



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**EDP 302 - Early and Late Adolescent Development and Learning:
A Cross Cultural Perspective
Fall, 2021
College of Education
Advanced Studies in Education and Counseling Department**

Course Information

Instructor: Robyn Moses

Email: Robyn.Moses@csulb.edu

Text/Phone: 949-309-9261 Please text first to schedule a time for a phone call.

Virtual Office Hours Days/Times: Monday & Wednesdays, 6p to 7pm *and* by appointment – just ask.

<https://csulb.zoom.us/j/85864253008?pwd=KzMrVk85UCtvanNXQk JrWmFMMjZEdz09>

Class Days/Times: Wednesdays 7pm, synchronous on Zoom. Some classes will go until 9:45 but most weeks the synchronous activities will conclude around 8:30pm

<https://csulb.zoom.us/j/84342217674?pwd=cE5JZjEzUmt3OG5DNEJkMXpZYWRaZz09>

Catalog Course Description

Explores social, emotional, cognitive, and physical development in early and late adolescence across cultures with an emphasis on the learning process and developmentally appropriate teaching practices.

Course Student Learning Outcomes and Goals

During the course of study, through discussion, group activities, exams, and written projects, students will demonstrate comprehension of relevant theories and how to apply theories and principles of adolescent development and learning and developmentally appropriate teaching practices.

During the course of study, students will:

- Learn the transactional contributions of biologic and environmental features (including culture) to the development of adolescents, and the learning process.
- Learn universals, group differences, and individual differences in development and the factors that account for each of these.
- Learn the major theoretical models that summarize and organize our understanding of the course of adolescent development and the differing contributions of these models.
- Learn how these theoretical models inform school policies and practices, and affect student conduct, attitudes and achievement

Required Texts/Course Materials:

Arnett, J. (6th edition). *Adolescence and Emerging Adulthood: a cultural approach*. Pearson. ISBN: 0205987753

About This Course/Teaching Philosophy/What to Expect

In addition to preparing to pursue a teaching credential or other career in education, this course will provide students with an understanding of adolescent development, including typical trends and recognizing how to support adolescents' learning and overall wellness. You will recall your own experiences in middle school and high school to relate to the adolescent experience so that this course is meaningful to you now and useful to you in the future. Asynchronous time, on your own during the week, is used to engage with short lectures and other material, so the synchronous class sessions focus on interacting with classmates and considering how the learned knowledge is applicable in schools and other settings.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session during a synchronous meeting should text me as soon as possible to let me know and for possible alternative options (i.e., call in or other possibilities). Students who have an unexpected technical issue with an assignment should notify me by email as soon as possible to let me know. Makeup or alternative assignments may be allowed when appropriate.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

Refer to the syllabus for course assignments and due dates. Any modification of these will be provided as announcements through BeachBoard. Be sure your email connected with BeachBoard is one you check regularly.

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. It is highly suggested that students set Beachboard notifications to "daily" or "immediate" for announcements as this will be the primary source for any changes or other timely information. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

Date/Week	Topics	Chapter Readings	Assignments Due before the start of class
August 25 Week 1	Course Introduction		
September 1 Week 2	Introduction to Adolescent Development	Chapter 1	module
September 8 Week 3	Biological Foundations	Chapter 2	module
September 15 Week 4	Cognitive Foundations	Chapter 3	module
September 22 Week 5	Cultural Beliefs	Chapter 4	module & group 1 music sharing
September 29 Week 6	Gender	Chapter 5	module & group 2 music sharing
October 6 Week 7	The Self	Chapter 6	module & group 3 music sharing
October 13 Week 8	Family Relationships	Chapter 7	module & group 4 music sharing
October 20 Week 9	Friends and Peers	Chapter 8	module & group 5 music sharing
October 27 Week 10	Love & Sexuality	Chapter 9	module & group 6 music sharing
November 3 Week 11	Problems & Resilience	Chapter 13	module
November 10 Week 12	School	Chapter 10	module & Breakfast Club Case Study Due
November 17 Week 13	Media & Work	Chapter 11 & 12	module
November 24	Thanksgiving Break - NO CLASS		
December 1 Week 14	Wrapping it up: Bringing it all together	No reading assignment	No module
December 8	<i>Novel Project Presentations</i>		
December 15	<i>Final Class: Novel Project Presentations</i>		

Course Evaluation Components and Grading

Evaluation Components

Your grade will be based on the following elements: completion of participation/contribution in weekly synchronous sessions, weekly quizzes or similar formative assessments (completion of module); Breakfast Club case study; adolescent novel project; and music project.

Weekly Module/Formative Assessment (5 points each): After completing the text reading assignment, you will find additional activities of varied types in each week's learning module. Activities will vary and may include, but not be limited to reading a short article, reading a web page, reviewing a recorded slide deck lecture, watching a recorded video, such as a Ted Talk. At the end of each module is a formative assessment, such as a brief quiz or discussion thread. The formative assessment activity for each assessment at the complete of the module is worth 5 points. Since this is essentially an "open text" quiz (and you can use other materials from the online module) the quiz will be made of questions which require your thoughtful application of the material.

Class participation/contribution (30 points): Because this is an online class, our synchronous time together weekly will be used for discussions and other interactive activities. We will start each session with a check in question, so be prepared to provide a brief answer to a question that may ask you to share a personal experience or opinion related to that week's topic. Because of the Zoom technology for a class of this size, you will often be placed into break out groups for smaller discussions, then typically share a summary of your group's discussion with the class as a whole group. This requires that everyone contribute, rather than passively listen.

Music Project (15 points): Reflecting on your personal experience/s as an adolescent, choose one song that best depicts this time for you. Be prepared to share/play the song in class (or you can provide a written copy of the lyrics) and provide a brief oral explanation as to why you chose the song you did.

Breakfast Club Case Study (50 points): In response to the movie *The Breakfast Club*, you will choose one character – The Brain, The Athlete, The Basket Case, The Princess, or The Criminal – and write up a case study (4-5 pages) on that individual. Based on what you have learned in our text and other class materials, you will note the behaviors observed in the film that exemplify the developmental markers of adolescence in the areas of biology, cognition, culture, gender, and self. Additionally, describe how the character's family and peer relationships may impact the individual. This paper should be written in APA format, include at least three references (one of which may be our text, the others may be from the modules) and include citations/references. You do not need to research any additional sources beside what I've provided. This movie is available on several streaming sites, including Amazon Prime. Students can sign up for a 6 month free trial of Amazon Prime at [Prime Student sign-up](#).

Novel Group Project (50 points): By the third week, you will select one of the novels indicated below to read and work together in a small group to develop a presentation to the class. Your presentation will include a summary of the book, with emphasis on the adolescent development exemplified through the story. Each novel highlights a different ethnicity or cultural context and a difficulty or dilemma that may occur during adolescents.

Group size will be limited, so please be prepared to read a novel that is your second, or even third choice. Presentations will be no longer than 20 minutes long and you can use power point, pear deck

or other resources to make your presentation during a Zoom class session. You will be given a few opportunities to briefly meet a few times during weekly class Zooms to meet in a break out group with your co-presenters so you can exchange contact information and do some initial planning. You will also need to arrange other times to collaborate outside of class.

Note, many of these books have been released as movies. I *strongly recommend* that you select one which you have not seen on a screen. The movies are often incomplete or different and will not lend well to this assignment. Even if you additionally read the book, you may be confused or distracted by the film. The novels for this project are:

Alexie, S., & Forney, E. (2007). *The absolutely true diary of a part-time Indian*. New York: Little, Brown.

Anderson, L., (1999). *Speak*. New York: Farrar Straus Giroux.

Vizzini, Ned, (2015). *It's kind of a funny Story*. Los Angeles: Hyperion.

Thomas, A., Turpin, B., & OverDrive Inc. (2017). *The hate u Give*. New York: Balzer + Bray.

Spinelli, Jerry, (2002). *Stargirl*. New York: Listening Library.

Saenz, Benjamin Alire, (2017). *Aristotle and Dante discover the secrets of the Universe*. New York: Simon & Shuster.

This is a group project, not 5-6 individual projects tossed together at the end. It will be very clear to the audience if you did not work as a group. Your feedback and grade will reflect this. When we watch your presentation we will be looking for the following: Does your presentation have a well-organized clear focus? Did you present your information within a developmental context? Was your material professionally presented? Was your presentation interesting, engaging, and interactive. *At the same time, everyone is expected to contribute to the presentation. If it is evident that an individual did not provide adequate input to the project, I may ask you and your teammates for detailed information as to each person's contributions and I may alter your individual grade from the group grade if appropriate.*

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components

Evaluation Component	Points	Weight
Modules/Quizzes	55	27.5%
Class Participation	30	15%
Music Project	15	7.5%
Adolescent Analysis (Breakfast Club paper)	50	25%
Novel Presentation	50	25%
Total	200	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard modules and completing weekly quizzes is also required. Participation is 15% of your grade and will be monitored both through attendance at Zoom and contributions to weekly check-in questions and conversations in break out rooms or with the whole class. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Modules and quizzes, as well as the Breakfast Club paper are due on the designated day prior to the scheduled start of class. Late assignments (including modules and quizzes) will be accepted up to one week late, though will receive one less point per day late. It is *the student's responsibility* to discuss any reasonable excuse (similar to CSULB absence policy) for a later submission with the professor in a timely manner.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the

assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668)

can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.