 to 18: Disengagement and transformation. *Developmental Psychology*, 32, 744-754.

WEEK 10: PEERS (OCTOBER 21 & 23)

1. Brown (2004). Peer relationships in adolescence. In *Handbook of Adolescent Psychology*, 74-103.
2. Kinney, D. (1993). From "nerds to normal": Adolescent identity recovery within a changing social system. *Sociology of Education*, 66, 21-40.
3. Prinstein, M., Boergers, J., Vernberg, E.M. (2001). Overt and Relational Aggression in Adolescents: Social-Psychological Adjustment of Aggressors and Victims. *Journal of Clinical Child Psychology*, 479-491.
4. Marwick, Alice E. and boyd, danah, The Drama! Teen Conflict, Gossip, and Bullying in Networked Publics (September 12, 2011). A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society, September 2011. Available at SSRN: <http://ssrn.com/abstract=1926349>

WEEK 11: SCHOOLS/NEIGHBORHOODS (OCTOBER 28 & 30)

1. Eccles (2004). Schools, academic motivation, and stage-environment fit. In *Handbook of Adolescent Psychology*, 125-153.
2. McKown, C., & Weinstein, R. S. (2008). Teacher expectations, classroom context, and the achievement gap. *Journal of School Psychology*, 46, 235-261.
3. Cook, T. D., Herman, M. R., Phillips, M., Settersten, R., (2002). Some Ways in Which Neighborhoods, Nuclear Families, Friendship Groups, and Schools Jointly Affect Changes in Early Adolescent Development. *Child Development*, 1283-1309.

WEEK 12: GROUP IDENTITY (NOVEMBER 4 & 6)

1. Eckert, P. (1989). Jocks and burnouts: Social categories and identity in the high school. New York, NY: Teacher's College Press. Selected Chapters.
2. Yip, T. (2008). Everyday experiences of ethnic and racial identity among adolescents and young adults. In S. M. Quintana & C. McKown (Eds.) *Handbook of race, racism, and the developing child*. (pp. 182-202). Hoboken, NJ: Wiley.
3. Russell, S., Clarke, T., & Clary, J. (2009). Are teens "post-gay"? Contemporary adolescents' sexual identity labels. *Journal of Youth and Adolescence*, 38(7), 884-890.

WEEK 13: ROMANTIC RELATIONSHIPS (NOVEMBER 11 & 13)

1. Collins, W. A. (2003). More than myth: The developmental significance of romantic relationships during adolescence. *Journal of Research on Adolescence*, 13, 1-24.
2. Best, A. L. (2000). Prom night: Youth, schools, and popular culture. New York, NY: Routledge. Chapter 4: Romancing the Prom: Boyfriends, Girlfriends, and "Just Friends"
3. Williams, L., & Hickie, K. E. (2011). "He cheated on me, I cheated on him back": Mexican American and White adolescents' perceptions of cheating in romantic relationships. *Journal Of Adolescence*, 34(5), 1005-1016.

WEEK 14: CULTURE, RACE, AND ETHNICITY (NOVEMBER 18 & 20)

1. Garcia Coll, C., Lamberty, G., Jenkins, R. McAdoo, H. P., Crnic, K., Waski, B. H., & Vasquez Garcia, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67 (5), 1891-1914.
2. Phinney, J. (1996). When we talk about American ethnic groups, what do we mean? *American Psychologist*, 5, 918-927.

WEEK 15/WEEK 16: SUBSTANCE ABUSE (NOVEMBER 25 & THANKSGIVING – NO CLASS 27 & DECEMBER 2)

1. Chassin, L., Hussong, A., Barrerra, M., Brooke, S. G. et al., (2004). Adolescence Substance Use. In *Handbook of Adolescent Psychology*, 665-696.
2. Maggs, J., and Schulenberg, J. E. (2002) Trajectories of Alcohol Use During the Transition to Adulthood. *Alcohol Research and Health*, 195-201.
3. Edwards, R. et al (2007) Disparities in Young Adolescent Inhalant Use by Rurality, Gender, and Ethnicity. *Substance Use and Misuse*, 643-670.