

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

**HDE 100B-001: Middle Childhood and Adolescence
Syllabus, Summer Session 2 2018**

(1st day of instruction: August 6th; Last day of instruction: September 13th)

Instructor: Barbara Shebloski, Ph.D.

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Office: Hart Hall, room 1320

TBA

Professor's Office hours: immediately after the class AND
Mondays and Wednesdays, 12:00 - 2:00 p.m.

TA's Office hours: TBA

Class meeting time & place: MTWR, 10:00 a.m.– 11:40 a.m. in Olson 118

Course prerequisite: HDE 100A or PSC 140; PSC 001 or PSC 001Y

Textbook:

- Arnett, J. J. (2018). *Adolescence and Emerging Adulthood* (6th 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. 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 75 points; 225 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. No study guide will be provided.

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 75 questions, you will have 75 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, the proctor 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 may 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.
- ✓ Your scantrons will be scanned 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 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; 50 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 10:15 a.m. on September 10th. Seven points (about 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 10:15 a.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	8/13
2	Developmental Shifts in Understanding Humor and Metaphor	8/13
3	Bad Parenting Advice	8/20
4	Media Portrayal of Family Conflict	8/20
5	Sexual Stereotypes	8/27
6	“Everything I Needed to Know about Sex I Learned from Television”	8/27
7	Advice Columns on Intimacy	8/27
8	Cliques and Crowds	9/04
9	Don’t Know Nothin’ ‘Bout History . . .	9/04
10	Problems in the News	9/04
11	Adolescents Today and Yesterday	9/10
12	Interviews with Your High School Teacher	9/10
13	Development - Occupational Achievement	9/10

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:

Exam 1: Thursday, 8/30	75 points
Exam 2: Thursday, 9/06	75 points
Exam 3: Thursday, 9/13	75 points
Research Project, variable due dates	75 points
Quizzes on Assigned Additional Readings	
Quiz 1: Tuesday, 8/14	25 points
Quiz 2: Tuesday, 8/21	25 points
Quiz 3: Tuesday, 8/28	25 points
Quiz 4: Tuesday, 9/04	25 points
Quiz 5: Tuesday, 9/11	25 points
(one score dropped)	-25 points
Total	400 points

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

The lectures will cover the following material, in order:

Topic Covered	Reading
Introduction to Class.	Syllabus
Introduction to Adolescence.	Chapter 1
Biological Foundations.	Chapter 2
Cognitive Foundations.	Chapter 3
Cultural Beliefs.	Chapter 4
Gender.	Chapter 5
The Self.	Chapter 6
Family Relationships.	Chapter 7
Friends and Peers.	Chapter 8
Love and Sexuality.	Chapter 9
School.	Chapter 10
Work.	Chapter 11
Media.	Chapter 12
Problems and Resilience.	Chapter 13

Tests and Quizzes:

Date		
Thursday, 8/30	Examination 1	Chapters 1-4
Thursday, 9/06	Examination 2	Chapters 5-8
Thursday, 9/13	Examination 3	Chapters 9-13
Tuesday, 8/14	Reading Quiz 1	As posted
Tuesday, 8/21	Reading Quiz 2	As posted
Tuesday, 8/28	Reading Quiz 3	As posted
Tuesday, 9/04	Reading Quiz 4	As posted
Tuesday, 9/11	Reading Quiz 5	As posted