Adolescent Development
FCD 3394
Fall 2018

Time and Location
Wednesdays 5pm to 7:50pm
FCS 135

Instructor
Samantha Reisz, Ph.D.
Office: FCS 108
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Phone: (512) 245-1521
Office Hours: Wednesdays and Thursdays 3:45pm to 4:45pm and by appointment

Course Description
This course will review adolescent development and examine adolescence as a developmental period in the context of current critical issues for families and society. The course will focus on specific techniques to analyze and assist the development of adolescents. Emphasis will be on theory and research as it explains the developmental process.

Textbook & Readings
Required textbook:
Steinberg, L. (2016). *Adolescence*. (11th ed.). New York: McGraw-Hill.

Additional required readings will be posted electronically through TRACS.

All required readings should be completed ***before*** *class on the day for which they are listed.* Students are expected to stay current with assigned readings. Students are responsible for all assigned readings even if not covered in class lectures.

Course Goals
1. Recognize the developmental norms of adolescence within family, peer, and school contexts.
2. Identify problems and challenges faced by contemporary adolescents.
3. Identify protective factors that facilitate healthy adolescent development and adjustment.
4. Identify and analyze current social and policy issues affecting adolescents.
5. Relate knowledge of research concerning adolescence to personal needs, attitudes, and values.
6. Understand the role of diversity in adolescent development.

Course Expectations

Attendance
FCD 3394 meets once a week for 150 minutes. Attendance and participation are required for success in this course. Students who miss more than 2 classes may see an impact on their grade.

If there are extenuating circumstances that interfere with your ability to attend class regularly, please contact Dr. Reisz as soon as possible to figure out an alternate solution.

Classroom Expectations
Students are expected to arrive on time and ready to engage in class activities. Participation opportunities will include large and small group discussions, class activities, and group presentations. Class will begin promptly at 5p.m. and a 10-minute break will be provided in the middle of each class.

Cell phones must be *put away on silent* during class unless otherwise arranged with Dr. Reisz (e.g., if you have children and need your phone available in case of emergencies). Texting during class will NOT be tolerated and may result in your phone being taken away for the remainder of class.

Notes can be taken on computers or by hand. *Abbreviated* slides for the day's lecture will be posted on TRACS by the start of each class. You must attend class to get complete notes.

TRACS
This course uses TRACS for distributing course materials and *submitting all written work*. Lecture materials will be made available on TRACS by the start of each class session.

Sexual Content in This Course
The material in this class sometimes includes discussion of sexuality and perhaps topics or language that some students may be sensitive to, or find personally objectionable. Please contact the instructor if you are worried about how the material will affect your ability to learn and be engaged in class and we can explore alternatives that will support your learning.

Academic Honesty – Honor Code
<u>All work submitted for credit must be the student's original work</u>. Dishonesty violates the Texas State University-San Marcos Honor Code. Academic dishonesty includes cheating, plagiarism, collusion, and falsifying academic records—or an attempt to do so. A submitted assignment of questionable origin will be investigated and be subject to the disciplinary actions recommended under the TSU policies. Honor Code - see UPPS No. 07.10.01
www.txstate.edu/effective/upps/upps-07-10-01.html

Accommodations
Students who will require accommodations to participate in this course should contact the instructor during the first week of classes and provide documentation from the Office of Disability Services. For assistance with documentation, please contact the Office of Disability Services: www.ods.txstate.edu (512) 242-3451 (voice and TTY)

Inclusivity Statement
The instructor is committed to equal access to opportunity, facility, and treatment for everyone, regardless of race, creed, national origin, age, gender, sex, physical ability, and/or sexual orientation. Texas State believes that freedom of thought, innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning

environment, the university has a special responsibility to seek diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance, and mutual respect. All students are expected to abide by the same inclusivity principles in interactions with the instructor and with fellow students. Discriminatory behavior will not be tolerated in this course.

Grading

Grading

Final grades are based on the total accumulation of points accrued from course assignments. Grades are assigned using the following percent distribution:
A = 90.00 to 100
B = 80.00 to 89.99
C = 70.00 to 79.99
D = 60.00 to 69.99

Assignment	**Points**
Exam 1 – October 3rd	100 points
Exam 2 – November 7th	100 points
Exam 3 – December 7th	100 points
Media paper – December 5th	100 points
In-class assignments – 5 @ 15 points each	75 points
Total:	**475 points**

Pay attention to due dates!

Assignments

Exams

Exam 1: October 3rd
Exam 2: November 7th
Exam 3: December 7th

- Three noncumulative exams will be given in this course, worth 100 points each.
- Exam questions will cover class lectures, discussions, and required readings. Question format can include objective multiple choice, matching, true/false, and short answer.
- Individual students with conflicts or serious problems may take a final at an alternative time if they secure permission from the instructor early in the semester. Not taking an exam as scheduled will result in a grade of 0, unless prior arrangements are made with the instructor. Make-up exams will be given during the final exam period.

In-class assignments

75 points – 5 assignments @ 15 points each

Students will complete 5 in-class assignments worth 15 points each throughout the semesters. Assignments will be based on class discussions and readings. In-class assignments will not be announced beforehand, so you must attend class in order to participate. To offset any possible absences, more than 5 in-class assignments will be offered. If more than 5 are completed, the additional in-class assignment(s) will count as extra credit.

<u>Media paper</u>
Due: December 5th by 4:59pm
100 points
Adolescence is the focus of countless movies. Pick a film that focuses on adolescents and watch it, taking notes on aspects of adolescent development that you notice based on information learned in this course. Write a 3-4 page paper identifying 2 to 4 aspects of the film that illustrate concepts covered in this class. A detailed assignment description, grading rubric, and example papers will be posted on TRACS.

- Requirements for all papers:
  - Papers must be submitted through TRACS. Paper copies *will not* be accepted.
  - Papers should be submitted to TRACS as a .doc or .docx file.
  - All submitted papers should have a document title (i.e., what you name the document when you save it) that begins with your last name → example: Reisz _ adolescence media paper.docx
  - Late papers will receive a 10% point deduction for each day (i.e., 24-hour period) that it is late. Note that papers submitted after class begins at 5pm will be considered late.
- Grading for all papers:
  - Content: 85 points
    - Information regarding theory and development is correct, connections make sense, descriptions are clear and understandable, etc.
  - Grammar and writing mechanics: 10 points
  - Formatting: 4 points
    - All papers should be double-spaced, 1-inch margins, font Times New Roman, font size 12, and include title page with your name and the title of the paper
  - Document title begins with last name: 1 point

Course Outline

Note: Syllabus is subject to change at instructor's discretion. Any changes to course schedule will be communicated to students in a timely manner.

Topic	Readings	Prep & Assignments Due
Week 1 – August 29th		
Intro to class & Theories of adolescence	**Review the syllabus.** Bring any questions about the syllabus to class.	
Week 2 – September 6th		
Study of adolescence & Biological transitions	**Required:** • Introduction – The study of adolescent development • Chapter 1 – Biological transitions	
Week 3 - September 12th		
No class - Adolescents in film	**No Class** Outside of class, watch a movie that features adolescents and take notes on it. Make connections between the movie and course content discussed thus far.	Watch a movie featuring adolescence and take notes, making connections between the film and course content thus far.
Week 4 – September 19th		
Cognitive & Social transitions	**Required:** • Chapter 2 – Cognitive transitions • Chapter 3 – Social transitions	Bring your movie notes from last week to class to discuss with classmates
Week 5 – September 26th		
Schools Guest Speaker: Alaina Boyle	**Required:** • Chapter 6 – Schools • Review Chapters 2 & 3 on cognitive and social transitions	
Week 6 – October 3rd		
Exam 1	In-class review for first 30 to 45 minutes --Break-- Exam begins by 6pm	**Review:** • Chapters: Intro, 1, 2, 3, 6 • Topics: Theories, study of adolescence, biological transitions, cognitive transitions, social transitions, schools

Week 7 – October 10th		
Families	**Required:** • Chapter 4 - Families **Choose 1 to read in-depth. Take notes and come to class with 2 to 3 discussion questions:** • Hans & Thullen (2009) The relational context of adolescent motherhood • Noller (2005) Sibling relationships in adolescence- Learning and growing together • Milburn & Lightfoot (2013) Adolescents in Wartime U.S. Military Families- A Developmental Perspective on Challenges and Resources • Mills-Koonce et al (2018) The Significance of Parenting and Parent–Child Relationships for Sexual and Gender Minority Adolescents • Attar-Schwartz (2009) Grandparenting and Adolescent Adjustment in Two-Parent Biological, Lone-Parent, and Step-Families • Blewitt et al (2016) Associations between parent–child relationship quality and obesogenic risk in adolescence- a systematic review of recent literature • King (2009) Stepfamily Formation- Implications for Adolescent Ties to Mothers, Nonresident Fathers, and Stepfathers	Bring 2-3 discussion questions to class on the reading that you chose
Week 8 – October 17th		
Social lives of adolescents	**Required:** • Chapter 5 – Peer groups • Chapter 7 – Work, leisure, and media	
Week 9 – October 24th		
Identity development	**Required:** • Chapter 8 – Identity	
Week 10 – October 31st - Happy Halloween!		
Autonomy	**Required:** • Chapter 9 – Autonomy	
Week 11 – November 7th		
Exam 2	In-class review for first 30 to 45 minutes --Break-- Exam begins by 6pm	**Review:** • Chapters: 4, 5, 7, 8, 9 • Topics: Families, peers, work, leisure, and media, identity, autonomy

Week 12 – November 14th		
Psychological challenges & Therapeutic approaches	**Required:** • Chapter 13 – Psychosocial problems in adolescence **Choose 1 to read in-depth. Take notes and come to class with 2 to 3 discussion questions:** • Perryman (2015). Child-Centered Expressive Arts and Play Therapy- School Groups for At-Risk Adolescent Girls • Diamond et al (2003) Attachment-Based Family Therapy for Depressed Adolescents- Programmatic Treatment Development • Rogers & Pickett (2010). Play in Therapy of Adolescents with Eating Disorders • Coastworth et al (2002) Familias Unidas- A Family-Centered Ecodevelopmental Intervention to Reduce Risk for Problem Behavior Among Hispanic Adolescents • Liddle (2004) Family-based therapies for adolescent alcohol and drug use- Research contributions and future research needs • Lustig et al (2004) Review of Child and Adolescent Refugee Mental Health	Bring 2-3 discussion questions to class on the reading that you chose
Week 13 – November 21st **No Class – Happy Thanksgiving!**		
Week 14 – November 28th		
Intimacy & Sexuality	**Required:** • Chapter 10 - Intimacy • Chapter 11 – Sexuality	
Week 15 – December 5th		
Achievement & Emerging adulthood	**Required:** • Chapter 12 – Achievement • Arnett (2007) Emerging Adulthood: What is it and what is it good for?	**Due: Media Paper** Review material for Exam 3 and bring any questions you have to class
Finals Week – Good luck and have a wonderful winter break! **Exam 3** **Date: Friday, 7 December 2018** **Time: 5pm to 7:30pm** **Topics Covered:** • Chapters: 10, 11, 12, 13, and Arnett (2007) • Topics: Intimacy, sexuality, achievement, psychosocial problems, emerging adulthood		