



## **CHLD 357: ADOLESCENT DEVELOPMENT**

### ***COURSE SYLLABUS***

### ***Fall 2023***

***Instructor:*** Jennifer Swisher, MSW

***Office:*** Modoc 102 and Zoom

***Office Phone:*** (530) 898-3095 (not recommended, please use Canvas email)

***Email:*** Please use Canvas email or [jkswisher@csuchico.edu](mailto:jkswisher@csuchico.edu),

***Office Hours:*** Monday, 11:00 AM-2:00 PM (Modoc 102), Tuesday 2:00- 3:00 PM (Zoom) or by appointment

***Class Days:*** Tuesday and Thursday

***Class Time:*** 12:30-1:45 PM

***Class Location:*** Holt Hall 266

#### ***Course Description:***

This course provides a broad research and theory-based overview of physical, cognitive, emotional, social, moral, and identity development during adolescence. An ecological framework is used to examine the influence of sociocultural contexts, ethnicity, gender, family, peers, and school settings on adolescent experience and development

***Prerequisites:*** CHLD 252 or PSYC 355

#### ***Required Text & Materials:***

1. Steinberg, L. (2016). *Adolescence* (11<sup>th</sup> edition). New York: McGraw Hill.  
ISBN: ISBN-10:1259567826; ISBN-13:9781259567827 **(Required)**
2. Steinberg, L (2015). *The Age of Opportunity* (2015) ISBN: 10: 0544570294 ;ISBN -13: 9780544570290 **(Required)**

#### ***Course Format:***

The course is based on the philosophy that active engagement with the material fosters quality learning. There will be opportunities for in-class discussion, in- and out-of-class activities, and group work. Attendance of classes and participation are crucial to the learning process and demonstrate respect both for your professor as well as fellow students. Students are encouraged to think about (rather than simply memorize) the concepts and issues presented in class in order to integrate and synthesize the information and are responsible for all material for the section exams. Additionally, it is anticipated that you will be spending at least five hours per week on outside activities related to this course (i.e., for most courses, two hours of out-of-class preparation is expected for each hour of in-class lecture, with one week of class consisting of 2.5 hours). Finally, class activities may require your text.

**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

**Grading:**

This course has a possible **550** points and grades will be assigned as follows based on completion of the course requirements outlined in the next section. Grades will be assigned as follows based on completion of the course requirements outlined in the next section. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy ([EM10-018](#))

87-89%	= B+	93-100%	= A	90-92%	= A-
77-79%	= C+	83-86%	= B	80-82%	= B-
67-69%	= D+	73-76%	= C	70-72%	= C-
		60-66%	= D	0-59%	= F

<b>Course Requirements:</b>	<b>Percentage</b>
<p><b>1. Exams:</b> Three 100-point non-cumulative exams will be completed online, <b>with the exception of Exam 3 that has an in person short answer group component.</b> Your total score on the three exams will account for 35% of final grade. Dates are noted in the class schedule. These exams will consist of 50 multiple choice questions drawn from text, lectures, and in-class activities. The use of books, notes and other class materials is acceptable and encouraged; however, these will be timed (75 minutes) and students must be prepared (e.g., completed readings and have studied) in order to finish within the time constraints. <b>Students also must complete exams by themselves, without help from peers, excepting the in-person portion of Exam 3.</b> Any unauthorized collaboration with peers on exams will count as academic dishonesty, and result in students involved receiving a 0 on the exam.</p>	<b>35%</b>
<p><b>2. Attendance:</b> Regular class attendance is necessary and mandatory for this course. Students must ensure they attend the whole class. Each of the classes (barring the first day and the three exam days) is worth attendance points. Your total score for attending classes will account for 20% of final grade. If you are unable to attend class for any reason, please inform me personally prior to class meeting (via email). Students are allowed two “free” days for missing class regardless of reasons, however, absence during each additional class will result in deduction of attendance points (this includes all reasons). Similarly, arriving late in class (more than 10 mins) or leaving early on two</p>	<b>20%</b>

<b>Course Requirements:</b>	<b>Percentage</b>
days will be counted as one absence. Late arrivals and early departures will be recorded using a sign-in sheet. Attendance points will be given for being present on time in class and participating in discussions, class activities and participating in peer evaluations of class presentations. <b>If attendance falls below 75%, you will be barred from taking Exam 3, showing up to class matters.</b>	
<b>3. Age of Opportunity Discussion Posts:</b> Through the semester, you will explore issues related to adolescent development by reading and reflecting on assigned readings from the <i>Age of Opportunity</i> text. You will participate in 9 online discussion forums for 15 points each during the course of the semester. Your total score for discussion posts will account for 25% of final grade. Discussion forum responses will be turned in via Canvas before class on the due dates provided on schedule. Forum details as well as rubrics will be provided.	<b>25%</b>
<b>4. Class presentation assignment:</b> Each week, one group of students (assigned by instructor) will create and present a short presentation using PowerPoint or any other presentation tool to the class about the topic being discussed that week-this will be presented during the class session. Students will work and make the presentation in groups of 4-5. Students will be given a specific topic by the instructor well in advance. The group presentation will be approximately 15-20 minutes long and will be graded out of 40 points.	<b>20%</b>
You can calculate your final grade percentage using the formula: (Total Points*/100) *To calculate your Total Points, follow this formula: [(Total Exam Points/300)*35+(Total Attendance Points/100)*20+(Total Discussion Forum Points/135)*25+(Total PPT points/40)*20]	<b>100%</b>

**How to Contact your Professor:**

Office hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make the office hours. The best way to contact me is via **EMAIL** Canvas. When you send me an email, please be sure to mention that you are enrolled in CHLD 357.

**How to Access Course Materials:**

Throughout this course we will be using one major online platform: Canvas.

**Canvas:** Materials such as the syllabus, schedule, and some assignments are available on Canvas. Exams will be completed online via Canvas. You are responsible for regularly checking the course website; plan to log in regularly each week to get any updates on course materials and plans.

**Make-up Exams, Late Work, and Missing Work:** Make-up exams are allowed only at the discretion of the professor, IF the student has a compelling reason for missing the exam as scheduled AND has contacted the professor prior to the scheduled test. If the professor

agrees, a new “due” date will be assigned by which the exam must be completed. Late work will be penalized 10% per day late, up to a maximum of 50% (after 5 days, late work will not be accepted). Missed in-class activities CANNOT be made up and will earn the student a “0”.

**Late Arrivals, Early Departures and Missed Synchronous Class:** As in the case of in person classes, late arrival to the synchronous class meetings is distracting and should be avoided; consistent or excessive tardiness (more than three times) will also result in a lowering of your grade. Likewise, leaving in the middle of class or leaving early is equally distracting and disruptive. Attendance is crucial and students who miss more than three classes may be dropped from the course. Points earned for in-class activities cannot be made up. Notifying the professor that class will be missed does not, by default, constitute an “excused absence”.

**Student Professional Behavior:** The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect, cooperation, and following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students’ opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different. If you have any questions about what constitutes professional behavior, please feel free to ask.

**Literacy Requirements:** All major writing assignments will be graded for literacy, spelling and grammar. Please read in the University Catalog regarding the University’s literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. Proofreading is ESSENTIAL. If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, OR the Child Development Writing Tutors—ask about hours).

**Academic Integrity:** Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University’s definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. All written work is to be individually produced unless otherwise noted in the assignment. Copying another student’s work of any kind, helping another student cheat, cheating on an exam or quiz (including online exams) or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism. When there is evidence suggesting that a student has committed plagiarism, 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. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at [www.csuchico.edu/sjd](http://www.csuchico.edu/sjd).

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as and not limited to, ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

**Title IX Confidentiality and Mandatory Reporting:** As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available here: [Title IX](#).

***Student Resources:***

**Keep Learning:** In order to support students during these challenging times, the Keep Learning resource provides online tutorials, and tips and resources about technologies and strategies for successful online learning. Keep Learning can be accessed at [www.csuchico.edu/keep-learning](http://www.csuchico.edu/keep-learning).

**Disability Services:** If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at (530) 898-5959. More information about ARC services can be accessed at [www.csuchico.edu/arc](http://www.csuchico.edu/arc).

**Student Learning Center (SLC):** The mission of the SLC is to provide services that will assist 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. Please visit [www.csuc.edu/slc](http://www.csuc.edu/slc) for more information.

**WellCat Counseling Center:** College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm. Call 530-898-6345 to schedule an appointment. You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: [www.csuchico.edu/counseling](http://www.csuchico.edu/counseling). Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral

Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

**Information about Food and Emergency Housing Resources Available to Students:** CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 9:30am–12:30pm or by appointment for Grab-and-Go Bags (bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>

2. The Center for Healthy Communities, CalFresh Outreach physical office is currently closed, however, they are setting up virtual appointments by emailing [CalFreshHelp530@gmail.com](mailto:CalFreshHelp530@gmail.com). See the Center for Healthy Communities website for up-to-date information at: <https://www.csuchico.edu/chc/index.shtml>

***Child Development 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 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 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.

**Department of Child Development Student Learning Objectives (SLOs)**

**Child Development SLOs aligned with the AAC&U ELOs**

**1. Critical Thinking in Child Development**

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

## 2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

## 3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

## 4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

## 5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

## 6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

CHLD 357 Learning Objectives	...As Measured By...	SLO
Understand key developmental tasks of adolescence and emerging adulthood	Exams, Activities, Written Assignments	I, II, III
Understand the many facets of identity development during this period	Exams, Activities, Written Assignments	I, III, III
Understand physical, cognitive, social and emotional development and changes relevant to adolescents and young adults	Exams, Activities, Written Assignments	I, III, III
Understand key developmental contexts (e.g., culture, socio-historical period, school, family and other relationships)	Exams, Activities, Written Assignments	I, II, III, III, VI
Demonstrate a multi-level understanding of the influences of diversity issues in adolescents' development, including class systems, family patterns and practices.	Exams, Activities	I, II, III
Review major theories and concepts regarding adolescent development	Exams, Activities, Written Assignments	I, II, III
Review current research-based, scholarly literature on adolescent issues	Exams, Activities, Written Assignments	I, II, III
Discuss current issues pertinent to adolescence and young adulthood	Exams, Activities, Written Assignments	I, II, III

*Related Diversity Guiding Principles:*

The following Diversity Guiding Principles Objectives

<ul style="list-style-type: none"><li>• Have multiple opportunities to learn about other markers of individual and group differences, including religion, age, language, ability, socio-economic class, gender, and sexuality and how these markers serve as mechanisms of inclusion and exclusion.</li></ul>
<ul style="list-style-type: none"><li>• Develop skills for communication and collaboration with those who are different from themselves.</li></ul>
<ul style="list-style-type: none"><li>• Develop skills for active, appreciative, and conscientious participation in society.</li></ul>