

**Department of Human Ecology  
University of California, Davis**

**HDE 100B-001: Middle Childhood and Adolescence  
Syllabus, Spring Quarter 2018**

**Instructor:** Barbara Shebloski, Ph.D.

**TAs:** TBA (information will be posted  
on Canvas)

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**Office:** Hart Hall, room 1320

TBA

**Office hours:** Tuesdays and Thursdays 5-6 (in Haring - no office space available),  
and by appointment AFTER the Thursday class (in the office).

**Class meeting time & place:** Tuesdays and Thursdays, 6:10 – 8:00 p.m. in Haring 2205

**Course prerequisite:**

HDE 100A or PSC 140; PSC 001 or PSC 001Y

**Textbook:**

- Arnett, J. J. (2018). *Adolescence and Emerging Adulthood* (6<sup>th</sup> ed.). Pearson.  
**ISBN: 978-0-134-73311-1.**
- Additional readings assigned by the instructor (links to the readings or the readings themselves will be posted on Canvas).

**Course Objectives**

This course is designed to introduce students to the characteristics of adolescent development. The focus is on biological, cognitive, and emotional changes occurring in adolescence, and how these changes interplay with family, peer and social influences. Through class discussion, collaborative learning, structured activities, and outside-of-classroom observations students will:

- Learn major theories of human development;
- Learn which transitions take place in the adolescence phases of human development and discuss their significance;
- Critically examine individual development from a holistic perspective, recognizing the integrative nature of the biosocial, cognitive, and psychosocial domains;
- Identify internal and external influences that interact in human development and impact health and behavior;
- Define and describe overlapping contexts of development, i.e., historic, cultural, and economic contexts;
- Describe and assess variations in familial and cultural values, norms, and practices and how they influence adolescents' behaviors;

- Critically examine one's own individual behavior in relation to biological, social, cultural, and familial influences;

### Course policies

- Students are expected to attend all class sessions as listed on the course calendar, except when ill. Attendance may be taken occasionally and unannounced, in-class activities that will also count toward attendance when completed may also take place. Whereas occasional absence is ok, chronic absence is likely negatively affect your grade.
- A student who is physically present, but psychologically absent (e.g., watching videos on a laptop or ipad, searching internet, working on a project for another class or writing a paper for another class, reading books or newspapers, texting, chatting, etc.), is not fully benefiting from lectures and discussions and is also distracting to others. Please try to abstain from these behaviors.
- Laptops are to be used SOLELY for taking class-related notes. *Cell phone use is not allowed in the classroom (please place cell phones in your bag for the duration of the class)*. Recording lectures is not allowed unless requested by the SDC. The student who wants to record lectures must also obtain a permission from the instructor.
- Taking pictures of anything displayed in the classroom, i.e., lectures, exam questions and answers, or material on slides not sent to students, *is not allowed*.

### Course requirements

- *Exams (3 x 80 points; 240 points total maximum)*

In this class, there will be three exams. The exams will be based on (1) chapters content, (2) lectures content, which will often include additional information that is not included in the textbook, (3) videos shown in class or streamed online, and (4) class discussions. Each of the exams will be administered as listed in the Course Schedule, and the material that was covered up to the date of the exam will be tested. The questions will pertain to ALL material presented during lectures or assigned to read in the textbook. There is no more weight given to questions pertaining to lectures over textbook, and vice versa. Therefore, you need to pay attention to lectures AND read the textbook if you want to succeed.

The exam will have no questions pertaining to the assigned readings (the Additional Reading Quizzes will cover that material). The exams are not cumulative. You need to bring a red UC Davis scantron for each exam. You need to come to class on time to take the exam. If you are more than 15 minutes late on the day the exam is administered, you may be prevented from taking the exam. You will have one minute per question. For example, if the exam has 100 questions, you will have 100 minutes to answer, regardless of the length of the class.

The exams assume individual work, with no notes or outside material available. There will be no bathroom breaks. If you leave the classroom during the exam, we will assume you had finished, and will treat your exam as such (you will not be able to continue).

➤ *Additional Reading Quizzes (4 x 25 points; 100 points total maximum)*

The media is filled with new information related to adolescent development, as well as qualitative research related to adolescent development in different cultures that frequently is not included in the textbook/ lectures. It is important for you as student in this class that you are familiar with this information. To encourage you to stay current with new research, there will be five quizzes pertaining to the additional readings assigned. These readings, or links to the readings, will be posted on Canvas. Just like the exams, the quizzes will include only multiple choice or true-false questions - no short-answer questions. You must be in class and complete the quiz to receive credit; no make-up assignments will be offered. You will need a red UC Davis scantron for each quiz. **The score of your lowest-point quiz will be dropped.**

Some of the articles assigned will be from scholarly, peer-reviewed journals. Although this is an upper division class, you might find the methods used and described in these articles rather complex. I will not require you to fully understand the data analysis nor the methodology. When you read the assigned article, make sure you understand (1) the authors' premise (i.e., what is the authors' research question? What do they want to show?); (2) what was their sample (e.g., was it a small or a large sample? Was the sample diverse? What were the ages of the participants?); (3) what methods were used? (e.g., qualitative versus quantitative, interviews versus surveys, etc); and, perhaps most importantly, (4) what did the authors found and what can we conclude from their findings?

**Remember:**

- ✓ The quizzes can be given at any point of the class: beginning, middle, toward the end. Therefore, make sure that you arrive to the class on time and remain in class until the end.
- ✓ Neither exams nor quizzes will be curved (they will be graded on a straight scale) but should "problematic" questions occur (i.e., questions to which more than 70% of students gave incorrect answers), the instructor may credit these answers or allow make-up for these questions on the next test.
- ✓ One of the TAs will scan the scantrons within 5 days after each exam or quiz and the results will be posted in the gradebook no later than one week after the test was taken.

***Exams and quizzes policies:***

- ✓ *Your absence from the exam will be excused only in case of medical or family emergency. You need to have a validated note for such an emergency. You need to inform the instructor (not the TA) about such an emergency within a reasonable time frame of the assigned exam or quiz, preferably before the test is scheduled but no later than 24 hours after the test. Please do not ask your parents to call to excuse you.*
- ✓ *Time limit on exam: It is the instructor's policy that each student will have one minute to answer one question.*
- ✓ *A letter from Student Disability Center will entitle you to more time. You will need to plan at least a week in advance of a given test to be proctored by either by the TA or the*

*instructor. Please respect our time - we do not live on campus, and accommodating you requires one of us to adjust our schedules accordingly.*

✓ *No bathroom breaks are allowed.*

➤ ***Research Project -2 parts: (25 points for the research report; 35 points for the paper, turned in together as one project)***

Please see Canvas for the description of the assignment. Depending on which research you chose, there are different submission dates. The specific project must reach the front desk of the classroom on the date indicated in the course schedule, no later than 15 minutes after the class starts. Absolutely no papers will be accepted after 6:25 p.m. on May 29. Six points (10% of the grade) will be deducted for every 24-hour period your paper on a subject assigned for that week in the course schedule is late, and no papers will be accepted more than 72-hours after each due date.

If you cannot come to class the day paper is due, please send the paper TO THE INSTRUCTOR by 6:25 p.m., as an attachment in your email. Do not send the instructor nor the TA an email asking if it is ok to do so as this gives an impression of your paper not being ready. Yes, it is expected that you send the instructor (not the TA) the paper if unable to come to class and bring in the hard copy upon your return. Only a hard copy will be graded.

### **Informal Research Topics:**

### **Due:**

1	Media Influences on Eating Disorders	4/17
2	Developmental Shifts in Understanding Humor and Metaphor	4/24
3	Bad Parenting Advice	4/24
4	Media Portrayal of Family Conflict	5/01
5	Sexual Stereotypes	5/01
6	“Everything I Needed to Know about Sex I Learned from Television”	5/08
7	Advice Columns on Intimacy	5/08
8	Cliques and Crowds	5/15
9	Don’t Know Nothin’ ‘Bout History . . .	5/15
10	Problems in the News	5/22
11	Adolescents Today and Yesterday	5/22
12	Interviews with Your High School Teacher	5/29
13	Development—Occupational Achievement	5/29

*If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective student and a professional. Make sure that you are proactive in informing your instructor when difficulties arise during the course so that she can help you find a solution.*

### Schedule/ Grading:

Midterm Exam 1: Thursday, April 19	80 points
Midterm Exam 2: Thursday, May 10	80 points
Final Exam: Friday, June 8 @ 8:30 p.m.	80 points
Research Project, <b>variable due dates</b>	60 points
Quizzes on Assigned Additional Readings	
Quiz 1: April 12	25 points
Quiz 2: April 26	25 points
Quiz 3: May 08	25 points
Quiz 4: May 24	25 points
Quiz 5: June 07	25 points
<b>(one score dropped)</b>	<b>-25 points</b>
<b>Total</b>	<b>400 points</b>

### Final Grades Assigned:

A	93-100%	372 - 400 points	C	73-76%	292-307
A-	90-92%	360 - 371 points	C-	70-72%	280-291
B+	87-89%	348 - 359 points	D+	67-69%	268-279
B	83-86%	332 - 347 points	D	63-66%	252-267
B-	80-82%	320 - 331 points	D-	60-62%	241-251
C+	77-79%	308 - 319 points	F	≤ 60 %	≤ 240

**Note: The A+ grade (above 96.5 % will be given in this class at the discretion of the instructor ONLY if:**

- (1) The total number of points earned will is more than 96.5 %, AND
- (2) The student comes to class regularly, AND
- (3) The student participates in class discussions

## COURSE SCHEDULE

Week	Topic Covered	Reading
1 4/03, 05	Introduction to Class. Introduction to Adolescence. Biological Foundations.	Chapter 1 Chapter 2
2 4/10, 12	Biological Foundations (Cont.) Cognitive Foundations. <b>Thursday: Reading Quiz 1</b>	Chapter 2 Chapter 3
3 4/17, 19	Cultural Beliefs. <i>Tuesday: Research Project 1 is due, 6:10 p.m.</i> <b>Thursday: Midterm Examination 1 (Chapters 1-4)</b>	Chapter 4
4 4/24, 26	Gender. The Self <i>Tuesday: Research Projects 2 and 3 are due, 6:10 p.m.</i> <b>Thursday: Reading Quiz 2</b>	Chapter 5 Chapter 6
5 5/01, 03	The Self (Cont.) Family Relationships <i>Tuesday: Research Projects 4 and 5 are due, 6:10 p. m.</i>	Chapter 6 Chapter 7
6 5/08, 10	Friends and Peers. <i>Tuesday: Research Projects 6 and 7 are due, 6:10 p. m.</i> <b>Tuesday: Reading Quiz 3</b> <b>Thursday: Midterm Examination 2 (Chapters 5-8)</b>	Chapter 8
7 5/15, 17	Love and Sexuality. School (Cont.) <i>Tuesday: Research Projects 8 and 9 are due, 6:10 p.m.</i> <b>Thursday: Research Report is Due @ 6:10 p.m.</b>	Chapter 9 Chapter 10.
8 5/22, 24	School. Work <i>Tuesday: Research Projects 10 and 11 are due, 6:10 p.m.</i> <b>Thursday: Reading Quiz 4</b>	Chapter 10 Chapter 11
9 5/29, 31	Work (Cont.) Media <i>Tuesday: Research Projects 12 and 13 are due, 6:10 p.m.</i>	Chapter 12
10 6/05, 07	Problems and Resilience. <b>Thursday: Reading quiz 5</b>	Chapter 13
	<b>Friday, June 08 at 8:30 pm</b> <b>Final Examination: Chapters 9-13</b>	