

# PSYED 2504: DEVELOPMENT – MIDDLE CHILDHOOD THROUGH ADOLESCENCE

Spring 2021 – Wednesdays, 1:00 – 3:40 – Online

Ming-Te Wang, EdD

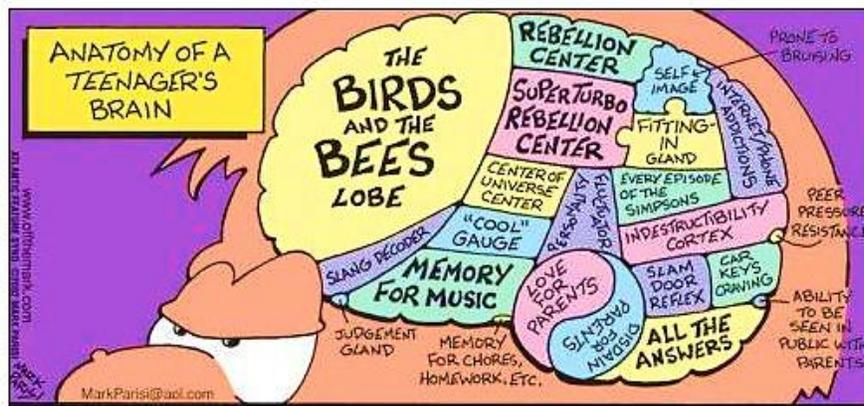
[Mtwang@pitt.edu](mailto:Mtwang@pitt.edu)

Office hours: Email to Schedule!

Christina L. Scanlon, MS (Teaching Fellow)

[CLS143@pitt.edu](mailto:CLS143@pitt.edu)

Office hours: Email to Schedule!



## COURSE OVERVIEW

This course focuses on developmental pathways from middle childhood through adolescence within the context of family, peers, community, school, and culture. Key developmental tasks during these periods will be highlighted and specific challenges examined. Developmental pathways regarding transactions between individuals and environments will be discussed, with particular attention paid to patterns of change in participation in social-cultural practices. In addition to reading current literature, students will apply research to policy and practice and create resources geared toward youth, parents, or those who work with youth.

## LEARNING OBJECTIVES

By the end of this course sequence, students should be able to:

1. Describe and apply key theories of middle childhood and adolescent development,
2. Identify developmental difference between youth in middle childhood and adolescents,
3. Discuss the role of identity development in constructing or authoring one's life story,
4. Consider reframing adolescent risk-taking as creativity and individual expression,
5. Understand how relationships can influence positive youth development, and
6. Nurture the foundation of reflective practice.

## COURSE FORMAT

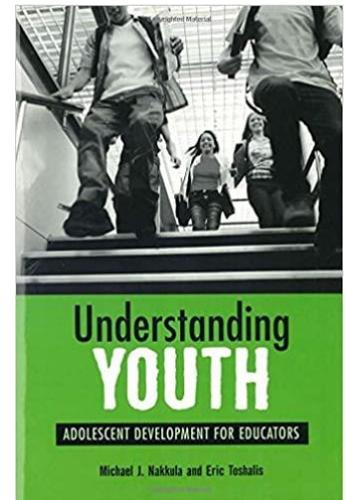
In response to the coronavirus pandemic, class lectures will be held synchronously via Zoom during the scheduled class time unless otherwise noted. During any given week, you may have readings and/or graded assignments with deadlines. Information regarding these assignments and any pertinent course examples will be made available on the course's Canvas page. To make our meetings as engaging and dynamic as possible, we have decided to teach this course using a co-teaching model; hence, each lecture will be prepared and delivered by both instructors. Each class session will consist of lecture, individual reflection, small group work, large group discussions, and learning activities. To reduce fatigue and promote student self-care during these extraordinary times, each lecture will include wellness breaks with the option to participate in instructor-led activities.

## COURSE MATERIALS

You will be reading an assortment of chapters and articles—both theoretical and empirical—throughout this course. You are responsible for obtaining a copy of the following book:

Nakkula, M. J., & Toshalis, E. (2013). *Understanding youth: Adolescent development for educators*. Cambridge, MA: Harvard University Press.

Additional readings will be made available via Canvas. Instead of reading, some weeks may require you to watch designated online videos. Students are responsible for reviewing and reflecting upon all assigned readings prior to each given week's lecture. Failure to complete readings will prevent you from being able to fully participate in each week's planned activities.



## ASSIGNMENTS AND EVALUATION



This semester, you will be engaging in assignments and activities that have been designed to enhance your learning experience in this course. While we will be delivering content and exposing you to seminal literature, the value in this course is in the formative and summative assessments that will challenge you to reflect upon and apply the material discussed in readings and lectures. Your final grade in this course will be determined by your completion of two goal essays, class participation, a research translation activity, and a two-part portfolio of adolescent development and adolescent development-in-context. Each element is described here, but more information—including detailed grading rubrics—will be provided as the assignment date approaches. All assignments should be submitted via Canvas prior to the due date.

***A Note on Grades:*** We are happy to discuss your learning goals and progress toward those goals at any time, though the earlier in the semester the better. *Please note, however, that we will not discuss grades over email.* Due to the sensitive nature of grades and the lack of security with email, we will not risk your privacy by discussing grades over email. If you would like to speak about such matters, please schedule a time to meet with us.

***A Note on Late Assignments:*** All assignments are expected on the due date and time provided to you; however, we understand that chaotic schedules may occasionally impact your ability to complete timely work, especially during the pandemic. As such, extensions will be granted generously—you do not even need to disclose why you need an extension, unless you want to do so. Should you need an extension, please approach us with your newly proposed due date and a detailed work plan showing the times, dates, and activities that will allow you to meet your new due date. We will review your request and work plan, and should it seem reasonable, we will grant the extension. Should we see a problem with your plan or suggested due date, we will work with you individually to meet your needs.

## GOAL ESSAYS (30 POINTS)

These short, informal essays (1 page, single-spaced) are opportunities for you to express your personal goals and expectations for this course at the beginning and end of the course. Grading will be treated on a credit/no credit basis.



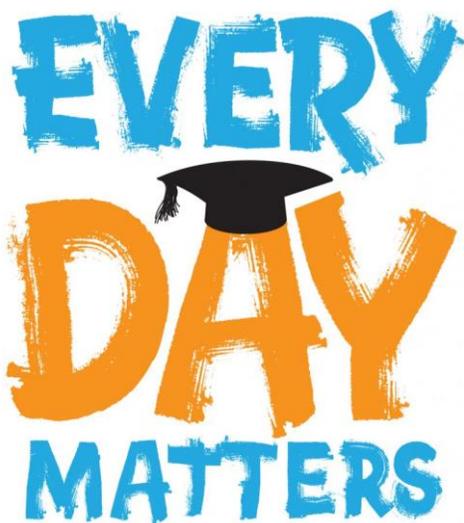
**Essay I (15 points):** Describe your background and your current academic interests. How does this course fit into these interests? What are you hoping to learn from this course? What are your goals for yourself as they pertain to this course, and how do you intend to meet those goals? What are your expectations for me as your instructor, and how can we best help you learn throughout the semester? *Note: Please take care with your responses, as they will be used to tailor course materials and content throughout the term.*

**Essay II (15 points):** Reflect upon what you learned during this semester. Did you meet the goals and expectations you set forth for yourself? What do you feel were your strengths and weaknesses? What did you find the most/least interesting about this course? How do you feel this information will impact your chosen academic or career path?



## ACTIVE PARTICIPATION (130 POINTS)

Active participation requires attendance, preparation (through readings and topical assignments), and willingness to contribute to in-class discussions in a variety of individual and group configurations (pairs, small groups, entire class, etc.).



**A Note on Attendance:** Because active participation is one of the primary means to learning the material in this course, *attendance is mandatory, and participation is considered a reflection of your professionalism.* With that said, if you are sick, please take care of yourself, and follow all University public health guidelines. If you are ill, you are welcome to tune into the lectures, but take a less active role in activities. If you need to miss class entirely due to not feeling well or to observe a religious holiday, serve jury duty, or participate in required military service, that's ok too. We do ask, though, that should either of these circumstances the case, please email us in advance so that we can plan activities and student groupings accordingly. It is highly recommended that you follow up with classmates if you miss class. Instructors will happily respond to specific questions you have about missed material, but we will not provide copies of our own notes.



*A Note on Preparation: You are expected to come to class ready to engage in the material.* As you are in a graduate program, we believe in your ability to read and process information. Therefore, very little class time will be designated to rehashing points from the readings. Instead, we will be focusing on activities and discussions that will challenge your thinking and push you to apply the main points illustrated in the readings. It is not possible to complete the exercises we have planned without completing assigned readings prior to class, and these exercises are designed to make it clear who did and did not prepare for that given week's class.

So as to be able to track your formative progress throughout the term, *you will be turning in assignments at the end of each class period.* These assignments may include short, in-class quizzes, personal reflections, case study exercises, pop culture challenges, debates, and other unique activities that will be completed in class that day. Consider it a receipt of your attendance for the day. A single word file with all class activities should be uploaded at the end of each lecture so that we can gauge your understanding of and engagement with the content. Should your work illustrate these elements, 10 points will be awarded for the day. The grading scheme for this class is set up so that you can miss one lecture without your participation grade being impacted. Should you have perfect attendance, the extra ten points will be considered extra credit.



### **TRANSLATING DEVELOPMENTAL RESEARCH (70 POINTS)**

As this is a graduate level class, you will be learning how to interpret, present, and apply developmental research. To benefit from the wealth of experience in the room while building your skills as translators of developmental research, you will be learning from both your instructors and your peers. Nearly each week, at least one student will be responsible for reading, writing, and presenting about an assigned empirical article addressing adolescent development. This assignment allows us to (a) expose the class to more literature without creating an overwhelming reading load and (b) break up our Zoom classes with different speakers.



There are two parts to this assignment: the executive summary and the class presentation. Executive summaries (**1 page, single-spaced**) are to include a brief statement of the problem covered in the assigned article, background information from the literature review, a concise review of methods, and an overview of results. You may choose to write a more traditional, prose-based summary, or you may create something more along the lines of an infographic. You will also **create a 5-minute, three-slide presentation and prepare a discussion question for the group.** *Your peers will not be responsible for reading this article in advance*, so your executive summary and presentation will need to be precise by highlighting only the most pertinent information. Detailed instructions, including a scoring rubric and examples, will be provided in advance to help guide you in this task.

## ADOLESCENT DEVELOPMENT IN CONTEXT

Throughout the semester, we will be talking about a number of seminal theories about adolescent development. To demonstrate your understanding of these theories and ability to apply the course material to real-life situations, you will be developing a portfolio of adolescent development and crafting a presentation about adolescent development in context. While these assignments are briefly described below, more details regarding this project, including a detailed rubric, will be provided as the semester progresses.



### **Individual Component (120 Points)**

In the first half of the semester, students will be responsible for creating **four one-page executive summaries** for psychological theories or biological processes as they pertain to adolescent development. To allow you to focus on the topics you find most interesting and relevant to your career or academic path, students will pick four theories from a list provided by the instructors. You may choose to write a more traditional, prose-based summary (single-spaced); you may create something more along the lines of an infographic; or you may choose to do some of your summaries in prose-form and others as an infographic. Whichever format you choose, your summaries are expected to reflect the major points of the theory as it pertains to adolescence. (For example, if discussing Erikson's theory, we would want you to solely stick to the "identity vs. role confusion" stage, as this specifically applies to adolescents.) These materials will be highly useful as you move into the group component of this project.



### **Group Component (150 Points)**

In the second half of the semester, you and several of your classmates will be tasked with creating **five one-page executive summaries** explaining adolescence in context. Your group will be assigned one of five contexts: the peer context, family context, school context, after-school/out-of-school context, and socioeconomic context. You and your group will then be responsible for creating one-page executive summaries for each of five major domains as they pertain to adolescent development in your particular context: physical, cognitive, social, emotional, and identity development. You may choose to write a more traditional, prose-based summary (single-spaced); you may create something more along the lines of an infographic; or you may choose to do some of your summaries in prose-form and others as an infographic. Whichever format you choose, your summaries are expected to reflect the major topics and issues highlighted throughout the term as they pertain to adolescent development specifically. In addition to your five-page development in context portfolio, **your group will spend ten minutes presenting your materials to the class as a whole and ten minutes running a class discussion.**

## A SNAPSHOT OF ASSIGNMENTS, DUE DATES, & TOTAL AVAILABLE POINTS

Assignment	Due Date*	Points
Goal Essay 1	January 27	15
Active Participation	Weekly	130
Translating Developmental Research (Exec. Summary + Presentation)	TBD	70
Adolescent Development Portfolio	March 17	120
Adolescent Development-in-Context Portfolio	April 21	75
Adolescent Development-in-Context Presentation	April 28	75
Goal Essay 2	April 28	15
Extra Credit for Perfect Attendance	N/A	10
<b>*All assignments to be submitted by 9am on due date.</b>		510

**A Note on Final Grades:** This course will be scored on a 510-point scale. Based on the 510 possible points, grades will be assigned as follows:

<b>A+:</b> 485-510 points	<b>B+:</b> 435-449 points	<b>C+:</b> 385-399 points	<b>D+:</b> 335-349 points
<b>A:</b> 465-484 points	<b>B:</b> 415-434 points	<b>C:</b> 365-384 points	<b>D:</b> 315-334 points
<b>A-:</b> 450-464 points	<b>B-:</b> 400-414 points	<b>C-:</b> 350-364 points	<b>D-:</b> 300-314 points
Students with fewer than 300 points in the class will be assigned a failing grade; however, arrangements can be made for Incompletes to be issued, pending the circumstance.			

## 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. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism](#) tutorial.

## A NOTE FOR STUDENTS WITH DISABILITIES

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](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

## HEALTH AND SAFETY STATEMENT

In the midst of this pandemic, it is extremely important that you abide by public health regulations and University of Pittsburgh health standards and guidelines. While in a face-to-face learning environment, at a minimum this means that you must wear a face covering and comply with physical distancing requirements; other requirements may be added by the University during the semester. These rules have been developed to protect the health and safety of all community members. Failure to comply with these requirements will result in you not being permitted to attend class in person and could result in a Student Conduct violation. For the most up-to-date information and guidance, please visit [coronavirus.pitt.edu](https://coronavirus.pitt.edu) and check your Pitt email for updates before each class.

## 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 & 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>.

We 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](mailto:titleixcoordinator@pitt.edu). Reports can also be filed online: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/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).

## COPYRIGHT NOTICE

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

## **STATEMENT ON 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.

## **EMAIL COMMUNICATION**

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

## COURSE CALENDAR

The following schedule is tentative. **Topics to be covered may be subject to change.** Any changes will be announced in class. It is your responsibility to attend class on time in order to keep yourself informed of any changes. Readings need to be completed prior to the course session in which they are listed for coverage (except for the first class). All assignments are due by 9am on the date listed in the calendar.

Week	Date	Topic	Assigned Reading/Viewing	Assignment Due (by 9am)
<b>Week 1</b>	January 20	Introductions & Course Overview Adolescent Development in Context	Course Syllabus  Watch: <a href="#">Crash Course in Adolescent Psychology</a>  Nakkula & Toshalis – Chapter 1 – The Construction of Adolescence	
<b>Week 2</b>	January 27	Physical Development	Watch: <a href="#">The Teenage Brain Explained</a>  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). Malden, MA: Blackwell Publishing.  Assignment Guidelines: Translating Developmental Research  Assignment Guidelines: Adolescent Development Portfolio	Goal Essay 1
<b>Week 3</b>	February 3	Cognitive Development	Nakkula & Toshalis – Chapter 10 – Faith and the Development of Ultimate Meaning  Watch: <a href="#">PBS Frontline – Inside the Teenage Brain</a>	
<b>Week 4</b>	February 10	Adolescence as Opportunity: The Role of Possibility	Nakkula & Toshalis – Chapter 3 – Risk-Taking and Creativity  Nakkula & Toshalis – Chapter 4 – Flow and Possibility Development	Executive Summary 1

<b>Week 5</b>	February 17	Identity Development: Part 1 Autonomy, Self-Concept, and Self-Esteem	Kroger, J. (2003). Identity development during adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 205-226). Malden, MA: Blackwell Publishing.  Eccles, J. S. (2009). Who am I and what am I going to do with my life? <i>Educational Psychologist</i> , 44, 78–89.	Executive Summary 2
<b>Week 6</b>	February 24	Identity Development: Part 2 Ethnic and Racial Identity	Nakkula & Toshalis – Chapter 7 – Racial Identity Development  Nakkula & Toshalis – Chapter 8 – Ethnic Identity Development	Executive Summary 3
<b>Week 7</b>	March 3	Identity Development: Part 3 Gender and Sexual Identity	Nakkula & Toshalis – Chapter 6 – Gender Identity Development  Nakkula & Toshalis – Chapter 9 – Developing a Sexual Identity Orientation	Executive Summary 4 & 5
<b>Week 8</b>	March 10	Socioemotional Development	Nakkula & Toshalis – Chapter 5 – Relational Identity and Relationship Development  Compas, B. E., Jaser, S. S., Bettis, A. H., Watson, K. H., Gruhn, M. A., Dunbar, J. P., Williams, E., & Thigpen, J. C. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review. <i>Psychological Bulletin</i> , 143(9), 939-991.	Executive Summary 6 & 7
<b>Week 9</b>	March 17	The Peer Context Bring a Friend to Class Day!  	Brown, B. B., & Klute, C. (2003). 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.  Adolescent Development-in-Context Portfolio Group Project Guidelines	Executive Summary 8  Adolescent Development Portfolio
<b>Week 10</b>	March 24	Self-Care Day – No Class		

<b>Week 11</b>	March 31	<p>The Family Context Bring a Family Member to Class Day!</p> 	<p>Granic, Dishion, &amp; Hollenstein (2003). The family ecology of adolescence: A dynamic systems perspective on normative development. In G. R. Adams &amp; M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 60-91). Malden, MA: Blackwell Publishing.</p> <p>Wang, M.-T., &amp; Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? <i>Child Development</i>, 85(2), 610-625.</p>	Executive Summary 9
<b>Week 12</b>	April 7	<p>The School Context</p> 	<p>Nakkula &amp; Toshalis – Chapter 12 – The Educational Ecology of Adolescent Development</p> <p>Wang, M.-T., &amp; Hofkens, T. L. (2018). Beyond classroom academics: A school-wide and multi-contextual perspective on student engagement in school. <i>Adolescent Research Review</i>, 5, 419-433.</p>	Executive Summary 10 & 11
<b>Week 13</b>	April 14	<p>The After-School/Out-of-School Context Show and Tell Day!</p> 	<p>Pittman, K. (2017). Why after-school matters for positive youth development. In N. L. Deutsch (Ed.), <i>After-school programs to promote positive youth development: Integrating research into Practice and Policy, Vol. 1</i> (pp. 1-12). Springer.</p> <p>Demetriou, Y. , Gillison, F. and McKenzie, T. (2017). After-school physical activity interventions on child and adolescent physical activity and health: A review of reviews. <i>Advances in Physical Education</i>, 7, 191-215.</p>	Executive Summary 12
<b>Week 14</b>	April 21	The Socioeconomic Context	<p>Nakkula &amp; Toshalis – Chapter 11 – School-to-Career Transitions</p> <p>Evans, G. W. (2004). The environment of childhood poverty. <i>American Psychologist</i>, 59(2), 77-92.</p>	Executive Summary 13  Adolescent Development-in-Context Portfolio
<b>Week 15</b>	April 28	A Showcase of Your Hard Work!		Goal Essay 2  Adolescent Development-in-Context Presentation