

University of North Texas at Dallas  
Spring 2014  
DFST 4133D.090  
Adolescent Development

<b>Division of Education and Human Services</b>	
<b>Instructor Name:</b>	<i>Constance Lacy, Ph.D.; LCSW; HS-BCP</i>
<b>Office Location:</b>	<i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 329</i>
<b>Office Phone:</b>	<i>972-338 1381; General 972-780-3600</i>
<b>Email Address:</b>	<i>Constance.Lacy@unt.edu; Blackboard Learn course email</i>
<b>Office Hours:</b> Mon. 1:00PM to 3:00PM ; Wed. 1-3pm; Thru. 1 to 3pm OR by apt.	
<b>Virtual Office Hours:</b>	<i>Blackboard Learn vary</i>
<b>Classroom Location:</b> <i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 339</i>	
<b>Class Meeting Days &amp; Times:</b> <b>WEDNESDAY 10:00AM – 12:50</b>	
<b>Course Catalog Description:</b>	Adolescent Development DFST 4133. 3 Hours. Theories and characteristics of physical, cognitive and social development between 11 and 21 years of age. Effects of family, school, community and other factors on adolescent development and emerging adulthood are also addressed.
<b>Prerequisites:</b>	
<b>Required Text:</b>	Arnett, J. J. (2013). <i>Adolescence and emerging adulthood: A cultural approach</i> (5 <sup>th</sup> ed). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 9780205892495
<b>Course Goals or Overview:</b>	
	The overall objective of the course is to provide the student with an in-depth study of issues surrounding physical, cognitive, social, and emotional development of the individual across early, middle, late adolescence as well as emerging adulthood.
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will demonstrate an ability to:	
1	Cite basic developmental concepts related to adolescence and emerging adulthood. <b>(NLA 13, CSHSE 10e)</b>
2	Describe issues surrounding physical, cognitive, social, and emotional development of the individual across early, middle, late adolescence and emerging adulthood. <b>( NLA 3, 13f)</b>
3	Specifically apply developmental theory, concepts, and research to “real life” scenarios <b>(NLA 13f)</b>
4	Identify physiological change across adolescence. <b>(CSHSE 9d,e;NLA 13)</b>
5	Identify the various types of groups and the purposes and functions of each type of group. <b>(NLA 3; CSHSE 2e.f.)</b>
6	Assimilate issues related to intelligence, language development and decision-making, including moral development. <b>(NLA 3,4, 15; CSHSE 2g,)</b>
7	Examine socio-emotional development of adolescents in terms of personality development, attachment/love, parent-child-peer relationships, and influence of culture. <b>( NLA 13b,c)</b>
<b>Course Activities:</b> This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: Class instruction, short lectures, demonstration groups, discussions and quizzes, assignments, projects, and class participation.	
*Determination of how main points (or what percentage of grade) in the course grading system will be determined during the first class! <b>Blackboard Learn will be used as a means of communication and dissemination</b> of supplemental materials, which include power point slides, assignment descriptions,	

observation forms, rubrics and grades. To access Blackboard Learn, log on to: <http://ecampus.unt.edu> using your EUID for your login. **If you experience trouble with Blackboard Learn, please double check and update your JAVA, then contact the Blackboard Learn Student Help Desk**

**Course Evaluation Methods**

• Attendance and Participation	50
• Three (3) Readiness Assessment Tests (RATs) (120pts each	360
• Assignment One – Interview an Older Adult	100
• Assignment Two – Observation and Interview with Adolescents	100
• Assignment Three and Four- Film Critiques (2)	100
• Group/Individual Lesson Activities	80
• Final Exam	100

**TOTAL** **890**

**Basis for Grading: The calculation of students overall course grade includes total points earned**

**Grading Criteria: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below**

LATE ASSIGNMENTS ARE NOT ACCEPTED AT THE INSTRUCTOR’S DISCRETION

**FORMAT OF THE CLASS:**

A hybrid form of Team-based Learning will be implemented in class to support the learning and application of concepts about adolescent development. **Team-Based Learning** is “a special form of collaborative learning using a specific sequence of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion” (Michael Sweet). The emphasis on what we will be doing is NOT just to binge on receiving information, then purge it back in memorization and call that learning. We are aiming for a higher standard of actual learning and mastery of the material. In addition, I hope to prepare you to be a life-long learner and engaged citizen. To help you in that cause, we will be using a Team-Based Learning approach (see [www.teambasedlearning.org](http://www.teambasedlearning.org)). Success of the Team will help you be successful! Your team mates will be a useful resource for you throughout the semester.

**Criteria for Grading:**

- a. Demonstration of ability to integrate outside reading and classroom material into papers/projects
- b. Succinct, clear and logical formulations of arguments
- c. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

**Late Assignments:** It is expected that students complete their assignments by the assigned due date. Please note that **late assignments** will be penalized 10% each day for a maximum of **3** days and then not accepted (unless documented and approved emergency) and will not be accepted at the instructor’s discretion. **Assignments sent via email attachment will not be accepted.**

**Blackboard Learn:** This course requires use of Blackboard Learn to submit specified assignments and other interactive processes. You are required to check announcements using Blackboard Learn along with email correspondence, discussion board assignments, group assignments, written assignments, etc.

## CLASSROOM ETIQUETTE

Classroom time is an opportunity for each student to learn and share knowledge. Please join with your instructor and extend the following classroom courtesies to your colleagues to ensure the highest and best use of class time. Your laptop cannot be used in the class unless it is associated with the contents of this class. If the student is found to be in violation, the student will be asked to shutdown the laptop and will not be permitted to use the laptop in this class for the remainder of this course.

**Leaving Class Prior to Dismissal:** Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction.

**Pagers and Cell Phones:** Students should either turn pagers and cell phones off during class time. The ringing of either is very disruptive to instruction.

**Side Conversations:** Side conversations are distracting to all. Please refrain from engaging in them

**Seating Arrangements:** For the purpose of ensuring an understanding of diversity and cultural sensitivity, you may be required to move around the classroom at various times at the request of the instructor. Remember, this class is about experiencing change.

## COURSE ASSIGNMENTS:

**INDIVIDUAL ASSIGNMENTS** - The overall purpose of the individual assignments is to review, apply, and implement theories relevant to the study of adolescent development while connecting and comparing them to “real life” issues common to adolescence.

**TEAM ACTIVITIES/CASE ANALYSES** – Throughout the semester I will assign a case each small group for in-class analysis and discussion. Each small group should prepare presentations **outside of class** and report back to the entire class about the results of its group work. You will be asked to make specific recommendations and decisions applying concepts from the text. You will be expected to work individually, and then as a team. Team members must work collaboratively and reach a consensus for the resolution of the problem before sharing their decision with the class.

**Please come to class prepared to join in discussions and participate in Team Activities by reading each Chapter and getting ready for the RAT!**

COURSE SCHEDULE			
TIMEFRAME	LESSON	BASED ON READING	COMMENTS
<b>Week 1 Jan. 15</b>	ICE BREAKER CLASS INTRODUCTIONS - OVERVIEW	SYLLABUS	<b>PRACTICE RAT:</b> Syllabus
<b>Week 2 Jan. 22</b>	MODULE 1: INTRODUCTION, CULTURE	CHAPTER 1, 4	• Post Participation Activity: Discussion Board
<b>Week 3 Jan. 29</b>	MODULE 2: BIOLOGY , COGNITIVE DEVELOPMENT :	CHAPTER 2,3	• <b>Participation Activity: TJS - Blog</b>

	<b>NO FACE-TO-FACE CLASS</b>		
<b>Week 4 Feb. 5</b>	MODULE 3: MULTI-DIMENSIONAL INFLUENCES ON DEVELOPMENT	Information Provided	<b>RAT #1 Chapters 1 – 4</b>
<b>Week 5 Feb. 12</b>	MODULE 4: CONDUCT YOUR <b>INTERVIEW WITH AN ADULT</b> <b>NO FACE-TO-FACE CLASS</b>		
<b>Week 6 Feb. 19</b>	MODULE 5: GENDER, SELF	CHAPTER 5,6	<ul style="list-style-type: none"> <li><b>FILM: America The Beautiful (Video stream documentaries in HULU)</b></li> </ul>
<b>Week 7 Feb 26</b>	MODULE 6: <b>FILM CRITIQUE ONLINE: "WHITE OLEANDER"</b> <b>NO FACE-TO-FACE CLASS</b>		<b>ASSIGNMENT DUE ONLINE:</b> Film Critique #1
<b>Week 8 March 5</b>	MODULE 7: FAMILY RELATIONSHIPS	CHAPTER 7	
<b>March 12</b>	<b>SPRING BREAK</b>		
<b>Week 9 March 19</b>	MODULE 8: FRIENDS & PEERS LOVE AND SEXUALITY	CHAPTER 8, 9	<b>RAT #2 Chapters 5-7</b>
<b>Week 10 March 26</b>	MODULE 9: NO FACE-TO-FACE CLASS <b>FILM CRITIQUE ONLINE: "DANGEROUS MINDS" or designated film.</b>		<b>ASSIGNMENT DUE ONLINE:</b> Film Critique #2
<b>Week 11 April 2</b>	MODULE 10: SCHOOL AND WORK	CHAPTERS 10-11	
<b>Week 12 April 9</b>	MODULE 11: CONDUCT YOUR OBSERVATION OF ADOLESCENT GROUPS <b>NO FACE-TO-FACE CLASS</b>		
<b>Week 13 April 16</b>	MODULE 12: MEDIA	CHAPTERS 12	<b>RAT #3 Chapters 8 - 11</b>
<b>Week 14 April 23</b>	MODULE 13: PROBLEMS AND RESILIENCE	CHAPTER 13	<b>ASSIGNMENT DUE ONLINE:</b> Adolescent Observation-Interview
<b>Week 15 April 30</b>	MODULE 14: REVIEW for the EXAM		
<b>Week 16 May 7</b>	<b>FINAL EXAM ONLINE</b> CHAPTERS 12 -13		

**Diversity Policy:** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**Students with Disabilities:**

*The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities*

*Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.*

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Any student requesting academic accommodations based on a disability is required to register with Disability Services each semester. A letter of verification for approved accommodations can be obtained from this office. Please be sure the letter is delivered to me as early in the semester as possible. For more information, you may visit the Student Life Office, DAL 2, Suite 200, and is open 8:30 AM – 5:00 PM, Monday through Friday. Or you can call (972) 338-1775.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. . Grades assigned before an accommodation is provided will not be changed.

#### **Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

#### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

#### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

#### **General Submission Guidelines**

1. Papers should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*.

2. Double space using Word files using an appropriate 12-point, black color font, and one inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.
6. A full page equals 22-23 lines of content.
7. *For all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
  - a. DO NOT USE CONTRACTIONS (SHORTENED FORM) in academic writing. This course's writing is academic and scholarly.
  - b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.
  - c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.
  - d. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (*need I go on?*). *It is not good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.*

