

HDE 200B: Middle Childhood and Adolescent Development
Winter 2024, Tuesdays 12:10-4 pm
Hart Hall 1106 from 12:10-3 and Hart Hall 1128 from 3:10-4 pm

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Office Hours: By appointment (please e-mail me to schedule)

Course goals: This course provides a graduate-level introduction to the study of human development during middle childhood and adolescence. Course content will cover theory and empirical research on the dynamic interface between biological, cognitive, and behavioral development and various contexts in which developmental transitions are situated, such as family, peers, and school, from approximately age five years through late adolescence. A secondary goal is to further refine your ability to critically analyze research, including critiquing theory, method and design, and the interpretation of findings. This course will cover foundational readings on middle childhood and adolescent development and research on current issues in the field. As part of enrolling in this course, you are expected to attend seminars having read all assigned readings for that week, so be prepared for discussion and actively participate. Seminars can be fun when everyone is actively engaged in discussion!

Course website: Canvas will be used frequently throughout the course for announcements, submission of assignments, and sharing of resources (e.g., PDFs of assigned readings). You are responsible for regularly checking materials posted on Canvas and emails from the instructor. Please make sure you are set to receive e-mail alerts when announcements are posted on Canvas.

Grading and assignments:

Grading for this course will be based on six factors outlined below:

Participation and weekly discussion questions (15% of grade)	30 points
Discussion leader (15% of grade)	30 points
Weekly annotated bibliographies (20% of grade)	40 points
Peer review article critique assignment (10% of grade)	20 points
Pecha Kucha presentation (5% of grade)	10 points
Take-home essay and revision after feedback (25% of grade)	50 points
Final formal presentation (10% of grade)	20 points
Total points	200 points

Participation and weekly discussion questions (15%): Participation involves actively listening, sharing your thoughts, and showing respect for others' ideas. To facilitate discussion, write out at least one discussion question per required reading (this includes all the required readings for the week, except the one marked with the asterisk) and post them on Canvas under "Discussions." These discussion questions will be due **Mondays at 12 pm** before the seminar to allow the discussion leader for the week time to read and incorporate these questions into discussion by Tuesday's class. Be prepared to share and develop your ideas in class. Engaging in

unrelated activities during seminar (e.g., internet browsing, emailing, texting) will reduce your participation grade. Please submit your discussion questions under the Discussions tab in Canvas by Monday at 12 pm before class.

On-time attendance is required each week. If you arrive to seminar unreasonably late, you will be counted absent unless your tardiness is cleared with the instructor. Only ONE unexcused absence is permitted, but provide advance notice of an absence if possible.

****Please note:** You are not required to submit discussion questions for the first day of class (January 9), but please come to the seminar having done the readings and ready to participate in discussion.

Discussion leader (15%): At the beginning of the term, each student will select **two** weeks in which they will lead discussion. Responsibilities of discussion leaders include facilitating discussion (e.g., eliciting participation from classmates, preparing open-ended questions about themes or issues from the readings), developing in-class activities, and providing an outline for the seminar. The discussion leader's goal is not to review readings or dominate discussion but to stimulate an equitable dialogue by generating interesting questions and topics of conversation. Ideally, topics will go beyond just that week's readings and broadly address previous readings and themes from the course. Discussion leaders are welcome to supplement course readings with news articles, handouts, and media fitting that week's topic. As discussion leader, you will be asked to informally present and integrate one additional related reading to discussion and provide a brief lay summary of the findings and an annotated bibliography (these readings are marked with an asterisk in the course reading list).

Discussion leaders will send an outline of the proposed schedule for the class by Monday at 12 pm via e-mail (jrschwartz@ucdavis.edu) for approval. As discussion leader, you are responsible for preparing ~3 hours of discussion/activities for class (which can include presenting your supplementary paper, discussion of the articles, and incorporation of any other material or media relevant for the class). I will usually have an additional presentation or assignment for the remaining hour of class time.

Weekly annotated bibliographies (20%): There will be approximately 4-6 readings per week. You will be assigned to write an annotated bibliography for **one** of these readings each week. A Google doc will be circulated at the beginning of the quarter where you can sign up for one reading each week for your annotated bibliographies. You will submit your annotated bibliography as an attachment under Canvas "Discussions" in the same post where you submit your discussion questions for the week no later than **the Monday before seminar at 12 pm**. Acceptable formats are WORD (.doc or .docx) or PDF documents.

Each annotated bibliography should be no more than 1 page long (12-point font if possible, 1-inch margins) and should include the following:

1. APA-style citation
2. Psycinfo abstract, if available (can reduce font to 9 points)
3. Your own key words associated with the paper
4. Brief summary of the paper in your own words:

- a. Empirical papers: include details about study method and results/conclusions (bullet points are fine here); Critique of method and/or hypotheses/conclusions (elaborate on your answer); are the hypotheses well-developed? Supported? What is missing from the current study and what are the limitations (explain why)?
- b. Theoretical/review papers: Summary of theory/model/framework; detailed description of each construct or argument; what is missing or unclear about the theory/concept?; what limitations do you see of the theory/concept?
- c. For each type: How does this paper relate to prior readings? What additional comments do you have? Make note of any classic papers/studies you see referenced in the readings.

Helpful tip especially for Prelim Exam: Create a citation database of the readings using software of your choice (Endnote, Mendeley, Zotero).

See the “Files” page on Canvas for examples of Annotated Bibliographies. Please submit your Annotated Bibliographies as an attachment under the Discussions tab in Canvas, along with your discussion questions.

Peer review article critique assignment (10%): There will be a brief 1-2 page writing assignment due **February 2nd by 5 pm** that will provide some practice with writing peer reviews. I will assign an article and you will write a 1-2 page (Single spaced; 12 point Times New Roman font) review of the article in the style of a peer review that you would provide for a journal. Typical peer reviews involve the following:

1. A summary paragraph that lists the major findings of the article and an overall evaluation of the major strengths and weaknesses.
2. A list of the major critiques of the article and suggestions for how these could be addressed (if possible). These could either be listed in order of presentation in the article (i.e., critiques for the introduction, methods, results, and then discussion), or in order of importance (i.e., larger/more important critiques first followed by minor points). Include at least 4 critiques in your peer review.

Pecha Kucha presentation (5%): This component of the course is included to provide you with experience in presenting research with specific restrictions. Find 1 very recent (within the last 6 months) article of interest to you (related to middle childhood and adolescence). 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 on February 13th. 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:

<https://www.wired.com/2007/08/st-pechakucha/>

Take-home essay and revision after feedback (25%): There will be one written paper for this course in the form of a 10-page max. (double-spaced, 1-inch. margins) take-home essay following APA Style 7th Edition for citations and formatting (no abstract is necessary). The goal of this assignment is to demonstrate that you can synthesize and integrate the material covered in

class. In addition, the goal for this assignment is to provide you with practice for the prelim exam, because the prompt will be similar to the types of prompts given for the prelim. The essay question will be posted on Canvas and you will receive approximately 1 week to complete the essay. A draft of your take-home essay is due on Canvas by **Friday, March 1 at 5 pm**. A revision of your essay following the instructor's feedback is due by **Friday, March 15th at 5 pm**.

Final formal presentation (10%): 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 development in middle childhood and/or adolescence. 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 directly related to the topic being presented to a reasonable degree (i.e., as opposed to being more incidental or tangential). The target audience for the presentation should be entry level graduate students or advanced undergraduates. You can assume that your audience lacks background information about the topic. Please clear your general topic with me (e-mail is fine) before working on your presentation.

The presentation should include the following information:

1. Summarize the basic theory/theories or competing research involved in the topic at hand. Why is the topic interesting or important and what is the applied relevance?
2. Generally review the methodologies used in the studies. How is your topic typically assessed? Compare and contrast the differing methodologies and highlight unique information each can provide.
3. Identify gaps in the literature, and limitations of conclusions drawn from individual studies.
4. Propose alternative methodologies and future studies. Specify your predictions and explain how these new studies or methodologies would elucidate 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, 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 or short phrases when possible (no complete sentences). 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 about 20 minutes total (15 min. for presenting, 5 min. for questions). A copy of your presentation will be due via Canvas in either PowerPoint or PDF format the day you present. Presentations will take place in class on **Tuesday, March 5** and **Tuesday, March 12** (you will sign up ahead of time for a presentation slot on one of those days).

Class Policies and Other Resources

Code of Conduct: I expect students to uphold the UC Davis Code of Academic Conduct as outlined online (<http://sja.ucdavis.edu/cac.html>).

Laptops: Laptops are allowed during seminar, but please restrict your use of laptops to course-related activities such as pulling up your notes on articles. Please do not use laptops or cell phones for unrelated activities during class (for example, checking e-mail).

Special circumstances: Students requiring special accommodations (e.g., religious holidays, medical) should inform the instructor by **Tuesday, January 23rd** so arrangements can be made.

Policy on the use of generative artificial intelligence (AI) in the course: This is a core graduate course and one of the major goals of this course is to help you develop experience with academic writing. Given this goal, using generative AI such as ChatGPT is not permitted for any assignments for the course. Any suspected use of generative AI for course assignments will be reported to the Office of Student Support and Judicial Affairs. The way I view generative AI for writing is that it is similar to a calculator. Calculators can be very useful tools but it is first necessary to learn the fundamentals of math by hand in order to understand what a calculator is doing and the underlying logic of math. Similarly, generative AI can be a useful tool, but it is first necessary to learn the fundamentals of professional writing on your own in order to understand the logic and conventions of writing. In this course, you will write papers on your own in order to develop these fundamental writing skills that you can then build on in your future career.

Please note: Please note that professors are required to report certain information related to students' health and safety, including if we learn of sexual violence or if we suspect a student or others may be at risk of harm. Please be aware if you report anything personal that falls into one of these categories during one of the assignments or when meeting with me or in an e-mail that I will be required to report this information to the relevant reporting agency. If you are experiencing distress and would like to discuss this with a confidential resource, you can ask for help connecting you with confidential resources.

The Purdue University Online Writing Lab: For assistance with APA Style 7th Edition, see https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Reading List

All mandatory readings will be posted on Canvas. Recommended readings are not required but include readings assigned by other instructors of this course for your future reference and for discussion leaders' reference.

* = Supplemental reading for discussion leaders; please write an annotated bibliography for this article if you are discussion leader for that topic, and please plan to present on this supplemental reading as part of your discussion activities

Week 1 - January 9 - Introduction to Course, Overview, and Foundation

Eccles, J. S. (1999). The development of children ages 6 to 14. *The Future of Children*, 9, 30–44. doi:10.2307/1602703

Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. *Developmental Psychology*, 32, 768–776.

Crosnoe, R., & Johnson, M. K. (2011). Research on adolescence in the twenty-first century. *Annual Review of Sociology*, 37, 439–460.

Del Giudice, M. (2018). Middle childhood: An evolutionary-developmental synthesis. In N. Halfon, C. B. Forrest, R. M. Lerner, & E. Faustman (Eds.), *Handbook of life course health development* (pp. 95–107). New York: Springer.

Recommended Readings:

Arnett, J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1, 68–73. doi:10.1111/j.1750-8606.2007.00016.x

Dubas, J. S., Miller, K. & Peterson, A. C. (2003) The study of adolescence during the 20th century. *The History of the Family*, 8, 375–397. doi:10.1016/S1081-602X(03)00043-5

Del Giudice, M., Angeleri, R., & Manera, V. (2009). The juvenile transition: A developmental switch point in human life history. *Developmental Review*, 29, 1–31.

Little, T. D., Card, N. A., Preacher, K. J., & McConnell, E. (2009). Modeling longitudinal data from research on adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Individual bases of adolescent development* (pp. 15–54). John Wiley & Sons Inc.

Week 2 – January 16 –Puberty and Sleep

Mendle, J., Beltz, A., Carter, R., & Dorn, L. D. (2019). Understanding puberty and its measurement: Ideas for research in a new generation of youth. *Journal of Research on Adolescence*, 29, 82–95.

Ellis, B.J., Shirtcliff, E.A., Boyce, W.T., Deardorff, J., & Essex, M.J. (2011). Quality of early family relationships and the timing and tempo of puberty: Effects depend on biological sensitivity to context. *Development and Psychopathology*, 23, 85–99. doi:10.1017/S0954579410000660

Ge, X., Conger, R. D., & Elder, G. H. (2001). Pubertal transition, stressful life events, and emergence of gender differences in adolescent depressive symptoms. *Developmental Psychology*, 37, 404–417.

Carskadon, M. (2011). Sleep in adolescents: The perfect storm. *Pediatric Clinics of North America*, 58, 637–647. doi:10.1016/j.pcl.2011.03.003

Fuligni, A.J., Arruda, E.H., Krull, J.L., & Gonzales, N.A. (2018). Adolescent sleep duration, variability, and peak levels of achievement and mental health. *Child Development*, 89, e18-e28. doi: 10.1111/cdev.12729.

Wang, Y. & Yip, T. (2020). Sleep Facilitates Coping: Moderated Mediation of Daily Sleep, Ethnic/Racial Discrimination, Stress Responses, and Adolescent Well-Being. *Child Development*, 91, e833-e852. doi: 10.1111/cdev.13324.

*Shirtcliff, E. A., Dahl, R. E., & Pollak, S. D. (2009). Pubertal development: Correspondence between hormonal and physical development. *Child Development*, 80, 327–337.

Recommended Readings:

Buchanan, C. M., Eccles, J. S., & Becker, J. B. (1992). Are adolescents the victims of raging hormones? Evidence for activational effects of hormones on moods and behavior at adolescence. *Psychological Bulletin*, 111, 62–107.

Euling, S. Y., Herman-Giddens, M. E., Lee, P. A., Selevan, S. G., Juul, A., Sorensen, T. I. A.,...Swan, S. H. (2008). Examination of US puberty-timing data from 1940 to 1994 for secular trends: Panel findings. *Pediatrics*, 121, S172–S191. doi:10.1542/peds.2007-1813D

Fredriksen, K., Rhodes, J., Reddy, R., & Way, N. (2004). Sleepless in Chicago: Tracking the effects of adolescent sleep loss during the middle school years. *Child Development*, 75, 84–95.

Susman, E. J., Dorn, L. D., Schiefelbein, V. L. (2003). Puberty, sexuality, and health. In R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Eds.), *Handbook of psychology* (Vol. 6, pp. 295–324). Hoboken, NJ: John Wiley and Sons, Inc. doi:10.1002/0471264385.wei0612

Week 3 - January 23 - Brain and Cognitive Development

Guyer, A. E., Beard, S. J., & Venticinque, J. S. (2022). Brain development during adolescence and early adulthood. In L. J. Crockett, G. Carlo, & J. E. Schulenberg, *APA Handbook of Adolescent and Young Adult Development*.

Chein J., Albert D., O'Brien L., Uckert K., Steinberg L. (2011) Peers increase adolescent risk taking by enhancing activity in the brain's reward circuitry. *Developmental Science*, 14, FF1–FF10.

Ordaz, S.J., Foran, W., Velanova, K., & Luna, B. (2013). Longitudinal growth curves of brain function underlying inhibitory control through adolescence. *Journal of Neuroscience*, 33, 18109–24

Casey, B. J., Getz, S., & Galvan, A. (2008). The adolescent brain. *Developmental Review*, 28, 62–77.

Pfeifer, J.H. & Allen, N.B. (2012). Arrested development? Reconsidering dual-systems models of brain function in adolescence and disorders. *Trends in Cognitive Sciences*, 16(6), 322-329.

*Blakemore, S.-J., & Choudhury, S. (2006). Development of the adolescent brain: Implications for executive function and social cognition. *Journal of Child Psychology and Psychiatry*, 47, 296-312.

Recommended Readings:

Guyer, A. E., McClure-Tone, E. B., Shiffrin, N. D., Pine, D. S., & Nelson, E. E. (2009). Probing the neural correlates of anticipated peer evaluation in adolescence. *Child Development*, 80, 1000–1015. doi:10.1111/j.1467-8624.2009.01313.x

Kuhn, D., & Franklin, S. (2008). The second decade: What develops (and how)? In W. Damon, R. M. Lerner, & D. Kuhn (Eds.), *Handbook of child and adolescent development: An advanced course* (pp. 517–550). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470147658.chpsy0222

Blakemore, S. J. (2008). The social brain in adolescence. *Nature Reviews Neuroscience*, 9, 267–277. doi:10.1038/nrn2353

Spear, L. (2013). Adolescent neurodevelopment. *Journal of Adolescent Health*, 52, S7–S13. doi:10.1016/j.jadohealth.2012.05.006

Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain? *Perspectives on Psychological Science*, 1, 59–67.

Nelson, E.E., Leibenluft, E., McClure, E.B., & Pine, D.S. (2005). The social re-orientation of adolescence: A neuroscience perspective on the process and its relation to psychopathology. *Psychological Medicine*, 35, 163-174.

Week 4 – January 30 – Family/Parent/Sibling Relationships

Hussong, A., Jones, D.J. and Jensen, M. (2018). Synthesizing a Special Issue on Parenting Adolescents in an Increasingly Diverse World. *J Res Adolesc*, 28: 665-673. <https://doi.org/10.1111/jora.12397>

Lansford, J.E., Rothenberg, W.A., Jensen, T.M., Lippold, M.A., Bacchini, D., Bornstein, M.H., Chang, L., Deater-Deckard, K., Di Giunta, L., Dodge, K.A., Malone, P.S., Oburu, P., Pastorelli, C., Skinner, A.T., Sorbring, E., Steinberg, L., Tapanya, S., Uribe Tirado, L.M., Alampay, L.P. and Al-Hassan, S.M. (2018). Bidirectional Relations Between Parenting and Behavior Problems From Age 8 to 13 in Nine Countries. *J Res Adolesc*, 28: 571-590

Repetti, R. L., Taylor, S. E., & Seeman, T. E. (2002). Risky families: Family social environments and the mental and physical health of offspring. *Psychological Bulletin*, 128(2), 330–366. <https://doi.org/10.1037/0033-2909.128.2.330>

Solmeyer, A. R., McHale, S. M., & Crouter, A. C. (2014). Longitudinal associations between sibling relationship qualities and risky behavior across adolescence. *Developmental Psychology*, 50, 600–615. doi:10.1037/a0033207

Wang, M.-T., Dishion, T., Stormshak, E., & Willett, J. (2011). Trajectories of family management practices and early adolescent behavioral outcomes. *Developmental Psychology*, 47, 1324–1341.

* Shanahan, L., McHale, S. M., Osgood, D. W., & Crouter, A. C. (2007). Conflict frequency with mothers and fathers from middle childhood to late adolescence: Within- and between-families comparisons. *Developmental Psychology*, 43(3), 539–550.

Recommended readings:

Hou, Y., Benner, A. D., Kim, S. Y., Chen, S., Spitz, S., Shi, Y., & Beretvas, T. (2020). Discordance in parents' and adolescents' reports of parenting: A meta-analysis and qualitative review. *American Psychologist*, 75(3), 329-348. doi:<http://dx.doi.org/10.1037/amp0000463>

Laursen, B., & Collins, W. A. (2009). Parent–child relationships during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Contextual influences on adolescent development* (pp. 3–42). John Wiley & Sons, Inc.

Hawk, S. T., Keijsers, L., Frijns, T., Hale, W. W. III, Branje, S., & Meeus, W. (2013). “I still haven’t found what I’m looking for”: Parental privacy invasion predicts reduced parental knowledge. *Developmental Psychology*, 49(7), 1286–1298.

Week 5 – February 6 – Peers/Friends

Brechwald, W., & Prinstein, M. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence*, 21, 166–179. doi:10.1111/j.1532-7795.2010.00721.x.

Dijkstra, J., Cillessen, A., & Borch, C. (2013). Popularity and adolescent friendship networks: Selection and influence dynamics. *Developmental Psychology*, 49, 1242-1252.

McGill, R. K., Way, N. & Hughes, D. (2012). Intra- and interracial best friendships during middle school: Links to social and emotional well-being. *Journal of Research on Adolescence*, 22, 722–738.

Paluck, E.L., Shepherd, H., & Aronow, P. (2016). Changing climates of conflict: A social network experiment in 56 schools. *Proceedings of the National Academy of Sciences*. 113(3),

566–571, doi: 10.1073/pnas.1514483113.

Rose, A. J., Smith, R. L., Glick, G. C., & Schwartz-Mette, R. A. (2016). Girls' and boys' problem talk: Implications for emotional closeness in friendships. *Developmental Psychology*, 52(4), 629–639.

*La Greca, A. M., Prinstein, M.J., & Fetter, M.D. (2001). Adolescent peer crowd affiliation: Linkages with health-risk behaviors and close friendships. *Journal of Pediatric Psychology*, 26(3), 131-143.

Recommended readings:

Brown, B. B., Eicher, S. A., & Petrie, S. (1986). The importance of peer group ("crowd") affiliation in adolescence. *Journal of Adolescence*, 9, 73–96.

Dishion, T. J., McCord, J., & Poulin, F. O. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755–764.

Week 6 - February 13 – Identity and Autonomy

Hughes, D. L., Del Toro, J., & Way, N. (2017). Interrelations among dimensions of ethnic-racial identity during adolescence. *Developmental Psychology*, 53(11), 2139-2153.

Diamond, L. M. (2020). Gender fluidity and nonbinary gender identity among children and adolescents. *Child Development Perspectives*, 14(2), 110–115.

Meeus, W. (2011). The study of adolescent identity formation 2000– 2010: A review of longitudinal research. *Journal of Research on Adolescence*, 21, 75–94.
doi:10.1111/j.1532-7795.2010.00716.x

Dumas, T. M., Ellis, W. E., & Wolfe, D. A. (2012). Identity development as a buffer of adolescent risk behaviors in the context of peer group pressure and control. *Journal of Adolescence*, 35(4), 917-927.

Perez-Brena, N., Rivas-Drake, D., Toomey, R. B., & Umaña-Taylor, A. J. (2018). Contributions of the integrative model for the study of developmental competencies in minority children: What have we learned about adaptive culture? *American Psychologist*, 73(6), 713-726.

* Nishina, A., Bellmore, A., Witkow, M., & Nylund-Gibson, K. (2010). Longitudinal consistency of adolescent ethnic identification across varying school contexts. *Developmental Psychology*, 46, 1389–1401. doi:10.1037/a0020728

Recommended readings:

Becht, A. I., Nelemans, S. A., Branje, S. J. T., Vollebergh, W. A. M., Koot, H. M., & Meeus, W.

H. J. (2017). Identity uncertainty and commitment making across adolescence: Five-year within-person associations using daily identity reports. *Developmental Psychology*, 53(11), 2103-2112.

Fuligni, A. J., & Tsai, K. M. (2015). Developmental flexibility in the age of globalization: Autonomy and identity development among immigrant adolescents. *Annual Review of Psychology*, 66, 411–431. doi:10.1146/annurev-psych-010814-015111

García Coll, C., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., & Vázquez García, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67(5), 1891-1914.

Week 7 –February 20- Achievement/Motivation/School

Wang, MT., Hofkens, T.L. Beyond Classroom Academics: A School-Wide and Multi-Contextual Perspective on Student Engagement in School. *Adolescent Res Rev* 5, 419–433 (2020).
<https://doi.org/10.1007/s40894-019-00115-z>

Yeager DS, Dahl RE, Dweck CS. Why Interventions to Influence Adolescent Behavior Often Fail but Could Succeed. *Perspect Psychol Sci*. 2018 Jan;13(1):101-122. doi: 10.1177/1745691617722620

Yeager DS, Hanselman P, Walton GM, Murray JS, Crosnoe R, Muller C, Tipton E, Schneider B, Hulleman CS, Hinojosa CP, Paunesku D, Romero C, Flint K, Roberts A, Trott J, Iachan R, Buontempo J, Yang SM, Carvalho CM, Hahn PR, Gopalan M, Mhatre P, Ferguson R, Duckworth AL, Dweck CS. A national experiment reveals where a growth mindset improves achievement. *Nature*. 2019 Sep;573(7774):364- 369. doi: 10.1038/s41586-019-1466-y. Epub 2019 Aug 7.

Eccles, J.S. and Roeser, R.W. (2011), Schools as Developmental Contexts During Adolescence. *Journal of Research on Adolescence*, 21: 225-241. <https://doi.org/10.1111/j.1532-7795.2010.00725.x>

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246–263. doi:10.1111/j.1467-8624.2007.00995.x

*Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and families. *American Psychologist*, 48, 90-101.

Recommended readings:

Eccles, J. S., & Roeser, R. W. (2009). Schools, academic motivation, and stage–environment fit. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1,

pp. 404–434). Hoboken, NJ: John Wiley & Sons, Inc.
doi:10.1002/9780470479193.adlpsy001013

Fuller-Rowell, T., & Doan, S. (2010). The social costs of academic success across ethnic groups. *Child Development, 81*, 1696–1713. doi:10.1111/j.1467-8624.2010.01504.x

Week 8 – February 27 – Romance/Sexuality/Social Media

Suleiman AB, Galván A, Harden KP, & Dahl RE. (2017). Becoming a sexual being: The ‘elephant in the room’ of adolescent brain development. *Developmental Cognitive Neuroscience, 25*, 209-220. doi: 10.1016/j.dcn.2016.09.004.

Tolman, D. L., & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000–2009. *Journal of Research on Adolescence, 21*, 242–255.
doi:10.1111/j.1532-7795.2010.00726.x

Savin-Williams, R. C., & Cohen, K. M. (2015). Developmental trajectories and milestones of lesbian, gay, and bisexual young people. *International Review of Psychiatry, 27*, 357–366.
doi:10.3109/09540261.2015.1093465

Kansky, J. & Allen, J.P. (2018). Long-Term Risks and Possible Benefits Associated with Late Adolescent Romantic Relationship Quality. *Journal of Youth and Adolescence 47*, 1531–1544

Jensen M, George M, Russell M, & Odgers C. (2019). Young Adolescents' Digital Technology Use and Mental Health Symptoms: Little Evidence of Longitudinal or Daily Linkages. *Clinical Psychological Science. 7*, 1416-1433. doi: 10.1177/2167702619859336

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