

# Middle Childhood & Adolescence

Hum Dev 332 – 2 (SIS#: 10671)

Fall 2009

M, W, F from 11:40 AM – 12:35 PM in **WH 214**

## **PROFESSOR:**

Dr. Melissa P. Schnurr

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Office hours: Tuesday 10-11:30 & 12:30-2; Thursday noon-3; by appointment

## **COURSE DESCRIPTION:**

This course is a survey of the portions of the lifespan from middle childhood through adolescence and emerging adulthood. It is designed to help you become familiar with the various physical, cognitive, and socioemotional components involved in understanding human development during middle childhood through adolescence. This also includes an understanding of the various contexts in which youth develop, such as family, peer groups, school, and work. Students will also learn about how scientists and researchers study child and adolescent development and the theories they use to guide their research. A final goal of this course is to encourage students to think critically about this period of the lifespan, the information that is known about this developmental period, and how this applies to students' experiences, other classes and arenas outside academics.

**LEARNING OUTCOMES:** By the end of the course, students will have demonstrated an understanding of:

1. empirical research on child and adolescent development and related issues;
2. how family, peer, school, and work contexts affect the transition into middle childhood and adolescence;
3. how human development occurs as a result of the interaction of the physical, social, emotional, and cognitive systems; and
4. the vital importance of studying children and adolescents to better understand adulthood.

This course is also designed to address each of the five Departmental Learning Outcomes (See:

<http://www.uwgb.edu/humdev/about/outcomes.asp>)

## **REQUIRED TEXTS:**

Steinberg, L. (2008). *Adolescence*. (8<sup>th</sup> Edition). McGraw-Hill Publishing Company.

Drysdale, M., & Rye, B. (2009). *Taking Sides: Clashing Views in Adolescence*. (2<sup>nd</sup> Edition). McGraw-Hill Contemporary Learning Series.

## **E-RESERVE CHAPTERS:**

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

## **COURSE FORMAT:**

Course content will be presented with a variety of approaches including lecture, class discussion, audio/visual presentations, and group activities. Appropriate text and activities along with subtopics to be discussed are all listed by date in the syllabus. Exam dates and due dates for homework assignments are noted in the syllabus as well. Handouts and announcements will be posted on D2L. Several assignments will be turned in via D2L.

**EVALUATIONS (500 points total):****(1) Topic of the Week (TW)** (155 points/31 percent)

Each Friday will be dedicated to the “topic of the week”. Topics are designed to increase students’ critical thinking skills as well as increase students’ knowledge of empirical research on adolescents. “Topic of the week” is made up of three related assignments: posting a peer-reviewed journal article with a summary of findings on the D2L discussion board, responding to two classmates’ articles/summaries on the D2L discussion board, and reflecting on classmates’ debates. Instructions for each assignment are discussed in more detail below. The total points possible for “topic of the week” assignments are 155 points. Due dates are noted in the Course Calendar. **Postings on D2L are due by noon the day that they are due.**

**(2) Movie / Book Review** (70 points/14 percent)

Each student will also be required to complete a written report applying the materials discussed in the course to a movie or book of their own selection. Instructions for this assignment are discussed in more detail below. Each report will be worth 70 points. Due dates are noted in the Course Calendar. **Papers should be turned in via D2L by noon the day that they are due.**

**(3) Exams** (159 points/32 percent)

Three multiple-choice and short answer exams will be given during class, as noted in the Course Calendar. Exams will include 40 multiple-choice questions and up to five short answer questions. Each exam will be worth 53 points. Exams will cover material presented in class and in the readings. Exam III is not comprehensive. Please be **on time** for the exams. If you must miss an exam due to an emergency or University function, notice must be given to the instructor prior to the exam date. If no prior notice is given, a make-up essay exam will be administered within one week of the missed exam date. The use of ANY mobile electronic devices during exams is PROHIBITED (e.g. cells phones, PDA’s, calculators, MP3 players, etc.). Additional details about exams will be provided during class.

**(4) Short Assignments** (80 points/16 percent)

Over the course of the semester, 10 short assignments (case studies, reflection/thought papers, etc.) will be given randomly at the instructor’s discretion. Each of the assignments will aim to apply class concepts to real world situations and/or students’ lives. Some assignments may require out-of-class time as well as in-class time. Each assignment will be worth 10 points and the TWO lowest scores will be dropped from the final grade. If a student is absent the day the assignment is given, 0 points will be given for that assignment. Short assignments that require out-of-class time will be due at the beginning of the next class period. **Short assignments cannot be made up or rescheduled as they apply to that day’s topic.**

**(5) Class Attendance and Participation** (36 points/7 percent)

Class courtesy is particularly important where strong and divergent positions are held about a topic, such as the topic of this class. Class will be conducted in an informal, relaxed manner, and class members will have ample opportunity to ask questions, share points of view, and dialogue with one another about aspects of adolescent development discussed in class, always with respect for others and their points of view. As part of your overall evaluation in the class, you will be awarded **36 points** for participation as determined by your class involvement throughout the semester. **As such, you are expected to contribute to class discussions.**

**GRADING SCALE:**

A: 463-500 points

AB: 438-462

B: 413-437

BC: 388-412

C: 363-387

CD: 338-362

D: 298-337

F: 0-297

**SUMMARY OF EVALUATIONS (due by NOON):**

Peer-reviewed journal article, summary – September 18; Responses – Oct 16	25 points possible
<b>Exam I – October 2</b>	53 points possible
Debate	50 points possible
Debate connection paper – due on debate days – <u>these can not be made up</u>	80 points possible
<b>Exam II – October 30</b>	53 points possible
Movie/book review - November 20	70 points possible
<b>Exam III – Friday, December 18, 1-3PM</b>	53 points possible
Short assignments	80 points possible
Class attendance and participation	36 points possible
<b>TOTAL POINTS POSSIBLE</b>	<b>500</b>

**COURSE POLICIES:****ACADEMIC HONESTY**

Students are expected to complete their own work. Cheating and plagiarism **will not be tolerated** on exams or any assignments, and will be directly confronted and handled according to the procedures defined in the UWGB student handbook (see [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/pdfs/uws014.pdf](http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf)).

**LATE ASSIGNMENTS**

All work assigned must be completed on time. No late assignments will be accepted. In the event of a documented emergency or University function, assignments will be accepted. Documentation is required for all emergencies and notification of missing class must occur prior to missing class. Late assignments will NOT be accepted if technological difficulties, forgetting to hand in the assignment, or putting it under my door, to name a few, are involved.

**IDENTIFICATION ON ASSIGNMENTS/EXAMS**

To ensure that the evaluation of the paper and exams is as fair and unbiased as possible, students' names should **NOT** be included on the front of the paper or the short answer portion of the exams. Instead, the last nine digits of the student's UWGB ID should be used on the front, whereas names should be on the last page of the paper and on the back of exams.

**ATTENDANCE**

Attendance is expected. If you have to miss class, get the notes from a reliable classmate. You cannot obtain missed notes from the instructor. Students are responsible for ALL material and assignments presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is in the text.

**ACCOMMODATIONS**

If you need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 920-465-2841 in room 1700, Student Services Building, or contact the office using the online contact form at: <http://www.uwgb.edu/ds/contact/index.asp> for information regarding available options. Reasonable accommodations can be made unless they alter the essential components of the class.

**EVALUTATION CONCERNS**

If a student feels that he/she has been evaluated unfairly or inaccurately, the student should provide the instructor with a written argument addressing why the evaluation was unfair or inaccurate in order to address the concern within 72 hours of the grade being posted. The written argument should be based on facts and be at least ½ page long, typed, double spaced, 12-point font, 1-inch margins.

**TENTATIVE\* COURSE CALENDAR (BZ = Blume & Zembar on e-reserve)**

Week	Date	Topic	Readings	Assignment Due
1	9/4	Syllabus; Introduction	Introduction; BZ Pg. 34-39	
2	9/7 9/9 9/11	NO CLASS Internet Search/Research (TW) Biological Transitions	Ch. 1; BZ Pg. 63-71, 80-88	
3	9/14 9/16 & 9/18	Biological Transitions Cognitive Transitions	Ch. 2; BZ Pg. 98-106; 112-115	Journal article/summary posting due <b>September 18 by noon</b>
4	9/21 & 9/23 9/25	Social Transitions Debate #1 (TW)	Ch. 3; NO BZ Pg. Taking Sides	Debate Group #1; Movie/book approved by <b>September 25</b>
5	9/28 & 9/30 10/2	Families <b>EXAM I</b>	Ch. 4; NO BZ Pg.	
6	10/5 & 10/7 10/9	Peer Groups Debate #2 (TW)	Ch. 5; BZ Pg. 188-192 Taking Sides	Debate Group #2
7	10/12 & 10/14 10/16	Schools Debate #3 (TW)	Ch. 6; BZ Pg. 194-195 Taking Sides	Debate Group #3; Responses to article posting due <b>October 16 by noon</b>
8	10/19 & 10/21 10/23	Achievement Debate #4 (TW)	Ch. 12; BZ Pg. 144-150 Taking Sides	Debate Group #4
9	10/26 & 10/28 10/30	Work & Leisure <b>EXAM II</b>	Ch. 7; NO BZ Pg.	
10	11/2 & 11/4 11/6	Identity Debate #5 (TW)	Ch. 8; BZ Pg. 133-144 Taking Sides	Debate Group #5
11	11/9 & 11/11 11/13	Autonomy Debate #6 (TW)	Ch. 9; BZ Pg. 151-153; 167-177 Taking Sides	Debate Group #6
12	11/16 & 11/18 11/20	Intimacy Debate #7 (TW)	Ch. 10; BZ Pg. 178-179 Taking Sides	Debate Group #7; Movie/book review due <b>November 20 by noon</b>
13	11/23 & 11/25 11/27	Sexuality <b>THANKSGIVING BREAK</b>	Ch. 11; NO BZ Pg.	
14	11/30 & 12/2 12/4	Psychosocial Problems Debate #8 (TW)	Ch. 13; BZ Pg. 154-156; 187-188 Taking Sides	Debate Group #8
15	12/7 & 12/9 12/11	Special Topics Debate #9 (TW)	Taking Sides	Debate Group #9
16	12/14 (Mon) 12/18 (Fri)	Review Day <b>EXAM III</b> at 1-3 PM		

**\*Note:** Although rare, the dates and topics listed above may be subject to change during the semester.

## TOPIC OF THE WEEK (TW) ASSIGNMENT DESCRIPTIONS – 165 points

Each Friday will be used to increase students' critical thinking skills and knowledge of empirical research on children and adolescents. The following is a description of each graded component of the "topic of the week":

### 1. **Peer-reviewed journal article, summary, and responses – 25 points** (Due September 18 by noon)

Each student will be asked to post a peer-reviewed journal article (as an attachment) which discusses an assigned topic from the Steinberg textbook related to middle childhood or adolescence on the D2L discussion board. Along with attaching the peer-reviewed article, the key results of the study described in the article should be posted in bullet-format along with how the result connects to the assigned text topic. In other words, the post should include at least THREE bullets (brief sentences IN YOUR OWN WORDS), each describing a key result from the study in the article and how that result connects to the assigned text topic. The full APA citation should also be included on the post.

How to find and read peer-reviewed articles will be covered in class (9/9). The following are suggested journals in which to find a peer-reviewed article:

- *Journal of Research on Adolescence*
- *Child Development*
- *Developmental Psychology*
- *Journal of Youth and Adolescence*
- *Journal of Marriage and Family*
- *Journal of Early Adolescence*
- *Psychological Bulletin*
- *American Psychologist*

In addition, students must respond to TWO of their classmates' summary postings on D2L (Due October 16 by noon). In the ONE PARAGRAPH responses, students should react to the results as well as identify how the results may inform people who work with adolescents (this may be teachers, parents, therapists, etc.). Some possible questions to consider or ideas to ponder when writing your responses include:

- What relevance does this article's topic have for future professionals in the areas of education or therapy?
- Are the results contrary to what has been taught in class? If so, what are they and why are they controversial?
- How can the results of the article provide help to future professionals?

**NOTE:** Can NOT respond to a classmate's posting that already has 2 responses; therefore, the sooner you complete this portion of the assignment, the more choice you will have in postings!!!

### 2. **Debate – 50 Points** (Topic dates to be announced in class)

The focus of the debates is to allow students the opportunity to discuss both sides of a controversial topic in middle childhood or adolescence. Each student will submit a request for their top three topics listed in the *Taking Sides* book. If at all possible, students will be assigned to their top pick. A total of 4 or 5 students will be assigned to each topic. The *instructor* will assign half of the group to the "yes" side and half of the group to the "no" side. **Therefore, it is possible that you may end up arguing opposite to what you feel about an issue.**

Debates will be held on Fridays in class starting September 25 and ending December 11 (see Course Calendar) and will coincide with the class topic for that week as much as possible. Each group member will be graded individually on their debate. **If a certain group is unable to present on their scheduled Friday, they MUST get another group to switch presentation dates with them in advance and notify the instructor of this switch. Any group member who is not present on the day of their debate will receive NO CREDIT for the debate (that is, 0/50 points for this assignment).**

Presenting groups may use the materials in the *Taking Sides* book to prepare their side of the debate. At least one other resource such as peer-reviewed journal articles, class notes, course text, Internet sites, and/or agency personnel is **also required** to enhance their presentation. Each side will have 10 minutes to present their side of the issue. Please use ALL of your allotted time when it is your turn to present. Shorter presentations will receive point deductions. After both sides have presented, 10 minutes will be allotted for rebuttal. The remainder of the time will be devoted to questions from the audience.

### Debate requirements:

1. Each *side* must prepare a **one-page outline** providing their names, the topic, their position, and the highlights of their presentation. Only one outline is required for each debate team, NOT each group member. **Font should be easy to read and at least 24 point font.**
  - Groups MUST bring the outline to class the day of their debate presentation to use on the document projector. This will help the debate presenters stay on topic as well as help classmates follow along.
2. Each member of the group MUST speak during the debate.
  - A loss of points will result for anyone who does not speak during the debate.

### Courtesy request:

The purpose of these debates is to have students investigate a controversial topic. Both sides of the issue will have equal time to present their side and to address any issues that may be raised by the opposing side. While everyone is entitled to their opinion about these topics, these opinions need to be stated in a respectful manner that is mindful of the fact that not everyone may agree with your position. To avoid instigating an emotional battle, it is advised that both debate and audience members try to stick to the facts relevant to the issue instead of any stereotypes or biases associated with it. **Passion and conviction are encouraged in these discussions, but it must be done in a tactful and professional manner.**

Each individual debater will be graded on the following criteria:	Points Possible
<b>Preparation and Knowledge of the Issue and their Position</b> <ul style="list-style-type: none"> <li>• How much did the individual speak?</li> <li>• Did the group speak 8-10 minutes?</li> <li>• Was the individual's position on the topic clear?</li> <li>• Did the individual include information from beyond the <i>Taking Sides</i> book?</li> </ul>	<b>15</b>
<b>Quality and Content of the One-Page Outline</b> <ul style="list-style-type: none"> <li>• Were the group's names, the topic, their position, and the highlights of their presentation included?</li> <li>• Was it easy to follow as the group presented?</li> </ul>	<b>5</b>
<b>Oral Presentation (Clarity, Organization, and Eye Contact)</b> <ul style="list-style-type: none"> <li>• Was the individual easy to hear and understand?</li> <li>• Was the presentation organized in a logical manner?</li> <li>• Did the individual give eye contact during the presentation? Or was the individual reading the presentation?</li> </ul>	<b>10</b>
<b>Rebuttal to Opposing Side</b> <ul style="list-style-type: none"> <li>• Did the individual discuss at least one point with the opposing side?</li> <li>• Did the individual remain on the "side" to which he/she was assigned?</li> </ul>	<b>10</b>
<b>Ability to Field Questions from the Audience</b> <ul style="list-style-type: none"> <li>• Did the individual answer questions from the audience?</li> <li>• Did the individual remain on the "side" to which he/she was assigned?</li> </ul>	<b>10</b>
<b>Total:</b>	<b>50</b>

**3. Debate connection papers – 10 points each** (Due on debate days)

During each week's debate, the remaining students in the class will be required to connect the student debate topic to course material. These papers will be written and handed in for points the day of the debate. Students should write between ½ - 1 page, including at least 3 specific ways that the debate material connects to course information. Students will be graded on their thoroughness of information and clarity of examples included. Each evaluation will be worth 10 points and the lowest ONE will be dropped, for a potential total of 80 points (a 'free' 10 points is awarded to each student on their debate day). **Therefore, attendance on debate days is mandatory to get credit for the activity. THESE POINTS CAN NOT BE MADE UP.**

**MOVIE/BOOK REVIEW – 70 points**

(Due: Nov. 20 by noon via D2L)

Each student must choose one movie or book that features children or adolescents (ages 8-21). This assignment requires that students apply the information they learned in class and in the textbook to the characters in the movie or book. The instructor will provide a sign-up sheet to record each student's selected movie or book title for approval (multiple students can select the same movie or book). **All students MUST have prior approval on their selection (Due by September 25).** Any changes made to the recorded selection must also be approved by the instructor. The grading criteria are specified in the rubric below.

Papers must be written in APA format with 1" margins, 12 point font (Times New Roman or Arial), double spaced, and include within text citations and a reference list. If all criteria are followed for an 'A' paper in the rubric below, paper length will range between 5 and 6 pages.

**Suggestions for movies (others are allowed with approval):**

Sixteen Candles	Pretty in Pink	Clueless
Breakfast Club	One Crazy Summer	Girl Interrupted
Napoleon Dynamite	Mean Girls	10 Things I Hate About You
Stand by Me	Scream	Grease
Ferris Bueller's Day Off	Thirteen	The Virgin Suicides
Dead Poet's Society	Rebel Without a Cause	Can't Hardly Wait
Sisterhood of the Traveling Pants	Thirteen Going on Thirty	Dazed and Confused

**Suggestions for books (others are allowed with approval):**

The Outsiders	The Adventures of Tom Sawyer	Little Women
Lord of the Flies	Running With Scissors: A Memoir	The Chocolate War
Catcher in the Rye	Are You There God, It's Me Margaret	

**SEE RUBRIC ON NEXT PAGE**

	<b>A - B</b>	<b>BC to CD</b>	<b>D - F</b>	
	<b>10 9</b>	<b>8 7 6 5</b>	<b>4 3 2 1 0</b>	<b>/10</b>
<b>Introduction:</b>	Gave the title and date of the movie or book. Provided a brief overall summary of the movie or book (be brief – <b>no more than one page</b> ). Described how the adolescents were portrayed in the movie or book ( <b>at least 3 sentences</b> ).	Did not give title or date. Summary of movie or book is between 1 and 1.5 pages. Brief description of how adolescents were portrayed ( <b>less than 3 sentences</b> ).	Did not give title or date. Summary of movie or book is over 1.5 pages. No description of how adolescents were portrayed.	
	<b>30 29 28 27 26 25 24 23 22</b>	<b>21 20 19 18 17 16 15 14</b>	<b>13 12 11 10 9 8 7 6 5 4 3 2 1</b>	<b>/30</b>
<b>Connection to Class:</b>	Discussed <b>three</b> developmental issues (identity, autonomy, etc.) addressed in the book or movie. Gave <b>three</b> examples of how family, peers, school, or work/leisure influenced the adolescents in the movie or book. Discussed <b>two</b> major theories about adolescence (Erikson, Freud, etc.) that were addressed in the movie or book. Described ways that the movie or book used myths, misconceptions, stereotypes, and exaggerations about adolescence.	Discussed <b>two</b> developmental issues (identity, autonomy, etc.) addressed in the book or movie. Gave <b>two</b> examples of how family, peers, school, or work/leisure influenced the adolescents in the movie or book. Discussed <b>one</b> major theory about adolescence (Erikson, Freud, etc.) that was addressed in the movie or book. Briefly described ways that the movie or book used myths, misconceptions, stereotypes, and exaggerations about adolescence.	Did not address two or more of the statements for the 'Connection to Class' portion of the paper.	

	<b>15 14 13</b>	<b>12 11 10 9 8 7 6</b>	<b>5 4 3 2 1 0</b>	<b>/15</b>
<b>Reflection:</b>	Explained <b>two</b> positive and <b>two</b> negative messages that might be conveyed to adolescents who watch this movie or read this book. Described how your view of the movie or book changed based on this assignment ( <b>at least 3 sentences</b> ). Gave your overall reaction to the movie or book ( <b>at least 3 sentences</b> ).	Explained <b>one</b> positive and <b>one</b> negative message that might be conveyed to adolescents who watch this movie or read this book. Described how your view of the movie or book changed based on this assignment ( <b>less than 3 sentences</b> ). Gave your overall reaction to the movie or book ( <b>less than 3 sentences</b> ).	Did not address two or more of the statements for the 'Reflection' portion of the paper.	
	<b>5</b>	<b>4 3 2</b>	<b>1 0</b>	<b>/5</b>
<b>References:</b>	The citations and references follow APA style. Citations clearly delineate the sources used from your own work. All statements needing a reference contain one.	APA style is occasionally broken or inconsistencies exist between citations and references. It is difficult at times to determine what your work is and what is from other sources. Some statements are not backed up with a citation.	Frequent errors in APA style are present in citations or references. Citations do not give proper credit to sources. References or citations wholly inadequate for the paper.	
	<b>5</b>	<b>4 3 2</b>	<b>1 0</b>	<b>/5</b>
<b>Writing Organization/Flow:</b>	The ideas are arranged logically. Transitions and headings used. Reader can follow the line of reasoning.	The ideas are mostly arranged logically. No headings and not enough transitions are used. Reader can mostly follow reasoning.	The writing lacks organization or transitions. Reader has difficulty following reasoning.	
	<b>5</b>	<b>4 3 2</b>	<b>1 0</b>	<b>/5</b>
<b>Spelling/Grammar:</b>	Writing is free or almost free of errors.	Occasional violations in the writing.	Errors distract the reader.	
<b>TOTAL</b>				<b>/70</b>