**Welcome to DFST 4133, Adolescent Development**

I am glad you have chosen to take this course! It is important to study adolescent development, especially if you plan to work with this age group and/or ever parent a teenager. The more we know about "normal" or "typical" adolescents and the challenges and joys viewed through their egocentric lenses, the better-equipped we are to help, support, and understand them. You might even be able to make some sense of your own adolescence as we discuss brain development, cognition, risk behaviors and teenage decision-making. I hope you will find yourself applying the concepts and skills you learn in this course to your own life journey and into the lives of others long after this class!

My favorite quote is “I am a part of all that I have met” (*Ulysses* by Alfred, Lord Tennyson). As I ponder and teach development over different stages of the lifespan, the quote becomes even more meaningful to me. I wonder how you will feel about it by the end of this course. I have recently adopted a new quote this year. It is: “Teaching does not cause learning.” If teaching doesn’t cause learning, what causes learning?! That is what we will discover and uncover together in this class.

**Communication is Key!**

If you find yourself struggling, please let me know how I can help you – sooner rather than later. I am interested in your success! You may schedule an appointment with me, talk with me before or after class, or send me a quick e-mail to keep me in the loop. I am actually quite reasonable when I know what is going on in a timely way, so please let me know how I can help you. Do not wait! Problems only loom larger over time, and many times can be avoided altogether if you are proactive in facing them.

**Catalogue description of Adolescent Development DFST 4133.** 3 hours. Theories and characteristics of physical, cognitive and social development between 11 and 25 years of age. Effects of family, school, community and other factors on adolescent development and emerging adulthood are also addressed.

**Learning Objectives:**
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. Students will be able to:
1. Define adolescence and emerging adulthood.
2. Identify specific physical, cognitive, social, and emotional traits associated with adolescence and emerging adulthood.
3. Enumerate issues related to physical, cognitive, social, and emotional development of the individual across early, middle, late adolescence and emerging adulthood.
4. Understand and apply theories of Developmental Science that relate specifically to this life stage.

Blackboard/Learn will be used as the primary means of communication and dissemination of supplemental materials, which include power point slides, assignment descriptions, observation forms, rubrics and grades. To access Learn, log on to: http://learn.unt.edu and use your EUID and password to login. If you experience trouble with technology, please double check and update your JAVA, then contact the Vista Student Help Desk at vista@unt.edu. Phone: (940) 565-2324.

CLASS FORMAT: TEAM-BASED LEARNING

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.”

(Dr. Michael Sweet, Northeastern University)

Team-Based Learning™ (TBL) is about learning to do something with the information you are learning. Therefore, when you come to class prepared, you will be rewarded by having the opportunity to see why the concepts are important to you. Your pre-class preparation will be assessed by Reading Assessment Tests (RATs) over larger conceptual blocks of content, and you will be held accountable by your peers through evaluations.

You will be placed in a team with 4 or 5 other students. You will need to plan to sit together to facilitate working as a team. All team-work will occur during the class period. Attendance will be taken through your team folder.

Team-Based Learning requires active participation by everyone in the team. The following is a list of what will occur in the teams:

1. Each student must arrive at class having already read the assigned reading.
2. Reading Assurance Tests (RATs) will be administered to individuals (i-RATs).
3. Each student will re-take the test with their team (t-RATs).
4. Students will participate in a mix of discussions and activities that require problem-solving and/or examination of specific concepts. Mini-lectures will be given by the facilitator as needed.
5. Students will be asked to make specific recommendations or decisions and will practice applying the concepts they are learning as individuals and as teams.
6. Peers will evaluate each other’s participation, reliability and contribution to the team.
7. Peer evaluations are one component of each individual’s final grade.

- You MUST attend class regularly. It is mandatory. Please arrive early, as we will start promptly at Noon. On the days that you have a RAT, the RAT will be given at the beginning of the class period.
- PLAN to attend class regularly! Non-attendance will result in being dropped from the course by the instructor.
- It is possible for you to make up a maximum of two i-RATs; your individual score will for the made-up RAT be recorded as your team score for that particular test. It is NOT possible to make up Team-Based Activity participation points.
• All assignments must be turned in electronically to the appropriate drop box by midnight on their due dates.

**INDIVIDUAL ASSIGNMENT in 2 Parts**

**CASE STUDY of Older Adult’s Adolescent Experiences and Comparison with own Adolescence**
You will interview an older adult, who must be at least 65 years old (born in 1950 or earlier). The complete assignment description and instructions are posted on Bb and will be discussed in class.
The overall purpose of the individual work is to apply theories relevant to the study of development to “real life” examples of adolescence. Instructions, templates, and rubrics may be found in the Assignment Tab in Learn.

**Other Grade sources:** Attendance, clicker, and in-class participation; mid-term and end-of-semester Peer Evaluations

**FINAL GRADE:** Students will be evaluated accordingly:
- Attendance/in-class participation: 10%
- Individual RATs: 15%
- Individual Assignment: 30%
- Team-Based Learning Activities: 45%
- TOTAL: 100%

**USE OF CLICKERS™ (Student Response System):**
Each student is required to purchase a Turning Technologies ResponseCard (“clicker”) or ResponseWare, a licensed online or app-based version to use in class. To receive discount pricing at the UNT online store, visit: store.turningtechnologies.com and enter the case-sensitive school code: kW3s BEFORE you shop. When you enter the code, you will see a selection of clickers and ResponseWare licenses available for purchase. Instructions for registering your device ID are in Blackboard.
You must register your Clicker™ in order to receive participation/attendance points.

**PLEASE REGISTER YOUR CLICKER™ ASAP!!** - you will earn 5 points when you use your REGISTERED device in class on Friday, January 23. TO REGISTER YOUR ResponseCard ™ or ResponseWare: follow the guidelines posted on Learn (“Clicker Information” in purple menu on the left). Bringing or using clickers for an absent classmate is a clear violation of the student Code of Ethics and will not be tolerated.

It is YOUR responsibility to adopt a pattern of behavior which will allow for the completion of the requirements by the deadline. In the event that something does come up, contact the instructor as soon as possible to determine what actions need to be taken. Never assume you have been added to or dropped from a class without double-checking your Update Status.

I reserve the right to make additions or changes to this syllabus and calendar, with written notification to the students.

**ACCESS TO INFORMATION: EAGLECONNECT**
Please activate and regularly check your EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu.
ACADEMIC INTEGRITY AND ACADEMIC Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: http://vpaa.unt.edu/academic-integrity.htm.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The University of North Texas (UNT) is on record as 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 more than happy to provide reasonable accommodations to students with disabilities, to not discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation. Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Accommodation in the University Union (rm. 321) or phone (940) 565-4323.

ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://deanofstudents.unt.edu.

EMERGENCY NOTIFICATION & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at http://www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic
environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link:
http://essc.unt.edu/registrar/ferpa.html

YOUR SUCCESS
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. As a faculty member, I am committed to helping you be successful as a student.
Here’s how to succeed at UNT: Show up. Find support. TAKE CONTROL. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to succeed.unt.edu.

Calendar Summer 5W2 - 2015

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Reading</th>
<th>Team In-class Activities</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/13</td>
<td>INTRODUCTIONS</td>
<td>RAT Chapter 1 &amp; 2</td>
<td>Adolescent egocentrism</td>
<td></td>
</tr>
<tr>
<td>7/14</td>
<td>Biology</td>
<td></td>
<td>Adolescent view of the world</td>
<td></td>
</tr>
<tr>
<td>7/15</td>
<td>Cognition</td>
<td>RAT Chapter 3</td>
<td>Brain development</td>
<td></td>
</tr>
<tr>
<td>7/16</td>
<td></td>
<td></td>
<td>Teenage criminals</td>
<td></td>
</tr>
<tr>
<td>7/20</td>
<td>Culture</td>
<td>RAT Chapter 4</td>
<td>Self-image questionnaire</td>
<td>Part 1 ASSIGNMENT DUE 7/27 by midnight</td>
</tr>
<tr>
<td>7/21</td>
<td></td>
<td></td>
<td>Gender roles</td>
<td></td>
</tr>
<tr>
<td>7/22</td>
<td>Gender &amp; The Self</td>
<td>RAT Chapter 5 &amp; 6</td>
<td>Identity formation - Scott</td>
<td></td>
</tr>
<tr>
<td>7/23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/27</td>
<td>Family Relationships</td>
<td>RAT Chapter 7</td>
<td>Parenting via Facebook</td>
<td></td>
</tr>
<tr>
<td>7/28</td>
<td></td>
<td></td>
<td>Bullies</td>
<td></td>
</tr>
<tr>
<td>7/29</td>
<td>Friends, peers</td>
<td>RAT Chapter 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/3</td>
<td>Love &amp; Sexuality`</td>
<td>RAT Chapter 9</td>
<td>Relationships</td>
<td></td>
</tr>
<tr>
<td>8/4</td>
<td></td>
<td></td>
<td>Sex Education</td>
<td></td>
</tr>
<tr>
<td>8/5</td>
<td>Media</td>
<td>RAT Chapter 12</td>
<td>Media – images</td>
<td></td>
</tr>
<tr>
<td>8/6</td>
<td>Problems/resilience</td>
<td>RAT Chapter 13</td>
<td>Problems – case study</td>
<td></td>
</tr>
<tr>
<td>8/10</td>
<td>School</td>
<td>RAT Chapters 10 &amp; 11</td>
<td>School/work - experiences</td>
<td>Part 2 ASSIGNMENT DUE 8/10 by midnight</td>
</tr>
<tr>
<td>8/11</td>
<td>Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This calendar is subject to change or modification with prior written and verbal notice given to the students.