

# **Syllabus: School Age and Adolescent Development (HDFS 229) Fall 2020**

## **General Information**

### **Instructor Information and Availability**

Instructor name: Kelly Hoke, M.S. Human Development and Family Studies

E-mail address: hokek@linnbenton.edu

Office hours/Location: [Zoom](#): Thursday evening 6:50- 7:50 PM; Google Hangouts:  
Tuesday evening 5-6 PM

### **Course Information**

Course name: School Age and Adolescent Development

Section number: 229

CRN: 27727

Scheduled time/days: Thursday/ 5:00 - 6:50 PM and online

Number of credits: 4

Classroom(s): IA 201B

### **Prerequisites:**

None

### **Course Materials**

Required:

- Berk, L.E. Infants, Children and Adolescents (8th Ed.). Boston: Pearson Education

### **Course-Specific Requirements**

None

### **Course Description**

Focuses on theories and research specifically related to development during middle childhood and adolescence. Describes the domains of cognitive, physical, social and emotional development as well as the influences of family, peers, schools, and community. Provides application to working with and understanding school-age and adolescent children.

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

Describe the course of school age and adolescent development in terms of physical, cognitive, social and emotional domains. Analyze the factors influencing school age and

adolescent development such as family, peers, school and community. Describe theories and research concerning school age and adolescent development including Vygotsky's biosocial learning theory and Bronfenbrenner ecological system theory.

## **Class Policies**

### **Behavior and Expectations**

#### **Student responsibilities**

- Critically read/analyze assigned information
- Come to class prepared and ready to participate in discussions
- Use your LBCC email account to communicate with me
- Participate and complete assignments, activities, quizzes, and evaluations

Our classroom needs to remain a safe learning environment at all times. This entails using respectful language, adhering to campus-wide policies, observing class and instructor culture of inclusion and diversity, and giving space for each of us to learn by acknowledging we will each make mistakes. Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.

I recognize that this may be the first online course for some of you and for some this will be the first hybrid of synchronous and asynchronous virtual learning. LBCC has resources available to you to be sure that you, our students, are prepared for the rigor and work involved in being successful in online education. Just as you would prepare for anything new, please prepare and set yourself up for success in online learning. Here are some tips: Familiarize yourself with the platforms we will be using such as Moodle, Zoom, Google Hangouts and your student email. Find a workspace for yourself and set aside regular class times (at least twelve hours/week for a 4-credit course) including our Thursday evening live virtual class time.

You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

To ensure your continued enrollment and success in our courses, you must enter the course on Moodle by midnight on Friday (October 2) of the course. Our first meeting is Thursday, October 1<sup>st</sup>. You will have a survey and a discussion board assignment to complete prior to midnight on Friday, October 2<sup>nd</sup>. This will give you (and me) a sense

of whether the class is a good fit for you. I make use of the Institutional Drop policy. This means that I will drop you from the course if you have not completed the assignments or entered the Moodle course. I am here to support you, but if you feel you need to drop the course, I urge you to drop before October 5th, 2020 so you may receive a full refund for the class. Refunds are not granted to students that are not officially withdrawn from a course by the specified date (please consult the college academic calendar for specific dates). I am glad to have you in my course and I want you to be successful.

### **Instructor Responsibilities**

I will be available to support your learning when requested. I will hold you accountable by following through with course objectives and syllabus content. My aim is to facilitate a culture that encourages active, effective and respectful activities, discussion and learning.

The current week's content and assignments will be posted on Moodle by noon each Monday. I will provide rubrics for all assignments and details of the assignment when it is posted. If you have questions, make sure to reach out.

### **Guidelines for communication**

Campus email is the best way to communicate with me outside of the virtual classroom or office hours. During the week I will respond within 24 hours. If you email on Friday evening, you can expect a reply by Monday evening. I welcome communication and invite you to reach out if you ever have questions (even if you think they are small or if you are concerned it has already been addressed). Asking questions (for clarity, help, information) is a skill and I encourage you to use our time together to practice that skill.

### **Attendance/Tardiness Policy**

Learning is an investment of your time and energy. For many of you, this investment is progressing you towards a professional career. As such, I will treat attendance similar to a professional career. I acknowledge that many of you are juggling life decisions that may interfere with school. My policy has been created to provide clarity and support.

1. Part of attendance is building relationships. Be here. All here.
2. There are 6 random (not on syllabus) virtual class assignments. I will count 5 towards your final grade. These cannot be made up and can only be completed on our Thursday meeting times.
3. Regardless of days missed, assignments are due on assigned due dates.
4. Communication is critical. If extenuating circumstances arise, come talk to me. If you say nothing, I cannot support you.

### **Testing**

Final Exam will be due Thurs., Dec. 10<sup>th</sup> at 6:50 PM

## **Grading**

Assessment breakdown:

### **Virtual-class assignments 10pts (for all 5 assignments)**

Throughout the term there will be virtual-class activities designed to engage course material in critical thinking. This will include group work, reflective writing, and other activities. The dates are not known ahead of time. These assignments cannot be handed in late, and there is no alternative assignment. I have built-in ONE extra virtual-class assignments to provide you more flexibility.

### **Discussion Board Assignments 10pts**

Each week there will discussion board prompts to facilitate dialogue among your peers in the class. These posts will include two parts, (1) your thoughts around the forum topic and (2) one additional engaging comment or question regarding other class members' posts. For full credit, each post must contain researched-based information from the text and/or material provided in the forum in addition to your personal reaction. If you find other relevant materials, you are welcome to also cite those and/or share them.

### **Life course and your own coming of age narrative 10pts**

This is a very flexible assignment, that can be completed in a variety of mediums, engaging in either hands-on materials that you then upload to Moodle or through a online platform that you upload to Moodle. The goal of the assignment is to engage your own experience of school age and adolescent development. We will discuss life course themes and you will choose from one of those themes and explore it within your own lived experience.

### **Personal Bioecological Model & Paper 20pts**

Each student will design a personal bioecological model of their development. The draft of the model is due the end of the second week (for feedback, not graded), and a revised model and a written narrative- reflecting course content will be due week 10. If you do not hand in the initial draft, you will not be given the feedback needed to succeed with this assignment. The final product will include your model and a thorough paper that incorporates the theory, relevant course material, as well as your personal narrative.

### **Film or Literature Review 10pts**

From a list of preapproved materials, you will provide a written review and critique of a film or a piece of literature that captures an aspect of adolescent development and apply course content.

### **Topics in Adolescent Development Forum 15pts**

Each student will participate collaboratively in a group to create an extension that adds to our learning and thinking. These topics will not come directly from the text, rather from current events. Students will use a current event of social importance related to

adolescent development to engage the class (e.g., show a short video clip, a short article to read, a song, a Google Slide presentation) and facilitate a short group discussion during our virtual class. Groups will sign-up for a week they wish to create and facilitate a group discussion.

**Midterm Exam 15pts**

Midterm exam, short answer essay format. We will have a review. This will be held during the virtual class.

**Final Exam 20pts**

The final exam will be individual presentations using Google Slides. Each student will choose a topic from a list (list will be provided in week 4) and incorporate course material to critically think and engage with the topic. You are welcome to include empirical studies, but not required. The final exam is comprehensive and is the opportunity to show your growth and learning from our time together. I will provide feedback on drafts you share leading up to the due date.

**Summary:**

Virtual-Class Assignments	10 points
Coming of Age Narrative	10 points
Film or Literature Review	10 points
Biological Model and paper	20 points
Forum (group assignment)	15 points
Midterm Exam	15 points
Final Exam/Presentation	<u>20 points</u>
	100 possible points

Revisions are an option for almost all of the assignments in this class, should you choose (except for virtual-class assignments). The only caveat is that work is turned in on time and revisions must clearly reflect incorporated feedback. I will keep grading, but I will not keep grading the same assignment.

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

**Late Assignment Policy**

Unless we have communicated, and I have responded otherwise, I will not accept late assignments.

## **College Policies**

### **LBCC Email and Course Communications**

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account.

### **Disability and Access Statement**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call (541) 917-4789.

### **Statement of Inclusion**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

### **Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

### **Campus Police/Emergency Resources**

You may review emergency services and resources at the LBCC [Public Safety website](#). Campus Safety can be reached using the 'Code 2' button on any campus phone or by dialing x411 on campus or (541) 917-4440 off campus. Dial 911 for off campus emergencies.

<https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/public-safety>

## **Campus Resources**

## **Learning Center**

Many resources, such as the Learning Center and the Writing Desk, are available to you as a student. These resources are described in the student services section of the schedule of classes.

## **Library**

Computers and printing available.

## **Center for Accessibility Resources**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.

## **Changes to the Syllabus**

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

## Class Calendar or Schedule

Readings:

Week 1: Chapter 1; [Johnson, M. K., Crosnoe, R., & Elder, G. H. \(2011\). Insights on adolescence from a life course perspective. Journal of Research on Adolescence, 21\(1\), 273- 280](#)

Week 2: Chapter 11; Chapter 14

Week 3: Chapter 12

Week 4: Chapter 13

Week 5: Chapter 15

Week 6: Chapter 16

Week 7: [Berona et al. \(2018\) Trajectories of Sexual Orientation from Adolescence to Young Adulthood: Results from a Community-Based Urban Sample of Girls.](#)

Gender identity development in the shadow of socialization: a grounded theory approach.

[Cooper, C. R., Gonzalez, E. & Wilson, A. \(2015\). Identities, cultures, and schooling: How students navigate racial-ethnic, indigenous, immigrant, social class, and gender identities on their pathways through school. In K. McLean & M. Syed \(Eds.\), The Oxford handbook of identity development. \(pp. 299-318.\) New York: Oxford University Press.](#)

[Umaña-Taylor, A., et al. \(2017\). A Small-Scale Randomized Efficacy Trial of the Identity Project: Promoting Adolescents' Ethnic–Racial Identity Exploration and Resolution.](#)

Week 8: Chapter 17

Week 9: [Crone, E.A., Konijn, E.A. Media use and brain development during adolescence. Nat Commun 9, 588 \(2018\) doi:10.1038/s41467-018-03126-x](#)

[Benefits and Costs of Social Media in Adolescence](#)

[Yalda T. Uhls, Nicole B. Ellison and Kaveri Subrahmanyam](#)

[Pediatrics November 2017, 140 \(Supplement 2\) S67-S70; DOI:](#)

<https://doi.org/10.1542/peds.2016-1758E>

Sexting: adolescents' perceptions of the applications used for, motives for, and consequences of sexting.

Week 10: [Branje, S. \(2018\). Development of Parent–Adolescent Relationships: Conflict Interactions as a Mechanism of Change.](#)

[Kjellstrand, J \(2018\) Children of incarcerated parents: Development of externalizing behaviors across adolescence.](#)

[Nicole, A. \(2019\). Mindfulness as a Promoter of Adaptive Development in Adolescence](#)

Final: None



<b>Week</b>	<b>Readings</b>	<b>Topic</b>	<b>Activities</b>	<b>Due dates</b>
1	Ch. 1, 2, Johnson et al., 2011 article	Intro to class, Intro to developmental science	Discussion board #1, Introductions, Presentation on Intro to development, Life course assignment	Discussion boards due on Friday at midnight
2	Ch. 11, 14	Physical Development in Middle Childhood & Adolescence	Discussion board #2; Personal bioecological model assignment	Discussion boards, and draft model due Friday at midnight
3	Ch. 12	Cognitive Development in Middle Childhood	Discussion board #3	Discussion boards due on Friday at midnight
4	Ch. 13	Emotional & Social Development in Middle Childhood	Discussion board #4, Topic for final exam chosen	Discussion boards due on Friday at midnight
5	Ch. 15	Cognitive Development in Adolescence	Discussion board #5, Mid-term	Discussion boards due on Friday at midnight
6	Ch. 16	Emotional & Social Development in Adolescence	Discussion board #6	Discussion boards due on Friday at midnight
7	Articles	Sexual & Gender Identity Development	Discussion board #7, Film or Literature Review	Discussion boards due on Friday at midnight
8	articles	Navigating Racial or Ethnic Identity Development	Discussion board #8	Discussion boards due on Friday at midnight
9	Ch. 17	Emerging Adulthood	Discussion board #9	Discussion boards due on

<b>Week</b>	<b>Readings</b>	<b>Topic</b>	<b>Activities</b>	<b>Due dates</b>
				Friday at midnight
10		Social Media & Community Context	Guest speaker, personal bioecological model and paper, Discussion board #10	Discussion boards due on Friday at midnight
		Wrap-up	Review	
Final		Final Presentations		