



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 Adolescent Development: A Cross-Cultural Perspective

Fall 2021

Advanced Studies in Education & Counseling/Educational Psychology

Course Information

Instructor: Sylvie Taylor, Ph.D.	Email: Sylvie.Taylor@csulb.edu
Office Hours Days/Times: Zoom: Mondays 8:00 – 9:00am Wednesdays 3:30 – 5:30pm In-Office: Tuesdays 2:30 – 3:30pm and by appointment	Office Hours Venue: In-Office: EED – 27 Zoom: https://csulb.zoom.us/j/7013108732
Class Days/Times: Mondays & Wednesdays, 2:00 – 3:15pm	Class Venue: https://csulb.zoom.us/j/85064637923

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 children, 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 child 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 (std 3b).
(*Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*, California Commission on Teacher Credentialing, 2001).

Required Texts/Course Materials:

Arnett, J.J. (2017). *Adolescence and emerging adulthood: A cultural approach* (6th edition). New Jersey: Prentice Hall.
ISBN: 9780134596877

Options for acquiring the text through the University Bookstore may be located here:
<https://csulb.verbacompare.com/comparison?id=498938>

Throughout the course I will provide additional (optional) material on BeachBoard to complement course themes.

Highly Recommended:

Twenge, J.M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy – and completely unprepared for adulthood*. New York: Simon & Schuster.

About This Course/Teaching Philosophy/What to Expect

It goes without saying that we have all been deeply impacted by what seems to now be a never-ending pandemic. I am acutely aware that our experiences during this pandemic have varied greatly. Some of us have been able to keep our jobs, work from home, and have remained safe and healthy, while others have suffered illness, unthinkable losses of loved ones, been financially destabilized, etc. It goes without saying that we have all been traumatized by this experience, directly or indirectly. I am also aware that the landscape of our work and academic lives is every changing. What might be the case today, may change tomorrow, which adds to our collective sense of unease and anxiety. I do not want this learning experience to add greater distress into your life. To that end, we will do the following in this course:

1. I will not penalize you for late work (this is not an invitation to postpone submission of assignments, but to give you a bit of flexibility if you need it). There may be a delay in receiving feedback, if your work is submitted late.
2. I will not require that your cameras be on for the duration of all classes. I recognize that we sometimes are not in the most optimal spaces when on Zoom.

My primary goal is for you to master the material in this course and I see my role as ensuring that you have every opportunity to be successful. I am deeply aware that each student comes to class with a range of prior educational experiences that may or may not optimize their work in this course. I am further aware that I may be asking you to do work in this course that you may be new or challenging to you. You will have opportunities to revise your work for the major assignment in this course and I will provide feedback and consultation on your group projects. I am here to help you to be successful. If you need additional support, all you need to do is let me know and we will work together to maximize your success.

I view my primary responsibility as a teacher to facilitate a process that leaves students hungry to learn more, eager to fill the gaps in their own knowledge, and poised to share what they have learned with others. If a student completes a class with me satisfied that they have learned all that they need to know, I do not feel that I have done my job. I view my role in both teaching and community work as that of a facilitator. My goal

is to ensure that students have the information, tools, and strategies to become masters of their own learning. Vygotsky (1962)¹ argued that learning is deeply rooted in our social networks and that the potential for learning is contained within all of the potential “teachers” (people who know something I don’t know), within all of the libraries, museums and collected knowledge of humanity. It follows that the degree to which any student will “learn” is a function of their desire to learn, access to this knowledge, and access to potential “teachers.” As one of your teachers, my responsibility is to introduce you to knowledge (information) and to encourage in you the curiosity to seek out more from other people as well as sources of collected knowledge, to give you the tools to find more (library access, interaction with peers, etc.) and strategies (critical thinking) to evaluate and make the knowledge your own. It is equally important for me to ensure that you are able to learn from one another, as you will undoubtedly learn a great deal from each other.

In order for effective learning to take place, it is imperative that we collectively create a classroom learning environment that encourages the free-flowing exchange of ideas. This cannot be achieved unless we also create an environment rooted in mutual respect, respect for diversity, and this extends to respect for diversity of opinion and experience. The fact that I am the professor does not mean that my *opinion* is more important than the opinion of any of the students in the class. Some of the best learning occurs as a result of lively, contentious debate -- but it is important to note that personal attacks, insults and put-downs have no place in the classroom, or beyond the classroom, online, etc. In order to create a respectful classroom environment, we must all be aware of how our behavior impacts others. In order for class to run smoothly, we must all honor the schedule by doing our best to arrive on time, use break time effectively, and stay for the duration of class.

If I have concerns about your academic performance and/or conduct in this course, I will discuss them privately.

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.

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 online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

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

¹Vygotsky, L. (1962). *Thought and language*. Cambridge, MA: MIT Press.

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

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. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

I routinely check email in the morning (between 8 and 10am) and late afternoon (between 4 and 5pm) on regular business days. I do not check email on weekends, holidays and academic breaks. Please plan accordingly.

Course Schedule

Week	Dates	Topic(s)	Readings	Assignments [Due written by 11:59pm Sundays]
1	8/23/21 8/25/21	Introduction and Overview Major Themes in Adolescence	Text: Chapter 1	
2	8/30/21 9/1/21	Biological Foundations	Text: Chapter 2 Carskadon (2011)	
3	9/6/21	LABOR DAY – NO CLASS	Text: Chapter 3 Dunster (2018)	
	9/8/21	Cognitive Foundations		
4	9/13/21 9/15/21	Cultural Beliefs	Text: Chapter 4	
5	9/20/21 9/22/21	Gender	Text: Chapter 5	Observation Progress Report #1 [Due by 11:59pm 9/26/21]
6	9/27/21 9/29/21	The Self	Text: Chapter 6	
7	10/4/21 10/6/21	Family Relationships	Text: Chapter 7	Observation Progress Report #2 [Due by 11:59pm 10/10/21]
8	10/11/21 10/13/21	Friends and Peers	Text: Chapter 8 Twenge (2017)	Midterm Exam [Due by 11:59pm 10/17/21]
9	10/18/21 10/20/21	Love and Sexuality	Text: Chapter 9	
10	10/25/21 10/27/21	School	Text: Chapter 10	Observation Progress Report #3 [Due by 11:59pm 10/31/21]
11	11/1/21 11/3/21	Work	Text: Chapter 11	
12	11/8/21 11/10/21	Media	Text: Chapter 12	Observation Progress Report #4 [Due by 11:59pm 11/14/21]
13	11/15/21 11/17/21	Problems and Resilience Mental Health	Text: Chapter 13	Youth Culture Analysis Projects [Due by 11:59pm 11/21/21]
14	11/22/21 11/24/21	Fall Break – No Class Meetings – Get some rest or catch up!		
15	11/29/21 12/1/21	The Transition to Adulthood	Lukianoff & Haidt (2015)	Observation Project Final Paper [Due by 11:59pm 12/5/21]
16	12/6/21 12/8/21	Youth Culture Analysis Discussions Wrap-up		
Final Exam Due: Monday, December 13, by 2:30pm				

**Schedule is subject to change in order to accommodate student learning.*

Course Evaluation Components and Grading

Evaluation Components

Completion of required reading

Assigned reading should be completed before class. Material presented in class and supplemental material will often build on your reading, providing examples and opportunities for further exploration and Zoom discussions.

Regular Class Participation [30 points]

Active participation and attendance are expected of all students and will be evaluated in multiple ways. Throughout the course we will participate in a variety of activities during class: discussion, work on a small group project (see below), and a variety of interactive activities designed to reinforce the readings and class materials. To earn the 2 points for each class meeting, students must attend and actively participate in the activity or class discussion.

Youth Culture Analysis & Presentation [30 points] *[Due by 11:59pm 11/21/21]*

The task for this assignment is to identify some aspect of the popular culture that is of interest to adolescents (a film, websites, a television program, music, social media, gaming, body art, etc.). Your goal is to analyze the content of the media or activity and assess its influence on youth. Students in the class will work collaboratively in small groups. Class time will be provided to work on the projects and I will provide feedback and guidance on your work. The presentation will include a demonstration of the media/activity and an analysis of how it supports/does not support physical, cognitive, and psychosocial development. Additional guidelines for this project will be reviewed in class and posted on BeachBoard. Presentations will be presented as a narrated PowerPoint to be posted on BeachBoard for class peers to review. The final week of class we will hold brief discussions about the presentations.

A detailed rubric about this project will be reviewed in class and posted on BeachBoard.

Midterm [40 points]

The midterm exam will consist 40 multiple-choice questions (covering class material from weeks 1-7 of class and Chapters 1-7 of the text), worth 1 point each (40 points).

You will have access to the exam for 10 days, encompassing two weekends (so you can take it when it is convenient for you). You will have one hour to take the exam and may take it twice to maximize your score. You must complete exam by **11:59pm 10/17/21**.

No make-up exams will be administered.

Final Exam [40 points]

The final exam will consist 40 multiple-choice questions (covering class material from weeks 8 -16 of class and Chapters 8-13 of the text).

You will have access to the exam for 14 days, encompassing two weekends (so you can take it when it is convenient for you). You will have one hour to take the exam and may take it twice to maximize your score. You must complete exam by **2:30pm on 12/13/21**.

No make-up exams will be administered.

Observation project. [60 points]

Due to the COVID-19 pandemic, this project will be completed by observing an adolescent featured in the documentary series, *America to Me* (2018). This documentary series follows a diverse group of students attending Oak Park and River Forest High School (OPRFHS) in the Chicago area. Over the course of the semester, each student must view the entire series and select one of the featured students as your subject for the observations. Detailed guidelines and resources for this assignment will be reviewed in class and posted on BeachBoard in a folder labeled **Observation Project**.

Students will submit multiple components of the project throughout the semester (listed below). These progress reports are intended for you to receive feedback and to stay on track with the work. Each component of the project will be independently evaluated and detailed feedback provided. You will have the opportunity to incorporate this feedback and revise it to improve your score on the final paper. **Late Progress Reports will be evaluated, but may be delayed.**

The following assignments are associated with the final project and should be posted on BeachBoard in the proper Dropbox folder:

Progress Report #1: Introduction and Observations (15 points) [Due by 11:59pm 9/26/21]

Introduction (5 points)

The introduction should provide a brief demographic overview of the adolescent and their family, and the subject's interests, community, and school. The context of the observations (where they took place, who was present, what was going on) should be summarized.

Observations (10 points)

Your observations must be typed in the format provided (which will be reviewed in class).

Progress Report #2: Developmental Markers (15 points) [Due by 11:59pm 10/10/21]

In this progress report you will highlight the developmental markers observed as read about in the text and presented in class. Be sure to describe how the child's observed behavior fits or does not fit with what was described in the text for the adolescent's age. Students should address key developmental markers noted in the biology, cognition, culture, gender, and self.

Progress Report #3: Sociocultural Context (15 points) [Due by 11:59pm 10/31/21]

In this progress report you will describe how the adolescent's family relationships, friends, and peers impact the individual as well as how school, work and media impact the individual. The text and course content should be cited throughout this section.

Progress Report #4: Developmentally Appropriate Practices (15 points) [Due by 11:59pm 11/14/21]

In this progress report you will apply Developmentally Appropriate Practices to the adolescent you observed. Information on Developmentally Appropriate Practices can be found on our course BeachBoard site. You will use each of the practices to describe how you would design developmentally appropriate practice for the adolescent based you observed.

Final Paper [Due by 11:59pm 12/5/21]

Your final paper will compile each of the components of the project (progress reports) organized in the format outlined in the **EDP 302 Observation Project Rubric and Final Paper Format** posted on BeachBoard. Please be sure to follow these detailed guidelines about the content and format of the final paper to help ensure that you have submitted each of the required components of your project.

You should incorporate my feedback on your prior submissions in order to maximize your final paper score.

The final paper must be presented in APA format with respect to parenthetical citations and References. One point will be deducted for each unique spelling, grammar, and format error up to 10 points, so be sure to carefully proofread your final draft.

No submissions will be accepted after 11:59pm 12/5/21

Course Grading

Students must complete the Observation Project in order to pass this for or this course. You will have the opportunity to revise and resubmit work submitted for the Observation Project in order to improve your grades. You will receive detailed feedback on each assignment with guidance on how to improve your work prior to submission of the final paper. Detailed rubrics will be provided for each component of the observation project will be reviewed in class and posted on BeachBoard.

Below you will find how grades will be computed for this course. ***No extra credit is available for this course.***

Grading Scale

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

Evaluation Components and Weight

Evaluation Component	Points	Weight
Attendance & Participation	30	15%
Midterm Exam	40	20%
Observation Project	60	30%
Youth Culture Analysis	30	15%
Final Exam	40	20%
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. Participation is 15% of your grade and will be monitored through attendance at Zoom class meetings and engagement in work with your Youth Culture Analysis project group. In addition, material for your review in preparation for class will be posted on BeachBoard and will be monitored as well.

Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your attendance and participation grade.

Late Work/Make-up Policy

We are living in challenging, unpredictable times. Balancing family, work, school, and other personal obligations have become all the more difficult during the COVID-19 pandemic. Therefore, there will be no specific penalties (point deductions, etc.) for the submission of late work. You are encouraged to do your best to submit your work in on time in order to receive maximum benefit from my feedback on your work. It is fine to submit partially completed assignments so that you are able to receive feedback on the work you have completed. In the event that you find yourself falling behind, please reach out to me so that we can work together to ensure our success in this course.

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.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

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

[This is an optional statement that was prepared created by the Not Alone@ The Beach team (<http://www.cla.csulb.edu/natb/>) and has been approved by the campus advocate and the Title IX Office.]

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

[This is an optional section of the syllabus, and the sample text below may be adapted as needed.]

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.