California State University, Chico
Child Development Program

**CHLD 357: Adolescent Development**

**Instructor:** Jennifer Swisher, MSW  
**Office location:** Modoc 105  
**Telephone:** 530 898-5564  
**E-Communication:** Use Class Email in Blackboard Learn  
**Office Hours:** Tues and Thurs 8:25-9:25 am  
**Class days and times:** Tues and Thurs 9:30 – 10:45 am  
**Classroom:** Modoc 120  
**Prerequisites:** One of these courses: CD 250, CD 252, or Psy 355. This requirement will be enforced strictly. For courses taken outside CSUC, course verification (a copy of your grade card or your unofficial transcript) must be submitted by first week of classes to prevent disenrollment.

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**Required Texts/Readings**
Each student will purchase one book for this course; additional required readings are posted in the Learning Modules of BB Learn. Some of these will need to be printed and brought to class for specific assignments.


**Blackboard Learn**
Copies of the course syllabus and Class Schedule may be found on the Welcome and Course Content Page of BB Learn. You are responsible for regularly checking the online resources, which are accessed through the Chico State Portal at [http://portal.csuchico.edu](http://portal.csuchico.edu).

**Notifications – Every Time you Log In**
Every time you enter the BB Learn section for this course, be sure to check the first link on the left “Notifications”. In here you’ll see My Announcements (for all students) and Class Email (email communication for specific students).

**The Class Schedule**
A weekly schedule of topics that will be covered in class, required readings, and due dates for class activities, assignments, and exams. This schedule is subject to change
at the discretion of the professor. Updates or changes to the class schedule will be announced if needed.

Course Description and Goals
This course provides a research and theory-based overview of development during adolescence. Developmental tasks will be explored within the following domains: physical, cognitive, emotional, personality, social, moral, spiritual /religious, gender, sexuality and identity development. An ecological framework is used to examine the influence of socio-historical and cultural contexts, gender, ethnicity, family, peer, and romantic relations on development.

Student Learning Objectives and Course Learning Outcomes
Upon completion of this course, students will be able to:
- understand key developmental tasks of adolescence and emerging adulthood
- understand the many facets of identity development during this period
- understand physical, cognitive, social and emotional development and changes relevant to adolescents and young adults
- understand key developmental contexts (e.g., culture, socio-historical period, school, family and other relationships)
- review major theories and concepts regarding adolescent development
- review current research-based, scholarly literature on adolescent issues
- discuss current issues pertinent to adolescence and young adulthood

Software requirements
- All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word 2007. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not support this format, then you can submit in .rtf. Do not submit documents in .wps or .pages. This format is not supported by the University and submissions in this format will not be graded. These submissions will receive “0” points.
- Download free copy of Adobe reader for required electronic readings from www.adobe.com
- Download a free copy of RealPlayer in order to watch class videos from www.real.com/realplayer
- For MAC users, if you use Google Chrome as your browser, the pdf files for this course should open within the course instead of an outside window.
- If you experience computer problems contact the Student Computing help desk: (530) 898-Help. You can email me through class email, but they are probably better able to address technical issues you may be having.

Classroom Protocol
You are expected to be considerate of others at all times by being on time and seated when class begins; remaining in your seat until class is dismissed (except in the event of an emergency); and refraining from talking or causing distractions.
when others are speaking. **Students who come in late or leave early will lose participation points!**

**Cell phones, texting, and laptop classroom rules**

- Turn off your cell phones or set them on silent mode when you come to class.
- Text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited to make a choice either to cease the texting or leave the classroom.
- **DO NOT** use your laptop in class unless obtaining specific permission from the instructor and then laptops can only be used for activities directly related to this class.
- Class participation points will be deducted for these violations.

**Incompletes**

To receive an Incomplete, a student must have a “serious and compelling reason” to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.

**Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found [http://www.csuchico.edu/catalog/](http://www.csuchico.edu/catalog/). You should be aware of the new deadlines and penalties for adding and dropping classes.

**Please Note:** Your enrollment in this class implies that you agree to these requirements. Do not ask for these requirements to change due to your personal circumstances; such requests are unfair to your fellow students and are contrary to University policies.

### Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Quizzes</td>
<td>14</td>
</tr>
<tr>
<td>B. In-Class, Assignments, Participation, and Attendance</td>
<td>21</td>
</tr>
<tr>
<td>C. Parent-Adolescent Interviews or Observation paper</td>
<td>14</td>
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<tr>
<td>D. Exams</td>
<td>29</td>
</tr>
<tr>
<td>E. Group Presentation and Annotated Bibliography</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>%</td>
<td>93-</td>
<td>90-</td>
<td>87-</td>
<td>84-</td>
<td>80-</td>
<td>77-</td>
<td>74-</td>
<td>70-</td>
<td>67-</td>
<td>60-</td>
<td>60 or less</td>
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<td></td>
<td>100</td>
<td>92.9</td>
<td>89.9</td>
<td>86.9</td>
<td>83.9</td>
<td>79.9</td>
<td>76.9</td>
<td>73.9</td>
<td>69.9</td>
<td>66.9</td>
<td>less</td>
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Grading Policy
All assignments are due by 9:30am on their due dates.

- Students will receive credit (points) for class activities only on the days that they are scheduled to be turned in or worked on in class.

- The Parent-Adolescent Interview Assignment and Annotated Bibliography will be accepted after their due dates, but will be penalized 10% per day late, up to a maximum of 30%, weekend days are counted. No paper will be accepted after 3 days beyond the due date.

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<tr>
<th>How Late?</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>Up to 24 hours</td>
<td>10%</td>
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<tr>
<td>25-48 hours</td>
<td>20%</td>
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<tr>
<td>49-72 hours</td>
<td>30%</td>
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<tr>
<td>72+ hours</td>
<td>No Credit</td>
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- Make-up for a missed exam will be allowed if students can provide a documented, legitimate reason for being unable to take the exam on the scheduled day.

24-Hour Question and Answer Deadline
I will respond to questions about assignments and exams up until 24 hours before their due date. Plan accordingly, plan ahead, and don’t leave questions or concerns about assignments until the night before.

Assignments and evaluation criteria

A. Quizzes
In an upper-division course, students have the responsibility for completing assigned readings outside of class, prior to their discussion in class. Online quizzes are designed to assess students’ knowledge of required class materials. Students who complete the readings in advance are better prepared to understand and contribute in meaningful ways to class lecture and discussion.

Quizzes will be posted in their corresponding Learning Module (LM) folder. They open on Fridays (at Noon and close by 3 p.m. the following Monday). The quizzes will contain questions from the lecture and class readings for the topical learning modules. There will be 10 questions per quiz and 15 minutes to complete the quiz. Each quiz is worth 5 possible points. Students may use the readings and their own notes to answer items on the quiz, but NOT the assistance of others. The two lowest scores will be dropped. If students miss the time period in which each quiz is
available, they cannot be made up and will count towards one of the two dropped quizzes.

B. In-Class Assignments, Participation, and Attendance

In-Class Assignments- This semester there will be individual assignments in which we will be reading vignettes (i.e., personal narratives about key experiences during adolescence such as experiences at school, with family or peers). There will be a few questions accompanying each vignette to be completed in class. In addition to individual assignments, there will be in-class group discussion activities that are designed to assess students’ knowledge of required class materials. The class schedule and assignment prompt itself provides information about what is required of each of these activities.

If a student misses an in-class assignment, they cannot be made up. In the event of illness and/or an emergency, communicate with the instructor, and provide legitimate documentation.

Participation and Attendance- Preparation and participation are essential to your learning experience. Failing to attend without legitimate excuse and sitting silently and unprepared in class discussions is unacceptable and will be grounds for grade reduction. Attendance will be taken throughout the semester; unexcused absences and coming to class late count as deductions against your participation grade. I will also assess students’ level of class preparation and participation. These ratings will contribute points to students’ overall participation percentage.

C. Parent-Adolescent Relationships Assignment

The objective of this assignment is to provide an opportunity for students to interview an adolescent or young adult and one of his or her parents to better understand parent-adolescent relationships and other close relationships (e.g., peers, and romantic partners).

Alternative Assignment: Observation Paper
If students are unable to find a family who is willing to participate in the Parent-Adolescent Relationship interviews, then this assignment can be substituted in its place. The objective of this assignment is to provide an opportunity for students to observe adolescents in natural settings, engaged in typical behaviors and interactions and to then write a paper that describes observed development in key domains and within specific contexts and then write a summary of that observation using APA Writing style. This paper will include a comparison with a current research study.
Complete instructions for both of these assignments are within the Learning Module called “Assignments”. The completed paper will be turned in through the Assignments Link on the left column of the course.

E. Exams

Three paper and pencil tests will be given consisting of multiple choice, matching and short answer items. Exams address material presented in class and in the class readings (books and other course materials). Exam dates are listed in the Class Schedule.

Study guides: content specific study guides will be available prior to each exam date. These are typically posted about one week before the exam date in the Assignments Learning Module of Blackboard Learn.

F. Group Presentations

Working in small groups has been demonstrated to increase retention and build teamwork skills. Additionally it provides students with practice in communicating and informing the class about an important issue relevant to adolescent or young adult development.

Oral Presentation Content: Each group will have 15 minutes to present their PP and to orally summarize key points in their presentation to the class.

Written Content: An annotated bibliography will be turned in with this assignment; it will include a summary written by each student in the group.

University Policies and Campus Resources

Academic integrity
All written work is to be individually produced unless otherwise noted in the assignment.

Plagiarism occurs when a [student] deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (EM04-36).

Misuse of sources is defined as “carelessly or inadequately citing ideas and words borrowed from another source. [...] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (EM04-36)

When there is evidence that a student has committed plagiarism, misused sources of information, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of
exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/integrity.shtml.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Accessibility Resource Center (ARC)
If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact ARC as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The ARC website is http://www.csuchico.edu/arc.

Student Services
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/current-students.

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction.
SLC is online at http://www.csuchico.edu/slc. The University Writing Center has been combined with the Student Learning Center.

**Child Development Program Mission statement**
Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on learning the foundations of child development (prenatal through adolescence), assessing children and environments (developmental needs, behavioral guidance, home, school, community), analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture), applying critical thinking skills in personal and professional settings, and influencing character and behavior.

**Child Development Program Vision Statement**
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.