COURSE OUTLINE and SYLLABUS
EPSY 321: Adolescent Development (Spring 2013)

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
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Office phone: 845-1802
Email: drjay@tamu.edu
Office Hours: TBD (by appointment)

Textbook:
(ISBN: 9780073532035)

Course Purpose: This course provides an overview of research and theory on adolescent development, with a special emphasis on introspective and interactive learning experiences to broaden the understanding and deepen the impact of what is learned and discussed in class.

Course Objectives:
1. Develop an understanding of the psychological, biological, emotional, and sociological issues that an individual encounters during adolescence, with special attention to the specific problems today’s adolescents must cope with.
2. Compare and contrast “textbook” applications of adolescent developmental theories to “real-life” practices and approaches.
3. Use your critical thinking skills, your knowledge of self and subject matter, and your creativity to fully develop your own personal concept of what aspects are essential and uniquely inherent to adolescence.
4. Raise your own virtual teen using the principles discussed in class to guide your parenting practices and decision making.

Course Evaluation: Your grade in this course will be determined by the following:

Attendance Assignments (5 @ 6 pts. each) 30 pts.

My Virtual Teen (Cyber Parenting) 51 pts.

Semester Project
espy-TUNES: “Audio Adolescence” 60 pts.

“A” “Q” “K” “W” “R” “D”
(3 @ 60 pts. each) 180 pts.

TOTAL 321 pts.

Grading: Letter grades will be assigned on the following basis:
A = 285 - 321 pts.
B = 250 - 284 pts.
C = 225 - 249 pts.
D = 200 - 224 pts.
F = anything below 200 pts.
Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled "Scholastic Dishonesty."

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Disability Services in Cain Hall B118. You may call 845-1637 or email disability@tamu.edu. Additional information is available at http://disability.tamu.edu.

Students with Special Needs

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Explanation of Assignments:

➢ "Attendance Assignments"

Due Dates: T.B.D.

Based on what you read, saw or experienced in class, write a short reaction detailing how it aided, improved, or expanded upon your previous notions of that area of adolescence:

While there is no set page limit for these assignments, you will need to clearly articulate your reaction in an appropriate, thoughtful manner (that should certainly exceed a paragraph!). Do not recapitulate or repeat (verbatim) what we learned in class, rather, I am looking for your personal thoughts on the material based on your teenage experiences or other relevant notions.

Your reaction paper will be due in class the week after the assignment is announced. No electronic copies (a.k.a. email) will be accepted, and all submissions must be typed out and turned in before class.

Attendance assignments cannot be made up unless the student provides a university excused reason for their absence. Specific to absences, as this course only meets once a week, attendance at each scheduled class meeting is required and expected for every student.

Any unexcused absences will result in an automatic 15 pt. deduction of points from your final semester grade.
MY VIRTUAL TEEN
My Virtual Teen is an interactive web-based simulation that allows you to raise a child from birth to age 18, with a specific focus on the teenage years, and monitor the effects of your parenting decisions over time. This engaging website lets you apply the key concepts that you are learning in your adolescent development class.

You will be responsible for keeping up with your parenting practices as we study different components of adolescence and use the knowledge you have gained in class to raise the best teen that you can.

At the end of each age, there will be summary questions that you will need to complete based off your teen’s development, your classroom knowledge, and the experience you “both” are facing.

A.Q.K.W.A.R.D:

Scheduled Dates:
I – February 13th (Intro. + Chapters 1, 2 & 3)
II – March 20th (Chapters 4, 5, 6 & 7)
III – April 17th (Chapters 8, 9, 10, 11, & 13)

These quizzes will be used to assess your knowledge on all things adolescence and will contain questions from all assigned readings / textbook chapters, class discussions, current event presentations, video screenings, and other related course content.

The quiz format will be a multiple choice and students will need to bring a grey 8.5” x 11” TAMU scantron to class. Though called a quiz, these assessments are similar both in point value and content to a “standard” test and require an in-depth knowledge of the material (both book and lecture) to do well. Please plan and prepare accordingly.

Semester Project: Audio Adolescence
Due on/before May 10th

Using the concepts, traits, definitions, and other salient research findings or notions discussed in class or in your readings, identify a “six pack” of songs that, through the lyrics, background/history, or other identifiable and arguable characteristic, address a key issue of adolescence specific to eight of your textbook chapters.

The song can be from any era, genre, or style of music – there are no limitations.

Prepare a comprehensive written summary analyzing each of the songs (6 songs total from chapters of your choosing) from a creative viewpoint specific to the chapter being discussed (from your Steinberg textbook). What features of the song call to mind that particular area? What references (direct or indirect) allude to specific characteristics/theories/terminology discussed in the chapter? How does this song typify this area or adolescence? What is inherent in the lyrics (specifically mention) that describe and depict this particular stage or area? What is the contemporary relevance to how the song might have been perceived that accentuates its relation to adolescence?

You can choose to address these questions or any related questions of your choice to fully describe each of your songs. You must cite any information you use from your text, lecture notes or other sources!

The best way to complete this project is to work on it gradually throughout the semester while the material from each chapter/lecture is fresh in your mind. It is more time consuming to try and do this all in one sitting at the end of the semester.

DON'T WAIT TO THE LAST MINUTE TO GET STARTED ON THIS PROJECT!
# TENTATIVE CLASS SCHEDULE
EPSY 321 meets on Wednesday from 12:40 – 3:30 p.m. in Harrington Tower (EDCT) Room 632

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Assigned Readings</th>
<th>Due Dates/Class Info.</th>
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<tbody>
<tr>
<td>Jan 16</td>
<td><strong>Course Overview</strong>&lt;br&gt;Intro to Adolescence</td>
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<td>Jan 23</td>
<td><strong>Chapter One</strong>&lt;br&gt;Biological Transitions</td>
<td><strong>Video Overview:</strong>&lt;br&gt;&quot;The Teen Species!&quot;</td>
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<td>Jan 30</td>
<td><strong>Chapter Two</strong>&lt;br&gt;Cognitive Transitions</td>
<td><strong>Video Lobotomy:</strong>&lt;br&gt;&quot;Inside the Teenage Brain!&quot;</td>
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<td>Feb 6</td>
<td><strong>Chapter Three</strong>&lt;br&gt;Social Transitions</td>
<td><strong>Video Snapshot:</strong>&lt;br&gt;&quot;Coming of Age&quot;</td>
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<td>Feb 13</td>
<td><strong>Awkward 1</strong></td>
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# THE CONTEXTS OF ADOLESCENCE

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<tr>
<th>Date</th>
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<tr>
<td>Feb 20</td>
<td><strong>Chapter Four</strong>&lt;br&gt;Families</td>
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<td>Feb 27</td>
<td><strong>Chapter Six</strong>&lt;br&gt;Schools</td>
<td><strong>FIELD TRIP!</strong>&lt;br&gt;Bryan High School</td>
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<td>March 6</td>
<td><strong>Chapter Five</strong>&lt;br&gt;Peer Groups</td>
<td><strong>Video Flashback:</strong>&lt;br&gt;&quot;American Teen&quot;</td>
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<td>March 13</td>
<td><strong>Chapter Seven</strong>&lt;br&gt;Work, Leisure, &amp; Mass Media</td>
<td><strong>Beach Reading</strong>&lt;br&gt;Spring Break!</td>
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<td>March 20</td>
<td><strong>Awkward 2</strong></td>
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# PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE

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<td>March 27</td>
<td><strong>Chapter Eight &amp; Nine</strong>&lt;br&gt;Identity &amp; Autonomy</td>
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<td>April 3</td>
<td><strong>Chapter Ten &amp; Eleven</strong>&lt;br&gt;Intimacy &amp; Sexuality</td>
<td><strong>Under Cover Video!</strong>&lt;br&gt;&quot;Middle School Confessions&quot;</td>
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<td>April 10</td>
<td><strong>Chapter Thirteen</strong>&lt;br&gt;Psychosocial Problems</td>
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<td>April 17</td>
<td><strong>Awkward 3</strong></td>
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<td>April 24</td>
<td>Semester Grade Return / Semester Project Review</td>
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Monday, May 10th  **AUDIO ADOLESCENCE DUE**<br>(10:30 a.m. – 12:30 p.m. – turn in at office)