

PSYED 2504/EDUC 2009
Development – Middle Childhood through Adolescence
Spring 2021
Wednesday 5:00 – 7:40 – Classes held on Zoom this semester

Instructor: Esohe Osai, Ph.D.

Office: TBD (Meetings will take place on Zoom for this semester)

Alt. Office: Community Engagement Center – Homewood (622 N. Homewood Ave)

Email: esohe.osai@pitt.edu

Office Hours: By appointment

Course Overview and Objectives

Welcome to Our Course!

This course is intended to support our understanding of development for young people from ages 8 – 18. We explore ways that culture, biology, and phenomenology influence developmental pathways that affect individual and group outcomes into and through adolescence. Adults are co-constructors of adolescence; such a lens supports the need for an applied understanding of development. With that purview, we use a case-approach to ground our understandings of the diversity of experiences young people encounter as they navigate adolescence. How do we support the optimal development for young people and in what ways do various contexts influence developmental processes? The course explores physical, cognitive, and socioemotional development. Emphasis is placed on the development of identity and the various identities that inform one's knowledge of self. Importantly, our course also centers positive youth development (PYD) theories and the importance of critical consciousness as central to youth purpose and a successful transition into adulthood.

At the conclusion of this course, students should be able to:

1. Discuss development from a holistic dynamic systems perspective that involves the interplay of biological, cognitive, cultural, ecological, institutional, political, and sociological factors;
2. Understand individual differences in developmental pathways and outcomes in relation to identities such as: racial and ethnic minority, gender, sexual orientation, disability, socioeconomic status, etc;
3. Articulate the role of families, schools, neighborhoods, media, and other institutional and cultural contexts in shaping psychosocial realities and developmental processes
4. Understand the possibilities of using social-justice and strengths-based approaches to advocate for the health and well-being of all adolescents and to enhance the probability of positive youth outcomes for all, especially the most marginalized.

Contextualizing Learning through Youth Perspectives

Practical application of knowledge is an important aspect of this course. For that reason, we are going to be very intentional about contextualizing development. We will consider our own individual development processes, reflecting on our own adolescent experiences. Additionally, an early assignment in our course allows us to understand the perspectives of an adolescent. Youth voice is a critical aspect of development—an aspect of understanding youth requires that we listen to youth. You will pick an adolescent to interview and understand their perspectives on their own experiences “growing up”. The person you interview can be your own biological or custodial youth. In most cases it will be a sibling, niece, nephew, mentee, cousin, neighbor, or any other young person to whom you are formally or informally connected. You will formally identify your youth early in the course and use their own life experiences to help you contextualize much of what we are learning in the course.

Required Readings, Video Records, and Supplementary Materials

The course relies on both print and video texts, with one book required. The majority of the print texts (or required readings) will be made available via Canvas (canvas.pitt.edu). Video records will be accessed via publicly available websites.

TEXTS:

Nakkula, M. & Toshalis (2006). *Understanding Youth: Adolescent Development for Educators*. Cambridge: Harvard Education Press.

You should also have an APA publication manual, 7th edition. You can find used copies for a very low price or new on Amazon.

COVID-19 Altered Semester Acknowledgement

The Spring 2021 semester is taking place during a global pandemic. The weight of that reality deserves to be addressed in planning for the course. I have tried to maintain as much of the course experience as possible. However, considering the University of Pittsburgh's Flex@Pitt framework and the direction of the School of Education, this course will happen entirely in a remote format.

The course will consist of 1) weekly video content and asynchronous engagements and 2) synchronous class session, during which we can engage in real-time and discuss content in breakout groups. These synchronous, real-time class sessions will occur during the regularly scheduled course time and last between 30-45 minutes.

A few things to note:

1. Attendance in the synchronous class sessions is required and will count toward participation in the course. If special accommodations are needed, please notify the instructor ASAP.
2. In our attempt to forge connections despite our virtual reality, aspects of our course will require collaboration and conversation between classmates. Some of this collaboration, such as for the final group project, will happen outside of class time.

Course Assignments, Expectations, and Grading

A. *Youth Perspectives Project (Report & Reporting) (15 points)*

This assignment will require you to interview an adolescent, age 12-18. You will receive a specific interview guide for this assignment. The interview will last about 30 minutes and you should be prepared to take notes during the conversation. A 2-3pp. written report on the interview should be submitted via Canvas on the due date. Additionally, you will share from your interview during a class session over the course of the semester. Further details are provided in an assignment write up.

**Due: February 3*

B. *Two Developmental Application Papers (30 points - 15 points each)*

These two 4-5pp papers require you to utilize course readings to expound upon your understanding of developmental theory and application. This assignment allows you to demonstrate your grasp of the readings, along with your ability to apply readings to a development case. That example can come from your own life, your youth perspective interviewee, the life of a person with whom you are connected, or a figure from media (e.g., book, film, TV). Further details are provided in an assignment write up.

Due: February 24 and March 17

C. Final Exam (30 points)

This exam will provide an opportunity for you to apply developmental theories to specific cases. It will be completed during class-time and is open notes. Additional details will be provided.

In-Class on April 14

D. Group Presentation (10 points)

This group presentation allows you to work with classmates to design an intervention in support of positive development in adolescence. You will utilize course readings and your own experiences to create a plan to support a fictional adolescent achieve optimal success in the transition to adulthood. Further details are provided in an assignment write up.

Due: April 21

E. Course Participation (15 points)

Course participation includes involvement in weekly meetings via Zoom. Ideally, cameras are on for these engagements, which will usually include a small group learning activity. Points can be deducted when class is missed.

Grading - Final Grades will be determined using the following scale:

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|--------------|--------------|--------------|
| 95-100 = A | 77-79.9 = C+ | 60-63.9 = D- |
| 90-94.9 = A- | 74-76.9 = C | 00-59.9 = F |
| 88-89.9 = B+ | 70-73.9 = C- | |
| 84-87.9 = B | 67-69.9 = D+ | |
| 80-83.9 = B- | 64-66.9 = D | |

Course Online Tool

Canvas is the online interface for this course. Readings, assignments, and messages will be accessible 24/7 via this online tool. Access at: canvas.pitt.edu

Assignment submissions & returns

All assignments should be submitted via Canvas. Assignments will be returned via Canvas. Do not submit assignments via email or other software apps.

Course Policies

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation, for any reason, during the semester will be required

to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Plagiarism

Plagiarism (*use of other authors' words without quotation marks and citation*) of written material from any source, whether hard copy or web-based, will not be tolerated in this course. No excuses will be accepted for any plagiarism. The instructor reserves the right to digitally scan assignments as an additional way to check for plagiarism. If you have any questions about what constitutes plagiarism, please ask the instructor and/or the Pitt Writing Center (<https://www.writingcenter.pitt.edu>). When Plagiarism is detected, the instructor will alert the student and depending on the extent of the infraction, a plan will be made to ensure the student understands how to write without plagiarizing. In all cases, the plagiarism will be reported to the Dean's office.

Accommodations

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. DRS will verify your disability and determine reasonable accommodations for this course. Blackboard is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a PSYED student or a student in a PSYED class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines. Specific details regarding individual [feature compliance](#) are documented and updated regularly.

Diversity and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX

policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>.

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed

online: <https://www.diversity.pitt.edu/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Absences for Religious Observances

As stated in the Faculty Handbook, the University of Pittsburgh has a tradition of recognizing religious observances of members of the University community in instances where those observances may conflict with University activities. On such dates, students should not be penalized for absences and faculty meetings should not be scheduled.

Examples of such occasions are Yom Kippur, Muharram, Diwali, and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. When such conflict occurs, students and faculty should make every effort to reach mutually agreeable arrangements to reschedule the academic activity or provide a substitute activity or evaluation. Students should be encouraged to alert faculty to the potential for such conflicts as early in the term as possible.

In accordance with this university policy, please let me know *at the start* of the semester of any anticipated absences for religious observance.

Assignment Completion & Make-Up Work for Missed Classes

It is expected that you complete all assigned readings and assignments for days that you miss. That means that you should turn in any written assignment on the day of the class (or on a date we set via communication prior to the missed class), that you should read the assigned materials, and that you read through any presentation slides or handouts for the class (posted on the class Canvas sites).

Late assignment submissions

I expect all assignments to be completed by the due date. When assignments are submitted late, it is difficult for me to honor our commitment to all of students to return assignments in a timely fashion and to provide useful feedback. **Missed and/or late assignments will have a negative impact on your grade. Assignment grades will decrease by 20% for each day the assignment is late. If special accommodations are needed, please notify me prior to the due date.**

Personal Technology Use

Appropriate use of electronic devices is a part of your professional responsibility in our class. Due to remote learning you will typically be on a device for the class. Beyond course engagement, using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor(s). Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss

your concern with your instructor. Please let us know if there is an emergency that affects your need for using a phone during class time.

Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty, or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121

Off-campus: 911

Additional Student Resources

- *University of Pittsburgh COVID-19 updates:* <https://www.coronavirus.pitt.edu/>
- *Technology/Computer Help Desk:* 412-624-HELP [4357]
- *Graduate Studies at Pitt:* <http://www.pitt.edu/~graduate/>
- *Student Health Services:* 412-383-1800 (<http://www.studhlth.pitt.edu>)
- *Counseling Center:* 412-648-7930 (<http://www.counseling.pitt.edu>)
- *The Writing Center:* 412-624-6556 (www.english.pitt.edu/writingcenter)
- *Academic Resource Center:* 412-648-7920 (<http://www.asundergrad.pitt.edu/offices/arc/index.html>)
- *Disability Resources and Services:* 412-648-7890 (<http://www.drs.pitt.edu/>)
- *Office of International Services:* 412-624-7120 (<http://www.ois.pitt.edu/>)
- *Information Technology (Computing Services & Systems Development)* (<http://technology.pitt.edu/>)
- *Office of the Registrar* (calendar, transcripts, registration, enrollment) (<http://www.registrar.pitt.edu/>)

COURSE SCHEDULE (Subject to Modification)

Required readings are available via Canvas or in your required text; have the readings available for each class session – either a printed or an electronic copy.

| WEEK | DATE | TOPIC | READINGS DUE FOR THE CLASS SESSION | ASSIGNMENT DUE |
|------|--------|--|--|--|
| 1 | Jan 20 | Course Introduction | Course Syllabus | |
| 2 | Jan 27 | Development Overview & and an Eye towards Resilience | <p>Salkind, N. (2004) Trends and issues in human development. In An Introduction to theories of human development. Sage Publications (pp. 27-56)</p> <p>Eccles, J. S. (1999). The development of children ages 6-14. <i>The Future of Children</i>, 9(2), 30-44</p> <p>National Academies of Sciences, Engineering, and Medicine 2019. The Promise of Adolescence: Realizing Opportunity for All Youth.</p> <p>Masten, A. S. (2001). Ordinary magic: Resilience processes in development. <i>American psychologist</i>, 56(3), 227-238.</p> | |
| 3 | Feb 3 | Physical Development | <p>Dahl, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. <i>Annals of the New York Academy of Science</i>, 1021, 1-22.</p> <p>Archibald, A. B., Graber, J. A., & Brooks-Gunn, J. (2003). Pubertal processes and physiological growth in adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 24-48).</p> <p>Lee, C. D. (2010). Soaring above the clouds, delving the ocean's depths: Understanding the ecologies of human learning and the challenge for education science. <i>Educational Researcher</i>, 39(9), 643-655.</p> | Youth Perspectives Project Written Report |
| 4 | Feb 10 | Cognitive Development | <p>Byrnes, J. P. (2003). Cognitive development during adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 227-246).</p> <p>Harris, P. L., & Koenig, M. A. (2006). Trust in testimony: How children learn about science and religion. <i>Child Development</i>, 77(3), 505-524.</p> <p>Nakkula & Toshalis – Chapter 10 Faith and the Development of Ultimate Meaning</p> | |

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| 5 | Feb 17 | Socio-emotional Development | <p>Nakkula & Toshalis – Chapter 5 – Relational Identity and Relationship Development</p> <p>Guyer, A. E., Silk, J. S., & Nelson, E. E. (2016). The neurobiology of the emotional adolescent: From the inside out. <i>Neuroscience and Biobehavioral Reviews</i>, 70, 74-85.</p> <p>Rosenblum, G. D., & Lewis, M. (2003). Emotional development in adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 269-289).</p> | |
| | | | | |
| 6 | Feb 24 | Identity Development Pt. 1 | <p>Nakkula & Toshalis – Chapter 2 – Identity in Context</p> <p>Eccles, J. S. (2009). Who Am I and What Am I Going to Do With My Life? Personal and Collective Identities as Motivators of Action. <i>Educational Psychologist</i>, 44(2), 78–89.</p> <p>Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55(1), 68-78.</p> | <u>Brief Paper 1</u> |
| 7 | Mar 3 | Identity Development Pt. 2 | <p>Tatum, B.D. (2003) Adolescent Development in Why are all the black kids sitting together in the cafeteria</p> <p>Nakkula & Toshalis – Chapter 8 – Ethnic Identity Development</p> <p>Neblett, E. W., Smalls, C. P., Ford, K. R., Nguyen, H. X., & Sellers, R. M. (2009). Racial socialization and racial identity: African American parents’ messages about race as precursors to identity. <i>Journal of youth and adolescence</i>, 38(2), 189-203.</p> | |
| 8 | Mar 10 | Identity Development Pt. 3 | <p>Nakkula & Toshalis – Chapter 6 – Gender Identity Development</p> <p>Nakkula & Toshalis – Chapter 9 – Developing a Sexual Identity Orientation</p> <p>Crockett, L., Raffaelli, M., & Moilanen, K.. (2003). Dating and romantic experiences in adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 371-392). Malden, MA: Blackwell Publishing.</p> | |
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| 9 | Mar 17 | The Family/Peer Contexts | <p>Brown, B. B., & Klute, C. Friendship, cliques, and crowds. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 330-348). Malden, MA: Blackwell Publishing.</p> <p>Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. <i>Current Opinion in Psychology</i>, 15, 19-25</p> <p>Shifflet-Chila, E. D., Harold, R. D., Fitton, V. A. & Ahmedani, B.K. (2016). Adolescent and family development: Autonomy and</p> | <u>Brief Paper 2</u> |

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| | | | <p>identity in the digital age. <i>Children and Youth Services Review</i>, 70, 364-368. DOI: 10.1016/j.chidyouth.2016.10.005</p> <p>Wang, M.-T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for adolescent achievement and mental health in high school? <i>Child Development</i>, 85, 610-625.</p> | |
| 10 | Mar 24 | No Class | University-wide student self-care day | |
| 11 | Mar 31 | The School/OST Contexts | <p>Nakkula & Toshalis – Chapter 12 – The Educational Ecology of Adolescent Development</p> <p>Eccles, J. S., & Roeser, R. W. (2003). Schools as developmental contexts. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 129-148). Malden, MA: Blackwell Publishing.</p> <p>Durlak, J. A., Mahoney, J. L., Bohnert, A. M., Parente, M. E. (2010). Developing and improving after-school programs to enhance youth's personal growth and adjustment: A special issue of AJCP. <i>American Journal of Community Psychology</i>, 45, 285-293.</p> | |
| 12 | Apr 7 | The Transition to Adulthood | <p>Nakkula & Toshalis – Chapter 11 – School-to-Career Transitions</p> <p>Marcus, H., & Nurius, P. (1986). Possible selves. <i>American Psychologist</i>, 41, 954-969.</p> <p>Diemer, M. A., & Blustein, D. L. (2006). Critical consciousness and career development among urban youth. <i>Journal of Vocational Behavior</i>, 68(2), 220–232. http://doi.org/10.1016/j.jvb.2005.07.001</p> | |
| 13 | Apr 14 | Final Exam | | |
| 14 | Apr 21 | Presentations | | <u>Group Projects</u> |