

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

## **General Information**

### **Instructor Information and Availability**

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

Phone: 541-917-4296 (office)

E-mail address: hokek@linnbenton.edu

Office hours: 6-7 PM Monday 8:30-9:30PM via Zoom

Office number/ Location of office hours: IA 231A

### **Course Information**

Course name: School Age and Adolescent Development

Section number: 229

CRN: 30394

Scheduled time/days: Monday and Wednesday/ 4:00 - 5:50 PM

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, and observing class and instructor culture of inclusion and diversity. 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.

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.

#### **Use of cell phones**

Please refrain from using cell phones to make or receive calls and/or text messages while in class. If you must have a cell phone on, it must be in silent mode at all times during the class. If you have an emergency call coming in during the class, make sure to take it outside the classroom. If you are using a laptop in class, I will assume this is for note taking purposes during lectures. I expect that you will use it for the purposes of class only and to treat our classroom environment in a professional manner. If there are interruptions due to technology, I will ask you to leave which could result in loss of graded activity points.

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 classroom environment that encourages active, effective and respectful activities, discussion and learning.

## **Guidelines for communication**

Campus email is the best way to communicate with me outside of the 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.

## **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 12 random (not on syllabus) in-class assignments. I will count 10 towards your final grade. These cannot be made up.
3. Regardless of days missed, assignments are due on assigned due dates.
4. Communication is critical. If extenuating circumstances arise, come talk to me.

## **Testing**

Final Exam is Wednesday, March 22, 2020 at 4 PM in IA 201B

## **Grading**

Assessment breakdown:

### **In-class assignments 20pts (for all 10 assignments)**

Throughout the term there will be in-class activities designed to engage course material in critical thinking. This will include group work, reflective writing, and other activities. These assignments cannot be handed in late, and there is no alternative. I have built-in extra in-class assignments to provide you more flexibility.

### **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. The goal of the assignment is to engage your own experience of adolescent development. You may choose to focus on any one of the Life Course themes in the Elder paper and explore it within your own lived experience.

**Personal Bioecological Model 10pts**

Each student will design a personal bioecological model of their development. The draft of the model is due the end of the second week, and a revised model- reflecting course content will be due week 10.

**Film or Literature Review 10pts**

From a list of preapproved materials, you will review and critique 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 work in a group to create and facilitate a group discussion about an element of social importance related to adolescent development. Groups will sign-up for a week/topic they wish to create and facilitate a group discussion. This assignment is graded as a group effort, and each group member will offer feedback on their teammates' contributions.

**Midterm Exam 15pts**

Midterm exam, short answer essay format.

**Final Exam 20pts**

The final exam will be individual presentations. Each student will choose a topic from a list (list will be provided in week 4) and incorporate course material.

**Summary:**

In-Class Assignments	20 points
Coming of Age Narrative	10 points
Film or Literature Review	10 points
Biological Model	10 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 in-class assignments). The only caveat is that 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**

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### **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>Days</b>	<b>Topic</b>	<b>Prep</b>	<b>Activities in class</b>	<b>Due dates</b>
1	M 1/6	Intro to class, Intro to developmental science		Syllabus review, Introductions, Presentation on Intro to development	-
	W 1/8	Intro to developmental science	Ch. 1	Chapter 1 Discussion, Presentation on Ch.2, assign article & Life Course Assignment	1/13
2	M 1/13	Physical Development in Middle Childhood	Ch. 11	Presentation on Ch. 11; assign personal bioecological model assignment	Draft 1/15 Final 3/11
	W 1/15	Physical Development in Adolescence	Ch. 14	Presentation on Ch. 14	
3	M 1/20	NO CLASS			
	W 1/22	Cognitive Development in Middle Childhood	Ch. 12	Presentation on Ch. 12	
4	M 1/27	Emotional & Social Development in Middle Childhood	Ch. 13	Presentation on Ch. 13	
	W 1/29	Emotional & Social Development in Middle Childhood	Ch. 13	Presentation on Ch. 13, choose topic for final, check-in on bioecological models	Drafts 2/3, 3/4 Final 3/16, 3/18
5	M 2/3	Cognitive Development in Adolescence	Ch. 15	Presentation on Ch. 15, Mid-term review	
	W 2/5	Cognitive Development in Adolescence	Ch. 15	Mid-term	
6	M 2/10	Emotional & Social Development in Adolescence	Ch. 16	Presentation on Ch. 16, assign film & literature review assignment	2/19
	W 2/12	Emotional & Social Development in Adolescence	Ch. 16	Presentation on Ch. 16, assign articles for next week's presentation and discussion	
7	M 2/17	Sexual & Gender Identity Development	Articles	Presentation and discussion	
	W 2/19	Navigating Racial or Ethnic Identity Development	Articles	Presentation and discussion	
8	M 2/24	Emerging Adulthood	Ch. 17	Presentation on Ch. 17	
	W 2/26	Emerging Adulthood	Ch. 17	Presentation on Ch. 17, assign articles on social media	
9	M	Social Media	articles	Presentation and discussion	



<b>Week</b>	<b>Days</b>	<b>Topic</b>	<b>Prep</b>	<b>Activities in class</b>	<b>Due dates</b>
	3/2				
	W 3/4	Social Media	articles	Presentation and discussion	
10	M 3/9	Community Context	articles	Guest speaker, presentation and discussion	
	W 3/11	Wrap-up		Review	
Final	M 3/16	Final Presentations			
	W 3/18	Final Presentations			