

**PSYED 2504/EDUC 2009**  
**Development – Middle Childhood through Adolescence**  
**Spring 2024**  
**Wednesday 5:00 – 7:40**  
**Class Location: 5603 Wesley W. Posvar Hall**

**Instructor:** Esohe Osai, Ph.D.  
**Office:** 5122 Wesley W. Posvar Hall  
**Email:** [esohe.osai@pitt.edu](mailto:esohe.osai@pitt.edu)  
**Phone:** 412-648-9638  
**Office Hours:** By appointment (see Canvas to make an appointment)

### **Course Overview and Objectives**

*Welcome to Our Course!*

This course is intended to support our understanding of developmental pathways from middle childhood through adolescence. Our focus will include the multiple cultural contexts where young people spend their time, including family, peers, community, and school. We explore ways that culture, biology, and phenomenology influence developmental pathways that affect individual and group outcomes into and through adolescence. We also consider the modern context of technological and sociocultural realities and historical institutional factors that influence modern developmental processes. 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 understanding of the diversity of experiences young people encounter as they navigate adolescence. How do we support the optimal development of 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 multiple identities that inform one's knowledge of self. Importantly, our course also centers on 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 all adolescents' health and well-being and enhance the probability of positive youth outcomes for all, especially the most marginalized.

### **Contextualizing Learning through Youth Perspectives**

Practical application of knowledge is an essential aspect of this course. For that reason, we are going to be very intentional about contextualizing development. We will consider our individual development processes, reflecting on our 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 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 print and video texts, with one book required. Most of the print texts (or required readings) will be available via Canvas ([canvas.pitt.edu](https://canvas.pitt.edu)). Video records will be accessed via publicly available websites.

#### **TEXTS:**

Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt.

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

All additional required readings or supplementary will be posted in Canvas or distributed in class.

### **Course Assignments, Expectations, and Grading**

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

This assignment will require interviewing a teen (or tween) ages 8-18. 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: January 31*

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

These two 4-5pp papers require you to utilize course readings to expand 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 21 and March 20*

#### *C. On Thriving Presentation + Annotated Bibliography (20 points)*

This group presentation allows you to work with classmates to design an intervention supporting positive development in adolescence. You will utilize course readings and your own experiences to create a plan to support a fictional adolescent in achieving optimal success in the transition to adulthood. Your intervention must be based on evidence in the literature. The assignment includes an annotated bibliography to reflect readings incorporated in your intervention. Further details are provided in an assignment write-up.

*Due: April 10 (Presentation and Annotated Bibliography)*

#### *D. In-Class Exam (25 points)*

This exam will allow 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 17*

#### *E. Course Participation (10 points)*

Course meetings will be a combination of lectures and class discussions. Participation will make up 10% of the grade for this course. Students are expected to be present/prepared to engage in thoughtful, meaningful, and scholarly discussions based on course readings and experiences. You will engage in a self-assessment of your participation at two points during the course.

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

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](https://canvas.pitt.edu)

#### **Assignment submissions & returns**

All assignments should be submitted via Canvas. Assignments will be returned via Canvas unless otherwise noted. Refrain from submitting any 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 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. 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](mailto: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. Canvas 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, discussions, 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 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 HHD student or a student in a HHD class believes that a faculty member has not met their 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.

### **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](mailto: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**

You are expected to complete all assigned readings and assignments for the days 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 before 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 helpful feedback. **Missed and/or late assignments will have a negative impact on your grade. Assignment grades will decrease by 20% 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. 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 are distracting and discouraged in this course. 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 to use 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 care for yourself will 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 available assistance 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 contacting 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](http://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 10	<i>Course Introduction: Youth Portraits and Self-Portraits</i>	Course Syllabus	
2	Jan 17	<i>Development Overview Pt. 1</i>	<p><i>Age of Opportunity</i>: Intro &amp; Ch. 1</p> <p>Salkind, N. (2004) Trends and issues in human development. In <i>An Introduction to theories of human development</i>. 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>Masten, A. S. (2001). Ordinary magic: Resilience processes in development. <i>American psychologist</i>, 56(3), 227-238.</p>	
3	Jan 24	<i>Development Overview Pt. 2</i>	<p>Alderman, E. M., Breuner, C. C., Breuner, C., Grubb, L. K., Powers, M. E., Upadhy, K., &amp; Wallace, S. B. (2019). Unique needs of the adolescent. <i>PEDIATRICS</i>, 144, DOI: 10.1542/peds.2019-3150</p> <p>Sokol, J. T. (2009) Identity Development Throughout the Lifetime: An Examination of Eriksonian Theory, <i>Graduate Journal of Counseling Psychology</i>: Vol. 1: Iss. 2, Article 14. Available at: <a href="http://epublications.marquette.edu/gjcp/vol1/iss2/14">http://epublications.marquette.edu/gjcp/vol1/iss2/14</a></p> <p>Nasir, N. S. (2018). When development is not universal: Understanding the unique developmental tasks that race, gender, and social class impose: Commentary on Rogers and Way. <i>Human Development</i>, 61, 332-336.</p> <p>Farmer, T.W., Hamm, J.V., Lee, D., Lane, K.L., Sutherland, K.S., Hall, C.M., &amp; Murray, R.M. (2013). Conceptual foundations and components of a contextual intervention to promote student engagement during early adolescence: The Supporting Early Adolescent Learning and Social Success (SEALS) model. <i>Journal of Educational and Psychological Consultation</i>, 23, 115-139.</p>	

4	Jan 31	<p><i>Biological/ Physical Development</i></p> <p><i>Thriving Domain: Health</i></p>	<p><i>Age of Opportunity: Ch. 2</i></p> <p>Dahl, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. <i>Annals of the New York Academy of Science, 1021</i>, 1-22.</p> <p>Archibald, A. B., Graber, J. A., &amp; Brooks-Gunn, J. (2003). Pubertal processes and physiological growth in adolescence. In G. R. Adams &amp; 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, 39</i>(9), 643-655.</p>	<p><b><u>Youth Perspectives Project Written Report</u></b></p>
5	Feb 7	<p><i>Cognitive Development</i></p> <p><i>Thriving Domain: Cognition</i></p>	<p><i>Age of Opportunity: Ch. 3</i></p> <p>Byrnes, J. P. (2003). Cognitive development during adolescence. In G. R. Adams &amp; M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 227-246).</p> <p>Kilford, E. J., Garrett, E., &amp; Blakemore, S. J. The development of social cognition in adolescence: An integrated perspective. <i>Neuroscience and Biobehavioral Reviews, 70</i> Pages: 106-120. DOI: 10.1016/j.neubiorev.2016.08.016</p> <p>Granot, Y., &amp; Tyler, T. R. (2019). Adolescent cognition and procedural justice: Broadening the impact of research findings on policy and practice. <i>Social and personality psychology compass, 13</i>(10), e12503.</p>	
6	Feb 14	<p><i>Socio-emotional Development</i></p> <p><i>Thriving Domain: Emotion</i></p>	<p><i>Age of Opportunity: Ch. 4</i></p> <p>Guyer, A. E., Silk, J. S., &amp; Nelson, E. E. (2016). The neurobiology of the emotional adolescent: From the inside out. <i>Neuroscience and Biobehavioral Reviews, 70</i>, 74-85.</p> <p>Rosenblum, G. D., &amp; Lewis, M. (2003). Emotional development in adolescence. In G. R. Adams &amp; M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 269-289).</p> <p>Williams, B. V., &amp; Jagers, R. J. (2022). Transformative Social and Emotional Learning: Work Notes on an Action Research Agenda. <i>Urban Education, 57</i>(2), 191-197.</p>	



7	Feb 21	Identity Development Pt. 1  Thriving Domain: Identity	Age of Opportunity: Ch. 5  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.  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.  Odgers, C. L., Schueller, S. M., & Ito, M. (2020). Screen time, social media use, and adolescent development. <i>Annual Review of Developmental Psychology</i> , 2, 485-502.	<u><b>Developmental Application Paper 1</b></u>
8	Feb 28	Identity Development Pt. 2	Age of Opportunity: Ch. 6  Holcomb-McCoy, C. (2005). Ethnic identity development in early adolescence: Implications and recommendations for middle school counselors. <i>Professional School Counseling</i> , 9(2).  Rogers, L. O. & Way, N. (2018). Reimagining social and emotional development: Accommodation and resistance to dominant ideologies in the identities and friendships of boys of color. <i>Human Development</i> , 61, 311-331.  Way, N., Santos, C., Niwa, E. Y., & Kim-Gerver, C. (2008). To be or not to be: An exploration of ethnic identity development in context. <i>New Directions for Child and Adolescent Development</i> , 2008(120), 61-79.	
9	Mar 6	Identity Development Pt. 3	Nakkula & Toshalis – Chapter 6 – Gender Identity Development  Crockett, L., Raffaelli, M., & Moilanen, K.. (2003). Adolescent Sexuality: Behavior and Meaning. In G. R. Adams & M. D. Berzonsky (Eds.), <i>Blackwell handbook of adolescence</i> (pp. 371-392). Malden, MA: Blackwell Publishing.  McConnell, E. A., Clifford, A., Korpak, A. K., Phillips II, G., & Birkett, M. (2017). Identity, victimization, and support: Facebook experiences and mental health among LGBTQ youth. <i>Computers in Human Behavior</i> , 76, 237-244.	
10	Mar 13	No Class	<b>University-wide Spring Recess</b>	

11	Mar 20	<p>The Family/Peer Contexts</p> <p><i>Thriving Domain: Social</i></p>	<p>Age of Opportunity: Ch. 7</p> <p>Brown, B. B., &amp; Klute, C. Friendship, cliques, and crowds. In G. R. Adams &amp; 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. &amp; Ahmedani, B.K. (2016). Adolescent and family development: Autonomy and identity in the digital age. <i>Children and Youth Services Review</i>, 70, 364-368. DOI: 10.1016/j.chilyouth.2016.10.005</p>	<b><u>Developmental Application Paper 2</u></b>
12	Mar 27	<p>The School/OST Contexts</p>	<p>Age of Opportunity: Ch. 8</p> <p>Eccles, J. S., &amp; Roeser, R. W. (2003). Schools as developmental contexts. In G. R. Adams &amp; 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>	
13	Apr 3	<p>Purpose &amp; The Transition to Adulthood</p> <p><i>Thriving Domain: Meaning and Purpose</i></p>	<p>Age of Opportunity: Ch. 9</p> <p>Marcus, H., &amp; Nurius, P. (1986). Possible selves. <i>American Psychologist</i>, 41, 954-969.</p> <p>Diemer, M. A., &amp; Blustein, D. L. (2006). Critical consciousness and career development among urban youth. <i>Journal of Vocational Behavior</i>, 68(2), 220-232. <a href="http://doi.org/10.1016/j.jvb.2005.07.001">http://doi.org/10.1016/j.jvb.2005.07.001</a></p> <p>Hill, P. L., &amp; Burrow, A. L. (2021). Why youth are more purposeful than we think. <i>Child Development Perspectives</i>, 15(4), 281-286.</p>	
14	Apr 10		Age of Opportunity: Ch. 10	<b><u>Group Presentations</u></b>
15	Apr 17		In-Class Exam	