DRAFT Syllabus - Summer Session II 2018

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Adolescent Development  
Credits: 3  
Format: Online  
Prerequisites: Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201.

Professor: Dr. Alaina Brenick  
Email: alaina.brenick@uconn.edu (preferred means of communication)  
Telephone: 959-200-3767  
Office Hours/Availability: I am available for virtual office hours by appointment. Please, email me directly to set up an appointment. You can expect a response to your emails within 24 hours. If this changes due to extenuating circumstances, I will send an email so students can plan accordingly.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore of your choice. The UConn Bookstore carries the required text(s), which can be shipped (fees apply).

Required Materials:  

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life.

Course Objectives

Upon successful completion of HDFS 3103, students should be able to:

1. Describe normative patterns of adolescent growth and development;  
2. Define key terms in the field of adolescent developmental science;  
3. Explain and contrast the major theoretical approaches to adolescent growth and development;  
4. Determine the influences of diversity on adolescent cognitive, social-emotional, and physical development;  
5. Apply the major theoretical approaches and empirical findings from the field to various examples of adolescent experiences (e.g., current events, examples from popular press/movies, lived experiences);  
6. Evaluate adolescent theory and research in terms of practices in contexts such as parenting, education, policy and human services;  
7. Propose best practices in working with adolescents in contexts such as parenting, education, policy, and human services.
**Course Outline and Calendar**

Module 1: Introduction to Adolescent Developmental Science
- Topic 1: History of “Adolescence” and Adolescent Developmental Science
- Topic 2: Key Theories in Adolescent Developmental Science

Module 2: Physical and Cognitive Development

Module 3: Social Development
- Topic 1: Roles, Personality, and Morality
- Topic 2: Self and Identity
- Topic 3: Culture and Diversity

Module 4: Interpersonal Relationships
- Topic 1: Adolescents and Their Families
- Topic 2: Peers

Module 5: Intimacy and Sexuality Development
- Topic 1: Intimate Relationships
- Topic 2: Sexualities and Sexual Identities

Module 6: The “Professions” of Adolescence
- Topic 1: Schooling, Education, and Learning
- Topic 2: Work and Leisure

Module 7: Psychological and Behavioral Health and Well-being
- Topic 1: Problem and Risk-taking Behaviors
- Topic 2: Mental Health Issues
- Topic 3: Stress, Coping, and Well-being

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Week</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Adolescent Developmental Science</td>
<td>Week 1</td>
</tr>
<tr>
<td>2</td>
<td>Physical and Cognitive Development</td>
<td>Week 1</td>
</tr>
<tr>
<td>3</td>
<td>Social Development</td>
<td>Week 2</td>
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<tr>
<td>4</td>
<td>Interpersonal Relationships</td>
<td>Week 3</td>
</tr>
<tr>
<td>5</td>
<td>Intimacy and Sexuality Development</td>
<td>Week 4</td>
</tr>
<tr>
<td>6</td>
<td>The “Professions” of Adolescence</td>
<td>Week 5</td>
</tr>
<tr>
<td>7</td>
<td>Psychological and Behavioral Health and Well-being</td>
<td>Week 5</td>
</tr>
</tbody>
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Course Requirements and Grading

Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>25%</td>
</tr>
<tr>
<td>Collaborative Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection Journals</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

Quizzes
There will be a series of announced closed-notes, closed-books quizzes throughout the course. These quizzes will be in multiple choice, true/false, matching, or fill-in-the-blank format and will cover the content since the last quiz was administered. The quiz dates and relevant course material are noted on the course calendar. These quizzes are intended to ensure that students are keeping up with the course material, mastering the course content as they interact with it, and are prepared for class discussion. The quizzes will be timed and completed online through HuskyCT and an online proctoring service, ProctorU (complete details for scheduling and completing your quizzes with ProctorU are outlined later in this syllabus).

Group Discussion
Students will be required to engage in group discussions on current and/or controversial topics in adolescent development. Students will be required to respond to a prompt material with 1 original and 2 response posts on the discussion board. Responses must clearly demonstrate a critical understanding of the theories and concepts learned in class as applied to the discussion prompt and their classmates’ posts.

Collaborative Assignments
Students will contribute to shared Google documents to collaboratively build lists of diverse examples of course content as represented in popular media and current events.

Reflection Journals
Students will respond to "thought question" prompts in journals submitted only to the professor. In the reflection journals, students will discuss their experiences and reactions to learning new course material. Students should demonstrate critical and thoughtful analysis of their learning process.

Final Project
At the end of the course, students will use VoiceThread or other video technology to create a visual presentation in which they:
1. Identify a context of adolescent development, such as parenting, education, policy, or human services, that is of interest to you,
2. Evaluate the implementation of adolescent theory and research in terms of the selected practice (e.g., are the practices informed by theory and scientific evidence?),
3. Propose best practices in working with adolescents in your selected context based on the theories and constructs you have learned about in this course (e.g., In your perfect world, how would you use the lessons you have learned in this course to adapt your selected context into one that better facilitates adolescent development).

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
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</tbody>
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Due Dates and Late Policy

All course due dates are identified in the course schedule on the HuskyCT site. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Given the abbreviated nature of summer courses and the required assignments in this course, it is essential for students to complete assignments in a timely manner. As a result, late assignments will only be accepted up to 2 days after the assigned deadline and will be marked off 10% per day for each day late.

Feedback and Grades

I will make every effort to provide feedback and grades in 36 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Assessment/Quiz Proctoring

IMPORTANT: This course requires students to use the online service ProctorU for the real time proctoring of quizzes. In order to use ProctorU, you must meet certain technical, software, location, and identity verification requirements.

It is critical that you review these requirements and fully test the computer on which you will take your exam prior to the official start of classes and no later than the second day of the course. Please complete the following:

- Follow the steps at ProctorU’s Get Started web page (https://www.proctoru.com/portal/uconn/gettingstarted)
- Sign up for your quiz time slot at least 72 hours (3 days) prior to your exam’s scheduled time or you will be charged a late fee. The University of Connecticut will not pay for student late fees incurred as a result of your failure to meet this deadline.
Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps @ UConn Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- VoiceThread (VoiceThread Accessibility, VoiceThread Privacy)

Assessment/Quiz Proctoring:

- ProctorU Technical Specifications
- ProctorU System Test
- ProctorU Privacy Policy
- ProctorU Accessibility Information (and detailed VPAT)

NOTE: This course has NOT been designed for use with mobile devices.

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.
Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Create and share VoiceThread video presentations.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.