PRE 800: Development During Youth and Adulthood  
Spring 2009

Meeting Time: JRP, 143; Monday’s 4:30-7:00 pm

Instructor: Dr. David Hansen  
email: dhansen1@ku.edu  
Office: 1122 West Campus Road, Room 642  
Phone: 864-1874  
Office Hrs: by appointment  
Course Web Site: Blackboard

Course Description and Objectives

This course will focus on the physical, psychological, social, cognitive, and emotional issues accompanying the transition from childhood to adulthood, period of adolescence. Attention will be paid to historical, ecological, international, and cross-cultural perspectives. Learning objectives of this include students:

1) acquiring an understanding of normative adolescent development,  
2) developing the ability to identify issues of concern to contemporary adolescents,  
3) understanding the salient developmental priorities of adolescence,  
4) developing awareness of how adolescence affects later stages of human development, and  
5) applying the concepts and content of the course to areas specific to one’s course of study.

The objectives of this course will be met through extensive reading, writing, and critical discussion.

Required Text/Material

This course fulfills the Mission of the School of Education by 1) preparing students to engage in the teaching or delivery of related services as it relates to adolescence, 2) deepening students’ understanding of adolescence as it relates to the entire span of human development, and 3) helping students identify their role in supporting adolescent development in education or other service related settings.

Course Requirements

1. **CAP’s**: You will turn in a total of six, 2-3 page Critical Analysis Papers (CAPs) at the beginning of class—see schedule for dates they will be due. Papers longer than 3.5 pages will not be accepted and you will receive a zero for the assignment! The paper will be your critical reasoning about the readings for that week—this means you will need to read the material ahead of time in order to write the paper. Each paper is worth 20 points. I will take the best five of the six CAPs. (100pts, 33%)

What is a CAP?
A critical analysis paper is an in-depth analysis, synthesis, and critique of an assigned reading. The CAP does more than simply criticize the writing or methods—anyone can criticize. The CAP should: evaluate the importance of the research question addressed, connect the research to other research, look for ways the research applies to an area in which you are interested, suggest next steps the research could address (and why it should), address what questions the research does not answer.

There is no set outline or content your CAP must follow! I suggest you write on something from the reading that peaks your interest and follow that thought to its natural conclusion. In the example I provide at the end of the syllabus, this student focused on possible methodological flaws and what
could be done to address the limitations—this was her interests; no one else in the class did this. However, you can only have one CAP focused on methods.

Regardless of the focus of the CAP there are a few things that are necessary.
1. Provide a strong introductory paragraph that clearly tells me what the “issue” is and where the paper is heading. I shouldn’t have to read until page two to know what your points are.
2. Craft strong topic sentences! This is both a pet-peeve of mine as well as a good discipline for you—it will force you to clarify the paragraph.
3. Stick to one idea in a sentence. It is easy to mix ideas in one sentence, which is a sign that you have not clarified your thoughts.
4. Finally, be concise—please. Your paper will not be concise on the first draft; it takes multiple drafts to get it “tight”.

You will submit all CAPs through the Digital Dropbox function on Bb (I will walk through the how to in class). You are to label your file that you will upload with the following convention: “LastName.CAP#”. Example “Hansen.CAP1”.

CAPs are due by the start of class on the week they are listed on the class schedule.

2. Participation in class discussions is essential for you to learn and for the rest of the class to learn from you. I expect each person to actively contribute to the discussion. Prior to arriving at class, you should have read and taken notes on the assigned readings (sorry stating the obvious) as well as have questions and points of interest prepared to share with the class. Obviously, attendance is necessary in order to participate! Missing two or more weeks of class will result in a substantial reduction in participation points (a further explanation of this policy is provided later in the syllabus). Participation will account for 10% of your grade (30 pts).

3. Once during the semester you and a fellow student will lead a discussion on the articles and/or textbook readings. Your aim is to get your classmates (and myself) actively engaged in the topic. The discussion should focus on the topic of the article, not the article itself, and do so in a way that engages the class in critical reasoning. Include at least a summary of the article, but more important, and an analysis of the article should include additional information that sheds light on the topics, new ideas, etc. It’s your chance to be intellectually curious and adventurous (30pts, 10%)

4. There will be six quizzes each worth 20 points. All quizzes will be posted on Bb by the end of week three of class. Quizzes will cover the previous week’s material as well as the current week’s assigned readings. They are posted early so you can do the readings with the questions in mind—I’m trying to help. (100pts, 33%).

As with CAPs, you will submit all quizzes using the Digital Dropbox function on Bb. The file name will be: Lastname. Quiz#, for example, “Hansen.Quiz1”

Quizzes are due by the start of class on the weeks listed on the class schedule.

5. At two times during the semester you will provide a brief, 1-2 page critique/evaluation of a fellow student’s CAP. Your critique/evaluation will be a “blind” review, meaning you will not know the name of the person giving the feedback (which also means you are not to talk about the feedback with others). You will receive a grade for your critique, which are each worth 20 points. Your critique will NOT affect your classmate’s CAP grade (40pts, 13%).

There are several reasons for this particular assignment: (1) as a graduate student you need to learn to provide constructive but critical feedback; it is part of learning to think critically; (2) you need to learn to
receive feedback and use it to improve your writing/thinking skills; (3) giving and taking feedback is one way to “depersonalize” the writing process, which will ultimately improve your abilities. (For most in graduate school, writing tends to be “personal” and having your writing critiqued can be difficult to accept. By giving and receiving feedback over the course of the semester you will hopefully learn to “covet” the feedback of others; their feedback will improve your written communication).

I will send you an electronic copy of a fellow student’s CAP with identifying information removed. You will have one week to complete the critique. You will submit your critique using the Digital Dropbox function of Bb. Name your file “Lastname.Critique#, example “Hansen.Critique1”.

Guidelines for Preparation of Written Materials

Please prepare written submissions according to the guidelines listed below. Materials that are not prepared according to these guidelines will not be accepted. All papers must be…

1. typed with one inch margins on top, bottom, left and right
2. double-spaced
3. only in 12 point Times New Roman font
4. proofread (including checking of spelling etc.)
5. pages numbered with your last name used as a header.

Follow the guidelines of the American Psychological Association Publication Manual available in the bookstore, the library, and online. This is especially the case for references and citations. You do not need to provide a reference section if you are referencing assigned reading, rather simply insert the author(s) and date of publication in parentheses at the end of a sentence—e.g., (Hansen, 2005). When citing articles or readings not listed in the syllabus, you must provide the full citation in a reference section.

No Quote Rule: One indicator that you have truly learned the course material is the ability to restate and put the research into your own words. To encourage development of critical thinking, you are not allowed to quote anywhere in your CAP’s or Quizzes; this also obviously means that you cannot copy and paste any part of the article (with or without quotes). All writing must be in your own words. If a single quote is used in an assignment it will result in a mandatory one letter grade deduction from the assignment. Multiple quotes, or quotes that are excessively long (more than one sentence—if you dare to use them), will result in a mandatory ‘zero’ grade for the assignment.

Evaluation/Grading

There are a total of 300 possible points.

The percent each activity contributes towards the final evaluation is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Analysis Papers (each)</td>
<td>33%</td>
<td>20 pts * 5 papers = (100)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>30</td>
</tr>
<tr>
<td>Leading Discussion</td>
<td>10%</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>33%</td>
<td>20 * 5 = 100</td>
</tr>
<tr>
<td>Critiques</td>
<td>13%</td>
<td>20 * 2 = 40</td>
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(percentages add up to 99% due to rounding error)
Point, Percentage, and Letter Grade Distribution

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Percent of Total</th>
<th>Letter Grade Equivalent</th>
</tr>
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<tbody>
<tr>
<td>281-300</td>
<td>94-100</td>
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<td>269-280</td>
<td>90-93</td>
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<tr>
<td>260-268</td>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>251-259</td>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>239-250</td>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>230-238</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>221-229</td>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>209-220</td>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>200-208</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>191-199</td>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>180-190</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>179 and below</td>
<td>&lt;59</td>
<td>F</td>
</tr>
</tbody>
</table>

Rules

Assignments

I do not accept late work accept in cases of emergency or extenuating circumstance. Turing in an assignment past its deadline results in an automatic zero for the assignment. That said here are my guidelines if something unexpected interferes:

- If you have an emergency and cannot complete an assignment on time you must notify me by email before the start of class (unless the emergency is life threatening).
- Getting a cold or flue happens to all of us, including me. Being sick with a cold or flue is NOT considered an emergency. However, if you are sick, which happens, notify me and submit your assignment via email before the start of class—and yes, please stay home. This means that if you do an assignment last minute and get sick you run the risk of missing an assignment.
- If your job interferes with attendance notify me ahead of time. You must still turn in the assignment (via email) before the deadline.

Course Etiquette

1. Class begins at 4:30. Please do you best to be on time.
2. There will be some announcements via email, so your email address should be registered with the university. You can do this through any computer on campus (Edwards or Lawrence). You are the only one who can do this.
3. Make a copy of anything you submit. Be sure to make a copy of any computer files that you create.
4. Snacking in class is okay (pending the rules of the building), but you should not eat a full course meal in front of the rest of us who will most likely be very hungry—unless, however, you bring enough for all of us!
5. Please do not leave class while the instructor is lecturing or while others are talking. Besides being rude, it really irritates the instructor. The only acceptable reason for leaving during class is for a personal or family emergency.
6. An incomplete for the course is given only for family, personal or medical emergencies and assigning an ‘incomplete’ is given at the discretion of the instructor.
7. Intellectual discourse, constructive criticism, and productive debate are encouraged and welcome.
8. Cell phones and pagers off please unless an urgent call is expected.
9. Be respectful of your neighbor. Do not talk while others are talking.

School of Education Mission
The primary mission of the School of Education is to prepare leaders in education and human services fields. The SOE mission states:
Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

How this Course Addresses the Three Themes of the SOE Mission
The components that frame the SOE mission for initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build the conceptual framework.

Diversity
Students will learn about cultural contexts and individual differences and how these differences relate to differing patterns of human development.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act
The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://www.disability.ku.edu/. Please also contact me privately in regard to your needs in this course.

Academic Misconduct
Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate Rules and Regulations 2.61). If a student has questions regarding academic misconduct, the student should review KU’s University Senate Rules and Regulations 2.61, 2.64, and 2.65.
## Course Outline and Schedule of Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Week/Session</th>
<th>Topic</th>
<th>Quiz</th>
<th>CAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/19</td>
<td>1</td>
<td>MLK Holiday No Class</td>
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<tr>
<td>01/26</td>
<td>2</td>
<td>Introduction</td>
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<tr>
<td>02/02</td>
<td>3</td>
<td>Theories of adolescent Development/History of Development</td>
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<tr>
<td>02/09</td>
<td>4</td>
<td>Biological Foundations</td>
<td>Quiz #1</td>
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<td>02/16</td>
<td>5</td>
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<td>CAP #1</td>
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<tr>
<td>02/23</td>
<td>6</td>
<td>Cognitive: Brain and Emotional</td>
<td>Quiz #2</td>
<td>--</td>
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<tr>
<td>03/02</td>
<td>7</td>
<td>Culture, Race, Social Class, and Globalization</td>
<td>--</td>
<td>CAP #2</td>
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<tr>
<td>03/09</td>
<td>8</td>
<td>Families</td>
<td>Quiz #3</td>
<td>--</td>
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<tr>
<td>03/16</td>
<td>9</td>
<td>Spring Break: March 16-22</td>
<td></td>
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<tr>
<td>03/21</td>
<td>10</td>
<td>Peers</td>
<td>--</td>
<td>CAP #3</td>
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<td>03/30</td>
<td>11</td>
<td>Schools</td>
<td>Quiz #4</td>
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<tr>
<td>04/06</td>
<td>12</td>
<td>Leisure</td>
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<td>CAP #4</td>
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<td>04/13</td>
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<td>Identity</td>
<td>Quiz #5</td>
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<td>04/20</td>
<td>14</td>
<td>Autonomy</td>
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<td>CAP #5</td>
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<td>04/27</td>
<td>15</td>
<td>Initiative and Decision-Making</td>
<td>Quiz #6</td>
<td>--</td>
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<tr>
<td>05/04</td>
<td>16</td>
<td>Intimacy and Sexuality</td>
<td>--</td>
<td>CAP #6</td>
</tr>
</tbody>
</table>
Reading List by Topic
(numbers in parentheses = approximate number of pages)

Theories of adolescent Development/ History of Development (95)


Biological (80)


Neuropsychology (73)


**Cognitive: Brain and Emotion (117)**


**Culture Race Social Class Globilization (87)**


**Families (68)**

*Psychology. Vol. 6, Developmental Psychology (pp. 395-412). New York : Wiley [you must view this book online: go to KU library page and the catalogue search—enter the title of the handbook and follow the “electronic resource accessible through the world wide web” link: SAVE SECTIONS ON PEERS FOR LATER]*


**Leisure (136)**


**Peers (83)**


**Schools (90)**


The Self (132)


Autonomy (114)


Tamar, M. et al. (2006).The characteristics of separation-individuation in Turkish high school students. Adolescence, 41(161), 177-184


Optional

Social Skills—Initiative and Agency (131)


**Intimacy and Sexuality (91)**


