

Course Outline, Spring, 2008

Instructor: Dr. Lloyd D. Noppe
Middle Childhood and Adolescence
HUM DEV-332-1: TR, 9:30-10:45, MAC 109 (3593)
HUM DEV-332-2: TR, 11:00-12:15, MAC 109 (3595)

Office: MAC C 314, 465-2372
Hours: M - R, 12:30 - 2:00;
and by appointment
E-mail: noppel@uwgb.edu

Description:

This semester we will concentrate on the portions of the lifespan from middle or later childhood continuing through adolescence and emerging adulthood by exploring the changes and events of this period, learning about the procedures designed to investigate relevant issues, studying major research findings, examining a variety of theoretical approaches, and deriving appropriate applications. Some of the topics emphasized by a biological, sociocultural, and psychological interdisciplinary focus include cognition and intelligence, gender role and family socialization, physical and sexual growth, morality and values, self-concept, peer relations, and developmental deviations such as delinquency and eating disorders.

Due to the extent of change during this phase of development and its direct pathway toward the adulthood years, middle childhood and adolescence has been regarded as highly significant by most psychologists, educators, biologists, sociologists, and others. I hope this course will enable you to better appreciate your own growth, foster greater understanding of your own parent and/or child relationships, and help to enhance your career objectives. If you study and prepare for class thoroughly, as well as actively participate and ask questions, you should both learn much and enjoy yourself. **READING ON SCHEDULE AND CLASS ATTENDANCE AND ACTIVE PARTICIPATION IS EXPECTED!**

Objectives:

From Human Development Student Learning Outcomes <http://www.uwgb.edu/humdev/htm>
Basic Skills 1, 3, 4; Theoretical Knowledge 1, 2; Research 1, 2, 3, 4; Application 1, 2, 4;
Diverse Context 1, 2.

Course Text: [PLEASE BRING THIS BOOK TO CLASS!]

Blume, L. B., & Zembar, M. J. (2007). *Middle childhood to middle adolescence: Development from ages 8 to 18*. Upper Saddle River, NJ: Pearson.

Grading Requirements:

- (1) participate in a group project and class presentation--topics selected in about 2 weeks
- (2) do **at least one** of the **2** regular essay exams (see dates on reverse side)
- (3) complete an individual project—choose either a term paper **or** service learning
- (4) take the final essay exam during final exam week (see date on reverse side)

If you do both regular exams, I will drop the lowest grade of the two. Each of the **4** components of your grade is worth 25%, and further details about individual and group projects will be provided in separate handouts next week.

SYLLABUS

<u>Dates</u>	<u>Topics</u>	<u>Readings</u>
1/22	Introduction and Course Overview	
1/24, 29	Theoretical and Historical Background	Ch. 2 & 7
1/31, 2/5	Research Methods (select group projects)	Ch. 1 & Appendix
2/7, 12	Cultural Influences on Development	
2/14, 19	Biological Changes and their Consequences	Ch. 3 & 8
2/21	EXAM I	
2/26, 28	Intellectual Growth & Cognitive Processes	Ch. 4 & 9
3/4, 6	Identity Formation and the Self	Ch. 5 & 10
3/11, 13	Peer Relations and Morality	Ch. 6 & 11
3/16-3/23	SPRING BREAK	
3/25	<i>Meet with project groups and instructor</i>	
3/27	EXAM II	
4/1, 3, 8	<i>Meet with projects groups and instructor</i>	
4/10	Family Changes, Styles and Interactions	
4/15	Schools and Careers	
4/17	Media Influences	
4/22	Adolescent Sexuality	
4/24	Delinquency and Gangs	
4/29	Substance Use and Abuse	
5/1	Depression and Suicide	
5/6	Eating Disorders	
5/8	Transitions to Adulthood and Conclusions	Ch. 12
5/20, 15	FINAL EXAM: Sec. # 1 (T, 8:00 – 10:00), Sec. # 2 (R, 10:30 – 12:30)	