Adolescent Development
Child Development 357
Fall 2007

Instructor: Diana Coyl, Ph.D.  
Office: Modoc 103  
Office phone: 898-4696  
E-mail: Vista mail only!

Office Hours: Mon and Weds 11am – 12pm, Tuesdays 1-2pm, and by appointment.  
Use Child Development Program office, Modoc 216, for drop-off

Meeting times: T & Th, 9:30-10:45 am, Modoc 120


Pre-requisites: CHLD 250 or CHLD 252 or PSYC 355.

Course Description: This course provides a broad research and theory-based overview of development during adolescence in the following domains: physical, cognitive, emotional, social, moral, and identity development. An ecological perspective will be used to examine the influences of ethnic and cultural contexts, gender socialization, family, peers, and school settings.

Course Objectives: Upon completion of this course, students will be able to:

a. review major theories and concepts regarding adolescent development
b. understand key developmental domains and changes relevant to adolescents
c. understand key developmental contexts in which adolescents develop
d. review current research-based, scholarly literature on adolescent issues
e. critically debate and discuss current social issues pertinent to adolescence

Student responsibilities:
1. Complete reading assignments PRIOR TO THE CLASS in which they will be discussed.
2. Attend class each week and participate in class discussions and activities.
3. Obtain all material presented in class, including (but not limited to) lectures, activities and handouts.
4. Complete assignments by their due dates.

Assignments & Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Point</th>
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<tbody>
<tr>
<td>A. Required Reading Quizzes (5 pts each x 11)</td>
<td>55</td>
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<tr>
<td>B. Case Study Summary &amp; Reflection Short papers</td>
<td>25</td>
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<tr>
<td>C. Team Debates on Adolescent Issues</td>
<td>35</td>
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<td>D. Peer feedback on Debates (5 pts each x 3)</td>
<td>15</td>
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<tr>
<td>E. Observation Paper</td>
<td>45</td>
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<td>F. Personal Narrative Paper</td>
<td>65</td>
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<tr>
<td>G. Exams (50 pts each x 3)</td>
<td>150</td>
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<td><strong>Total:</strong></td>
<td><strong>390</strong></td>
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Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - 92.9%</td>
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<tr>
<td>B+</td>
<td>88 - 89.9%</td>
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<tr>
<td>B</td>
<td>83 - 87.9%</td>
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<tr>
<td>B-</td>
<td>80 - 82.9%</td>
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<tr>
<td>C+</td>
<td>78 - 79.9%</td>
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<td>C</td>
<td>73 - 77.9%</td>
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<tr>
<td>C-</td>
<td>70 - 72.9%</td>
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<tr>
<td>D+</td>
<td>68 - 69.9%</td>
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<tr>
<td>D</td>
<td>60 - 67.9%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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</table>
Updated grades will be available on the class website so that you know how you are doing. Your class percentage may change with each assignment or exam. If you have questions or concerns about your grades, please come see me, don’t wait until the end of the session!

II. Course structure
Course materials will be housed within the Chico State Connection Portal - Vista section. Adobe Reader can be downloaded from www.adobe.com. There are known conflicts with the AOL access and the University’s programs, students who use AOL to access their accounts need to be aware of these difficulties.

All written paper assignments are to be turned in as an email attachment BEFORE the class session on their respective due dates. A printed copy will be turned in by the student at the beginning of the class session on the due date.

Please note the following:
The University supports Microsoft Word and University computers are not able to read documents created in WordPerfect. If you are creating documents on WordPerfect, it may be helpful to save it in Rich Text Format before sending, but this is not always successful and formatting is often not preserved.

VISTA CONTENT

Learning Modules (LM) contain:
- a. Lecture overviews
- b. Assignments
- b. Electronic readings for each module
- c. Other materials if needed (e.g., Handouts)

LM 1: Historical Views and Current Issues
LM 2: Physical Development and Health Issues
LM 3: Brain and Cognitive development
LM 4: Self-Concept, Identity, and Emotional Development
LM 5: Gender, Body Image & Weight Concerns
LM 6: Moral Development and Religion
LM 7: Family Relations & Attachment
LM 8: Peers & Friends
LM 9: Dating
LM 10: Schools
LM 11: Sexuality
LM 12: Challenges
LM 13: Achievement and Work

LM: Cases Studies from Adolescent Portraits

1.1. Instructions
2. Identity
   2.1 Theoretical Overview
   2.2 Case 2: Asian American and Religion
   2.3. Case 3: Christian Identity
   2.4 Case 4: Internalized racism and Latino identity
   2.5 Case 5: Dangerous Urban Life
   2.6 Case 8: Coming out: Lesbian
LM: Cases Studies from *Adolescent Portraits*

3. Relationships
   3.1 Theoretical Overview
   3.2 Case 15: Interracial family and dating experiences
   3.3. Case 9: Dating and sex
   3.4 Case 10: Family relations and autonomy

4. Challenges
   4.1 Theoretical Overview
   4.2 Case 11: Eating Disorder
   4.3 Case 16: ADHD- problem child
   4.4 Case 18: Physical disabilities
   4.5 Case 19: Teen pregnancy
   4.5 Case 1: Alcoholism and abuse

LM: Team Debate Issues from *Taking Sides*

1. Instructions
   1.1 Grade Rubric
   1.2 Peer Feedback Form

2. Adolescent Health Issues
   2.1 Issue 2: Adolescent drinking
   2.2 Issue 3: Parental consent for abortions

3. Sexuality
   3.1 Issue 5: Comprehensive sex education
   3.2 Issue 6: Easy access to condoms in school
   3.3 Issue 10: Double Standard
   3.4 Issue 11: Gender and Sexual Orientation

4. Relationships
   4.1 Issue 12: Effects of Divorce on Adolescents
   4.2 Issue 13: Dating and Development Adjustment
   4.3 Issue 14: Cyber-Friendships and Healthy Social Development

5. Antisocial Behaviors
   5.1 Issue 15: Adolescent serious offenders tried as adults?
   5.2 Issue 16: School violence
   5.3 Issue 17: Gender differences in bullying
   5.4 Issue 18: Club Drug use

Contents of Vista Folders

1. “Study Guides” folder will contain guides for each of the 3 exams and the final exam.

2. “APA Resources” folder contains:
   a. APA Style & References Guide
   b. APA General Guidelines for 353 Assignments
   c. Citations within paragraphs primer (APA citations)
   d. Minimal Markings (guidelines for Technical merit or writing errors)
   e. APA Electronic References

3. Web Links
   a. How to Avoid Plagiarism
   b. University Writing Center
   c. Merriam Library Research Station
   d. Tutorial for Conducting Database Searches
III. Course policies:

1. **No make-up of exams or class activities will be allowed.**

2. **Paper assignments** are due at the beginning of the class on the date listed in your syllabus; late papers will be accepted up until one week after the due date and are subject to a late penalty of 5% per day up to a maximum of 50%, weekend days are counted.

3. **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.

4. **Please be considerate of others at all times:**
   - be on time and seated when class begins
   - remain in your seat until class is dismissed (except in the event of an emergency)
   - refrain from talking or causing distractions when others are speaking.
   - silence all cell phones and beepers, do not answer them in class!

5. **Academic Dishonesty & Plagiarism**
The university has a strict policy concerning academic dishonesty and plagiarism. Both may result in a failing grade for a course. One of the most common forms of plagiarism is the copying of someone else’s (author, professor, another student) words, ideas, or work and presenting them as your own. If you are unsure about what constitutes these offenses, check with me.

   *Cheating on exams* also falls into this category and will result in a failing grade.

6. **Disabilities**
   Qualified students with disabilities needing appropriate academic adjustments should inform the instructor during the first week of the course.

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**Child Development Program Mission statement:**
Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the Foundations of Child Development, Child Study and Assessment, Programs for Children and Families, Professional Qualities, Critical Thinking Skills, and Developmental Context.

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**Child Development Program Vision Statement:**
Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students’ professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.
**Contribution to the CD Major**
Senior Portfolio: class assignments may be relevant. Keep your work!

For CD majors, the objectives of this course correspond to the following Learning Priorities (SOAPS) as outlined by the Child Development Program Committee:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Learning Priority</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>a. Apply major theories and concepts pertaining to adolescent development</td>
<td>Foundations of Child Development (SOAP I)</td>
<td>• Observation paper</td>
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<td>• Exams</td>
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<td>• Personal narrative paper</td>
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<tr>
<td>b. Understand developmental domains and growth relevant to adolescents</td>
<td>Foundations of Child Development (SOAP I)</td>
<td>• Case Study paper</td>
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<td></td>
<td>Developmental Context (SOAP VI)</td>
<td>• Exam</td>
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<td></td>
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<td>• Personal narrative paper</td>
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<tr>
<td>c. Understand the importance of specific developmental contexts for adolescents</td>
<td>Foundations of Child Development (SOAP I)</td>
<td>• Case Study paper</td>
</tr>
<tr>
<td></td>
<td>Developmental Context (SOAP VI)</td>
<td>• Observation paper</td>
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<td>• Exams</td>
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<td></td>
<td></td>
<td>• Personal narrative paper</td>
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<tr>
<td>d. Locate and review current research-based, scholarly literature on adolescent issues</td>
<td>Foundations of Child Development (SOAP I)</td>
<td>• Team Debates</td>
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<td></td>
<td>Critical Thinking Skills (SOAP V)</td>
<td>• Exams</td>
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<td></td>
<td>Developmental Context (SOAP VI)</td>
<td>• Personal narrative paper</td>
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<tr>
<td>e. Critically discuss and debate current social issues pertinent to adolescence.</td>
<td>Critical Thinking Skills (SOAP V)</td>
<td>• Team Debates</td>
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<tr>
<td></td>
<td>Developmental Context (SOAP VI)</td>
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B. Case Study Summary and Reflection Short paper (25 pts possible) DUE September 27

Students will complete a typed paper based on one of the case stories from LM: Case Studies. The objective of this assignment is to illustrate how individual personal experience can be understood and explained by theories of adolescence.

Preparation: Carefully read and choose one of the cases. Then read the theoretical overview that your chosen case study is listed under. For example, if you choose Case 11: Eating Disorders you would read that case study and the Challenges Theoretical Overview.

Title page should contains the following information, centered, and double-spaced:
1. The topic, title and number of your Case Study and topic (e.g., Challenges: Case 11: Falling from my Pedestal). 2. Your name, 3. This class (Chld 357), and 4. The date

The paper will divided into the following 3 sections, labeled as: 1. Case Study Summary, 2. Theory, 3. Personal Reflection

Case Study Summary: Concisely summarize in your own words the key events or issues of individual’s case study you selected. (1 page, 8 pts)

Theory: Based on your reading of the theoretical overview for your particular case study, describe how concepts and theory from that overview could be used to explain the experiences of the individual in your case study. Summarize key concepts from a theory or theories and then apply them to the case study. (1 ½ pages, 10 pts)

Personal Reflection: Describe your personal reaction to the case study you used for this assignment. What do you think about the individual’s experiences, choices, decisions, and behavior? Could you relate or identify with that person? (1 paragraph, 2 pts)

Describe how information in the theoretical overview helped you better understand the developmental context and experiences of the individual’s story. What specific concepts, theory or research did you find to be insightful? (1 paragraph, 2 pts)

Technical Merit (TM) You will be graded on the technical presentation of your paper. Your paper must be typed, double-spaced, and reflect your thoughts in a tight, concise manner. Include a title page and use the above headings for your paper. Proofread your paper, points will be deducted for poor sentence construction, spelling errors, incomplete and run-on sentences. (3 pts. possible)

C. Team Debates on Adolescent Issues (35 pts possible)

The objective of this assignment is to allow students to work in teams to prepare and present on current adolescent issues and to critically evaluate and discuss different views of each individual issue. Each issue is posed as a question. Part 1 of the issue presents a “Yes” argument and part 2 contains the “No” side of the argument. Each student team will consist of 4 individuals (2 students will present the “Yes” position of the issue and 2 students will present the “No” side of the issue).

Preparation: LM: Team Debate Issues from Taking Sides: Clashing Views in Adolescence contains current issues with two opposing perspectives. Read through the summaries of the issues that seem interesting to you. Select 2-3 issues that you think you would like to present on in class. I suggest talking with classmates to see if they would be interested in forming a team.

On September 13th, all students will select an issue and become part of team of 4. Once the teams are formed students must arrange to meet outside of class and prepare to present their sides of the issue on one of the debate dates listed in the syllabus.
Content: Each debate will last approximately 30 minutes. Each pair within a team will have 15 minutes to present information about their perspective of the issue. This will include summarizing and presenting information found directly in the article, but must also include information obtained from at least 1 other source (preferably a scholarly, research-based study or summary of current research on that topic). A grade rubric is found in this learning module.

Presentation Format: Each pair will present their information in Power Point slides.

Discussion: Once both sides of the team have presented, other students or members of the opposing side of the debate team can ask questions of the team members.

Debate Outline: On the day of a team’s presentation, an electronic copy in a Power Point presentation must be sent through Vista assignments before class. The Power Point slides must contain both sides of the issue and include a complete reference list of all sources used for the presentation. A printed copy of the Power Point presentation and a complete reference sheet (APA reference style) must be given to the instructor on the day of a team’s presentation, before they begin. (5 pts)

D. Peer Feedback on Debates (5 pts each x 3)
The University has identified peer evaluation as a critical thinking skill that all students should develop. Each student can earn points by providing feedback on team debate presentations. You will use the rubrics to “score” the presentation and to provide comments. Each feedback sheet completed is worth 5 points. Students will complete feedback sheets for three debate presentations. Each sheet must be completed on different presentation days. Feedback sheets can be found in LM: Team Debate Issues from Taking Sides; print 3 copies to complete in class.

E. Adolescents Observation Paper (45 pts possible) DUE October 23rd
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.

Preparation: Complete a 45-minute observation of 4-5 adolescents in a public (e.g., mall, school, religious or other type community activity) setting.

Take detailed notes.

ALL of the following components should be addressed using the headings in bold:

1. Introduction to the setting in which your observation occurred: (1 paragraph, 5 pts)
   who was observed (# of adolescents, gender, ethnicity, approximate ages)
   where did you do your observation (e.g., Chico mall)
   when (date and time period of your observation, e.g., Tuesday 9/5/06 from 2-3pm)
   Describe the environmental conditions or settings. Did they seem to influence behaviors or interactions among the adolescents you observed?

2. Create a separate section in your paper for each of the following developmental domains:
(8 pts. possible for each developmental section).

A. At the beginning of each of these sections provide a brief overview of current theory, concepts, or research regarding each domain. (1-2 paragraphs for each domain).

B. Then compare your observation notes with the information you provided in each of your overviews. Did you observe or did participants exhibit some typical developmental issues or behaviors?

For example, were you able to observe that participants were undergoing or had completed pubertal development (e.g., height, voice change, breast or muscle development)?
5. Peers or Adults Interaction. Describe ways that peers, parents, or other adults facilitate (e.g., eye-contact, listening, responding, show support) and/or impede (e.g., ignore, don't take them seriously, don't appear to listen, are critical) the adolescents you observed. (1 paragraph, 4 pts).

6. Reflection: What did you learn about adolescents from your observation? Compare your observation with information found in class lecture or reading materials. (1-2 paragraphs, 6 pts).

You must turn in your completed observation notes with your paper for full credit. (2 pts.)

TM- technical merit including spelling, grammar and writing clarity will be graded. (4 pts)

F. Personal Narrative Paper (65 points possible). Due November 15th
The personal narrative is an original paper describing an experience or series of related experiences that you had as an adolescent, how you were affected at the time, and how theory and current research could be applied to explain your adolescent experience(s).

Create a title page that contains the following information, centered, and double-spaced:
1. The name of the assignment and a personal title that describes your personal experience(s) (e.g., Personal Narrative Paper: My First Dating Experience), 2. Your name, 3. The class title (Chld 357), and 4. The date

USE the following headings to separate each section of your paper:

1. My Experience: (2-3 pages, 15 pts possible)
   Describe an experience or a series of related events that occurred during your adolescence. Adolescence is a time of firsts for most of us, first time to make a team or not, first date, first kiss, first job, first defeat, learning to drive, etc. Experiences we had as adolescents were new; they marked transitions or changes in our thinking, feelings, behavior, peer and/or family relations, self-perceptions, social status, etc. Describe yours in detail.

2. Research-based Interpretation: (2-3 pages, 25 pts possible)
   Begin by providing a research-based overview. For this section you will need to locate and incorporate information from 4 scholarly articles on your topic. For example, if you chose to write about your dating experiences in high school, you would locate 4 articles or research studies that describe adolescent dating. Clearly and concisely describe key findings or information from each study. Identify each article by including the title of the article followed by a summary paragraph for each article, use APA in-text citations. Be consistent in the type of information you provide for each article (e.g., briefly describe the sample, research questions and key findings for each).

   Then compare this body of information with your experience. Recall changes in your cognition and feelings associated with the experience(s). Did you think about the immediate and long-term consequence associated with your experience? Were you anxious, scared, excited, angry, stressed, happy, or disappointed? Describe your initial/ongoing thoughts, feelings, and behaviors as the experience(s) progressed.
   How did it compare with the information you summarized in your overview? Was your experience typical/atypical from other adolescents? Were your experiences consistent with research findings for other adolescents?

3. Theoretical Interpretation: (3-4 pages, 15 pts. possible)
   Looking back on your adolescent experience through a theoretical lens of your choice, provide an explanation of the event(s). 1. Provide a brief, concise overview of the theory. Then use concepts from that theory to describe: 2) factors that influenced your experience; and 3) any purpose or function addressed by this experience including psychological, social, emotional, or physical development. You may use theories described in our textbook or readings or additional reference materials (e.g., other textbooks, articles).
4. Adolescent Definition: (1 paragraph, 2 pts. possible)
   Using one of the definitions of adolescence presented in class or from the text (e.g., chronological, sociological, physical maturation) explain what the definition means and provide examples of how you met the criteria for the definition you chose. For example, if you use a physical maturation definition you should describe pubertal change as part of the definition and then describe changes your body was undergoing that met those criteria (e.g., the development of secondary sex characteristics).

5. References (3 pts. possible)
   Make sure that you cite authors in the body of your paper whenever you include information you didn't already know, e.g., According to Adams (2000) or (Adams, 2000) at the end of a sentence or paragraph in which you are paraphrasing the words of someone else. Whenever you use a direct quote you must also include the page number in your citation, e.g., (Mead, 1944, p. 313). Include a separate reference page at the end of your paper, see the references at the back of your textbook for an example of APA formatting. You may use information from your text, however, you must also include 4 additional references (for a total of 5 references) which should add depth to your research overview and theoretical interpretation. For additional references, I recommend Social Science, Education, and PsyLit Data bases that you can access from the library. Type in key words from a theory, topics or authors. Your citations and references must match. If you list references on the reference list that are not cited in the body of your paper, those references will not count.

Technical Merit (TM): Numbers 1-5 should make up the headings for your paper. In addition you will be graded on the technical presentation of your paper. Your paper must be typed, double-spaced, and reflect your thoughts in a tight, concise manner. Proofread your paper, points will be deducted for poor sentence construction, spelling errors, incomplete and run-on sentences. Use APA formatting. (5 pts. possible)

G. Exams (50 pts each x 3 = 150 total points possible).
Throughout the semester, three paper and pencil tests will be given consisting of multiple choice, true/false and short answer questions. Exams address material presented in class and in the class readings (textbooks and other course materials). Exam dates are listed in your syllabus. The top three scores will be used toward your grade. If you are satisfied with your exam scores from the first three exams you do not need to take the final. Study guides will be provided.

The Final Exam: Tuesday 12/18 from 12:00 - 1:50 pm
The final exam will be cumulative for the entire course. Test items will be taken from the previous three in-class exams. If you miss one of the regularly scheduled exams you are required to take the final. If you took all three exams during the semester, you do not need to take the final. A study guide will be provided.

Extra Credit Assignment (10 pts) Adolescent Movie Summary and Critique
Students wishing to earn extra credit (e.g., to make up points lost on an assignment or exam) have the option of creating a 2-page typed, double-spaced, paper based on their viewing of a movie that focuses adolescent experiences. Students may receive only partial credit if the requirements for both sections of the paper are not thoroughly addressed. Movie selection must be pre-approved by professor before submitting this paper.

This assignment must be submitted as a Word document, attached to the corresponding title in the Assignments tab. The deadline for submission is Thursday 12/12.

1. Movie Summary: provide a summary of the plot, description of main character(s) and issues to be resolved or conflict/challenges that the main character faces. Describe how the conflict is resolved and how the movie concludes. (1 page)

2. Adolescent Issues: Using a developmental perspective (learned through lecture and class readings), describe the influences affecting the character(s) (e.g., dealing with pubertal change, changes in identity, emotions, moral attitudes, or in social relations with peers or adults). Conclude this section with your critique and/or recommendations. Did you think the movie accurately, or realistically depicted adolescent experiences? (1 page).
Class Schedule
(Note: changes in the class schedule are at the discretion of the instructor).

**Week 1: 8/28 & 30  LM 1: Historical views, Current issues and Adolescent Definitions**
Required Readings:
1. Santrock, chapter 1;
2. Chapter 13: pp. 411-426

*RR Quiz #1*: Complete before 9/4 (*Week 2 Readings*)

**Week 2: 9/4 & 6 LM 2: Physical Development and Health Issues**
Required Readings
1. Santrock, chapter 3 (pp. 64-77)

*RR Quiz #2* Complete before 9/11 (*Week 3 Readings*)

**Week 3: 9/11 & 13 LM 3: Brain and Cognitive development**
Required Readings
1. Santrock, chapter 3 (pp. 78-90);
2. Chapter 4

*Create Debate Teams*

*RR Quiz #3* Complete before 9/18 (*Week 4 Readings*)

**Week 4: 9/18 & 20 LM 4: Self-Concept**
Required Readings
1. Santrock: chapter 5 (pp. 138-145)

*Thursday 9/20* EXAM 1

*RR Quiz #4* Complete before 9/25 (*Week 5 Readings*)
**Week 5: 9/25 & 27  LM 4: Identity, Emotional Development**

**Required Readings**
1. Santrock: chapter 5 (pp. 146-166)

***Thursday 9/27  Due: Case Study***

**RR Quiz #5  Complete before 10/2 (Week 6 Readings)**

**Week 6: 10/2 & 4  LM 5: Gender, Body Image & Weight Concerns**

**Required Readings**
1. Santrock: chapter 6. Chapter 14 (pp. 467-471)

**RR Quiz #6  Complete before 10/9 (Week 7 Readings)**

**Week 7: 10/9 & 11  LM 6: Moral Development and Religion**

**Required Readings**
1. Santrick: chapter 8

***Thursday 10/11  Debate #1***

**RR Quiz #7  Complete before 10/16 (Week 8 Readings)**
Week 8: 10/16 & 18  LM 7: Family Relations and Attachment
Required Readings
1. Santrock: chapter 9

RR Quiz #8  Complete before 10/23 (Week 9 Readings)

Required Readings
1. Santrock: chapter 10

***Tuesday 10/23  Due: Observation Paper

***Thursday 10/25  Debate #2

Week 10: 10/30 & 11/1  LM 9: Dating
Required Readings

***Thursday 11/1  EXAM 2

RR Quiz #9  Complete before 11/6 (Week 11 Readings)

Week 11: 11/6 & 8  LM 10: Schools
Required Readings
1. Santrock: chapter 11

*** Thursday 11/8  Debate #3

RR Quiz #10  Complete before 11/13 (Week 12 Readings)
Week 12: 11/13 & 15 LM 11: Sexuality
Required Readings:
  1. Santrock: chapter 7
  
  

*** Thursday 11/15 Due: Personal Narrative Paper

***Thursday 11/15 Debate #4

Week 13: 19-23 NO CLASSES - HAPPY THANKSGIVING!

Week 14: 11/27 & 29 LM 12: Challenges
Required Reading:
  1. Santrock: chapter 14
  

**RR Quiz #11 Complete before 12/4 (Week 15 Readings)**

Week 15: 12/4 & 6 LM 13: Achievement and Work
Required Readings:
  1. Santrock, Chapter 12
  

***Thursday 12/6 Debate #5

***Thursday 12/6 Due: Case Study #2

Week 16: 12/11 & 13

**Tuesday 12/10 EXAM 3

***Thursday 12/12 Debate #6 & #7

Week 17: 12/18 FINAL EXAM Tuesday 12:00 - 1:50 pm