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Course Goals: This course provides a graduate-level introduction to the study of middle childhood and adolescent development. The course will provide a basic understanding of key domains of change during middle childhood and adolescence (e.g., biological, cognitive, social) and key contexts in which these changes occur (e.g., family, school, neighborhood). The course will provide opportunity to refine your critical analysis of research, including critiquing theory, method and design, and the interpretation of findings. The course will cover foundational writings in middle childhood and adolescent development and research on current issues in the field.

Canvas: Canvas will be used frequently for announcements, submission of assignments, and distribution of readings. Each week’s readings are in folders located in Files. It is your responsibility to check your email and/or Canvas for announcements.

Grading:
(1) 10% Class participation
(2) 15% Discussion leader and lay summary of new reading
(3) 30% Weekly summaries of course readings
(4) 10% Pecha kucha presentation on current topic
(5) 25% Take-home essay exam
(6) 10% Final formal presentation

Course Requirements:
CLASS PARTICIPATION
Actively participate in class discussions each week. Come to class prepared to discuss the readings. Develop and share your own ideas about the readings and topics in class. To facilitate this, write out at least 2 questions or considerations for discussion pertaining to the set of assigned articles. Be prepared to discuss your questions/comments in class. Do not rely on the discussion leader to carry the class discussion. All students are expected to engage in class discussion in a respectful way.

DISCUSSION LEADER
Each student will lead a discussion of the readings during one week of the quarter. For that week, the discussion leader will facilitate discussion and participation from classmates by preparing talking points
and open-ended questions about the themes and/or issues in the readings. The goals are to generate questions, thoughts and commentary from the group and to move beyond solely reviewing the content of the readings by stimulating thought and interaction in the group. For example, what was innovative in the study? What was unclear? What were some shortcomings? Where might you want to see the research in this area go in the future? Discussion leading will be done as an informal presentation. In addition, you will select and integrate one additional reading related to the discussion topic and provide a brief lay summary description of the findings.

WEEKLY READING SUMMARIES
Each week you will prepare a summary (annotated bibliography) of the readings 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, rich text files (.rtf), or pdf documents. Summaries are due each Monday 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), single space, and should include the following:

1. APA-style citation
2. Psychinfo abstract, if available (can reduce this font to 9 points)
3. Your own key words associated with the paper
4. Summary of theory/model/framework
5. Very brief summary of paper in your own words, including more detailed information about study method and results/conclusions (bullet points are fine here)
   a. Critique of method and/or hypotheses/conclusions (elaborate on your answer)
   b. What is missing from the current study and what are the limitations (explain why)?
   c. How does this study relate to prior readings? Additional comments? Make note of any classic papers/studies you see referenced in the readings.
Components 5a-c are weighted most heavily.
Create a citation database of your readings by the end of the course.

PECHA KUCHA PRESENTATION
This component of the course is included to provide you with 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 will summarize the article in an oral/visual presentation form for a lay audience. This presentation consists of 20 slides each shown for 20 seconds (total presentation time = 6 min, 40 sec). Presentations will take place during class Weeks 5 and 6. Practice your timing! Hint: Select pictures that cue what you want to say from slide to slide. Here is a little background on this presentation style: http://www.wired.com/techbiz/media/magazine/15-09/st_pechakucha#

TAKE-HOME ESSAY EXAM (given about week 6-7 of the quarter)
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 within a topic of interest in middle childhood and adolescent
development. You will receive approximately 1 week to complete the exam. You will then receive feedback on your paper and will submit a revision incorporating the feedback.

**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 will be 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 of the methodologies used in the studies. How is your topic assessed in studies? 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 to 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).

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 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 15 min. maximum (10 min. per presentation, 5 for questions). You will 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**

Readings for the course fall into three categories. The first set includes chapters from R. Lerner & L. Steinberg (Eds.). (2009). Handbook of Adolescent Psychology (3rd ed.). New York: Wiley. One of these chapters each week will serve to provide background overviews of the literature to be discussed. The second set will be a selection of 3-4 empirical or theoretical articles. We will also read *Age of Opportunity*, by Laurence Steinberg (2015), which will be used in part for the take home essay exam.
Please read the assigned articles prior to coming to class. Note: Articles without full citations are chapters from Lerner, R., & Steinberg, L. (2009). Handbook of Adolescent Psychology (3rd edition). New York: Wiley. If the readings are not listed alphabetically, the sequence is the suggested one you follow. ~ For reference/additional reading.

**Week 1 (Jan 11th): Overview/Foundation/Adolescence as Developmental Period**


**Week 2 (Jan 18th): Puberty and Sleep**


~Susman, E., & Dorn, L. “Puberty: Its Role in Development” (Handbook)

**Week 3 (Jan 25th): Brain and Cognitive Development**


~Kuhn, D. “Adolescent Thinking” (Handbook)


**Week 4 (Feb 1st): Family/Parent/Sibling Relationships**


**Week 5 (Feb 8th): Peers/Friends**


“Brown, B., & Larson, J. “Peer Relationships in Adolescence” (Handbook)


**Week 6 (Feb 15th): Identity and Autonomy**
- **Pecha Kucha Presentations**


“McElhaney, K., Allen, J., Stephenson, J.C., & Hare, A. “Attachment and Autonomy during Adolescence” (Handbook)

**Week 7 (Feb 22nd): Romance and Sexuality**
- **Paper Due Online by 6PM**


“Connolly, J., & McISSac, C. “Romantic Relationships in Adolescence” (Handbook)

**Week 8 (Mar 1st): Achievement/Motivation/School**

Eccles, J., & Roeser, R. “Schools, Academic Motivation, and Stage-Environment Fit” (Handbook)


Week 9 (Mar 8th): Socioeconomic /Neighborhood/Culture Influences

Leventhal, T., Dupéré, V., & Brooks-Gunn, J. “Neighborhood Influences on Adolescent Development” (Handbook)


Week 10 (Mar 15th): Student Final Presentations