MIDDLE CHILDHOOD AND ADOLESCENCE
HDE 200B, 4 units
Winter 2016

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Tuesday 10-2
Wellman 109

Office hours: Tuesdays 4-5pm and by appt in 2339 Hart Hall

PREREQUISITES
Graduate standing + basic biology or physiology, and at least two upper division - or graduate - level courses in psychology or related fields.

COURSE GOALS
The main goals of this course are twofold. The first goal is gain a basic understanding of key developmental transitions during middle childhood and adolescence (e.g., biological, cognitive, social) and some of the contexts in which these transitions are situated (e.g., family, school, culture). The second goal is to further refine your critical analysis of research, including critiquing theory, method and design, and the interpretation of findings.

GRADING
15% Participation
10% Discussion leader and associated lay summary
30% Weekly annotated bibliographies/End Note database
10% Pecha kucha presentation on current topic
25% Take-home essay exam + feedback
10% Final formal presentation

READING and ANNOTATED BIBLIOGRAPHIES
There will be approximately 4 readings per week (more if you are facilitating discussion that week). The readings will be discussed the week they are listed. Class is more fun when you actively participate. You may have noticed this when leading discussions in seminars or as a TA. Please come prepared to discuss the readings each week.

Please submit your weekly annotated bibliographies via Canvas “Assignments.” Go to https://canvas.ucdavis.edu and log in. Click on the course tab and then click on the “Assignments” link to upload your bibliography. Acceptable formats are word documents (.doc), rich text files (.rtf), or pdf documents. Bibliographies are due each Tuesday at 12pm and will be shared with the rest of the class. No late bibliographies will be accepted. Each annotated bibliography should be no more than 1 page long (standard 12-point font) and should include the following:
- APA-style citation
- Psychinfo abstract, if available (can reduce this font to 9 points)
- Your own key words associated with the paper
- Here, bullet points are okay for the following:
  - Summary of theory
  - Very brief summary of paper in your own words, including more detailed information about study method and results/conclusions
  * Critique of method and/or hypotheses/conclusions (you must elaborate on your answer)
  * What is missing from the current study and what are the limitations? (must explain why)
  * How does this study relate to prior readings? Additional comments?
*These 3 components are weighted most heavily.
LEADING CLASS DISCUSSION/CLASS PARTICIPATION
Each student will lead a discussion of the readings one week during the quarter. The goal for leading the discussion will be to elicit participation from your classmates by preparing open-ended questions about themes or issues in the readings. Ideally, the discussion points will go beyond just that week's readings and more broadly address previous readings from the class. They can also be questions you have about aspects of the paper that you did not understand. The point is not to prepare a talk that reviews the reading or to dominate the discussion with your point of view, but rather to stimulate thought and interaction by generating interesting questions. As discussion leader, you will be asked to informally present and integrate one additional related reading to the class discussion, and provide a brief lay summary description of the findings.

As a participant, you should also come to class prepared to discuss the readings. Do not rely on the discussion leader to carry the discussion. Ideally, you will come up with your own ideas about the readings and should feel free to present them during the course of the discussion. It is expected that all students participate in discussion in a respectful manner.

PECHA KUCHA PRESENTATION
This component of the course is meant to gain experience in presenting research with specific restrictions. You will find 1 very recent (within the last 6 months) article of interest to you (related to middle childhood and adolescence). You'll summarize it an oral/visual presentation form (20 slides, no words x 20 seconds each, auto-advance) for a lay audience. Presentations will take place during class Weeks 5 and 6.

TAKE-HOME ESSAY EXAM (given about week 6 or 7 of the quarter)
In addition to weekly annotated bibliographies, there will be one written paper for this course in the form of a 10-page max (double-spaced) take-home essay exam. The goal of this assignment is to demonstrate that you can synthesize and integrate the material covered in class so far. You will receive approximately 1 week to complete the exam.

FINAL PRESENTATION
The goal of the final presentation is to demonstrate that you can integrate and synthesize research, as well as present your ideas clearly and concisely. You can choose any topic of interest that relates to middle childhood or adolescent development.

The presentation should draw from at least 4 different readings: 2 outside papers of your choice and 2 readings from class. The integration should be reasonably directly related to the topic being presented (i.e., as opposed to being more incidental).

The target audience for the presentation should be entry level graduate students or advanced undergraduates. You can assume that they may not know a lot of background information about the topic that you are presenting. Please clear your general topic with me ahead of time.

The presentation should include the following information:

1. A summary of the basic theory/theories or competing research involved in the topic at hand. Why is the topic interesting/important and what is the applied relevance?

2. General review the methodologies used in the studies. How is your topic typically assessed? Compare and contrast the different methodologies, highlighting the unique information each can provide.

3. Identify some gaps in the literature, and limitations of conclusions drawn from individual studies.
4. Propose some alternative methodologies/future studies. Specify your predictions and explain how these new studies/methodologies would add the understanding of your topic in the field.

PowerPoint is recommended for the presentation. Keep it simple, clear, and integrated. The slides should visually illustrate what you are saying (draw from your Pecha Kucha experience), rather than contain identical text to what you are saying (i.e., you should not be merely reading from the slides). To achieve this, present ideas in figures and single words/short phrases when possible (no complete sentences) and use animation. Text should be large and easily readable. A good rule of thumb is no smaller than 28-30 pt font. Generally, no more than 2 different fonts should be used and animation in the slides should be consistent.

The presentation should be **12 m maximum (10 m per presentation, 2 for questions)**. You'll need to practice the timing to make sure that you stay within the time limit. A copy of the presentation will also be due via Canvas in either .ppt or .pdf format.

**READINGS**

The readings are meant to give a flavor of the types of research going on in a general area of research. You will find that many articles could easily have been classified into several different topic areas. Note that some readings are optional. These are merely provided to you as future reference and extra material for discussion leaders. As such, I would not expect you to be responsible for them (as part of THIS particular syllabus) when it comes time for prelims.

No annotated bibliography is needed for the following:

~ = for reference (not necessarily to read for discussion)

* = skim

** = supplemental for discussion leaders

**Week 1 (Jan 10): Foundation and overview**


Additional:


Week 2 (Jan 17): Brains and cognition


Additional:


~Steinberg, L. Less guilty by reason of adolescence: A developmental perspective on adolescence and the law. (Invited master lecture at the biennial meeting of the Society for Research in Child Development; Tampa, FL, April 26, 2003).

Week 3 (Jan 24): Puberty


Additional:


**Week 4 (Jan 31): Self and identity**


Additional:


**Week 5 (Feb 7): Families + Pecha Kucha presentations**


(read in conjunction with Kerr & Stattin)


Additional:


**Week 6 (Feb 14) Friendships and peers + Pecha Kucha presentations**


Additional:


**Week 7 (Feb 21): Contexts**


Additional:


**Week 8 (Feb 28): Culture**


Additional:


**Week 9 (Mar 7): Risky development**


Additional:


**Week 10 (Mar 14): Health + Final Presentations**


Additional:


Finals Week (Fri Mar 24, 1-3pm): Continue final presentations if needed