

COURSE SYLLABUS

Education 108: Adolescent Development in Education Fall, 2021

**School of Education
University of California, Irvine**

Time and Location:

Tuesdays & Thursdays 12:30 – 1:50pm in SSL 270

Course Description:

Explores the physical, cognitive, emotional, and social development of adolescents, with an emphasis on the practical implications of developmental theory and research findings for teachers and other professionals who work with adolescents in middle or high school contexts.

Course Overview:

Adolescents live in complex social and historical environments that influence their development. This course will focus on the **domains of development** and **contexts of development**. Domains of development include biological, cognitive, psychosocial, and moral development. Contexts of development include families, neighborhoods, schools, and culture. This course focuses on the interplay between the domains of development and the contexts of development. Students will learn how to critically think about the contexts that support healthy adolescent development in various domains.

Instructor:

Osman Umarji, Ph.D.

Email: oumarji@uci.edu

Office Hours: By appointment

Course Readings: All course readings will be available on the Canvas course page.

Grade Breakdown:

- Attendance – 15%
- Weekly Reflections – 35%
- Research Paper – 25%
- Final Project – 25%

Detailed Breakdown of Assignments:

Weekly Reflections (35%) – 500-700 word reflections are due every week at **11:59pm on Monday**. Reflections should be thoughtful and present a few core ideas from the readings, followed by comments, questions, and/or critiques of the ideas. Each reflection is worth two points.

Research Paper (25%) – You may select one prompt from a list of options to research for this course. Papers should be approximately 1500-2000 words and follow proper APA citations. Papers are expected to be grounded in theory and utilize no less than FIVE citations from the course readings and TWO additional citations from any other literature of your choice. The papers should address topics of interest to you. Papers are due on Sunday, **November 21st**. See the list of prompts at the end of the syllabus.

Final Project (25%) – The final project consists of designing and presenting a model for a school or afterschool program that fosters healthy adolescent development. Groups of ~6 students will create a PowerPoint presentation and present it to the class. Presentations will be due Week 10.

In designing your school or afterschool program, consider the role that peers, parents, and teachers play in the development of the students. Discuss how the culture of the families and students will be taken into consideration in the school/program.

Your project should consider the following:

- Target population (e.g., demographic information, age range, etc.)
- School name and a vision/mission statement for the school.
- Goals and objectives of the school/program.
- What models of adolescent development inform your educational philosophy & approach
- How the educational philosophy will support each domain of development.
- Specific types of activities and how they support development.
- How the school/program structure will support domains of development.
- How the school/program will consider aspects of adolescent motivation.
- Details regarding how adolescents will be grouped and assessed.
- What the school/program will look like (physical layout) and justification for the layout.
- School rules and explanation of classroom management strategies.
- Sample schedule for a school day
- A sample lesson plan that demonstrates the educational philosophy.

Late Work Policy:

Extensions on weekly reflections, papers, and final project will be granted only in cases with extenuating circumstances. This must be arranged with the instructor, and I have sole discretion over whether or not to grant an extension or make-up.

Academic Honesty:

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. All student work must be the work of the individual receiving credit. For further information, please consult the UCI Academic Senate Policies on Academic Honesty in the UCI General Catalogue: www.editor.uci.edu/catalogue/appx/appx.2.htm.

Please note: Copying text or someone else's unique ideas from Internet sources without properly quoting and citing the source IS academic dishonesty. If you are unsure how to use/cite a source, your instructor would be glad to help you during office hours.

Students with Disabilities

Students with disabilities who need reasonable modifications, special assistance or accommodations in this course should promptly direct their request to the course instructor.

Dropping the Course

Per School of Education policy, no drops are allowed after the second week of instruction.

Instructor Advice:

This is a mastery-oriented class. I am responsible for making the content as interesting and useful to you as possible. From my experience as an instructor and based on research, I believe that the role of the instructor is to guide and scaffold student learning by providing a learning environment in which students feel a sense of autonomy, competence, and personal value for the subject matter. I am not interested in testing you about information that you do not care about. I want you to aim for mastering content out of your own desire to learn and benefit.

Schedule of Topics:

Date	Topic
Week 1	Introduction to Adolescent Development
Week 2	Theories of Adolescent Identity & Motivation
Week 3	Neurobiological & Cognitive Development
Week 4	Self-Regulation Development
Week 5	Psychosocial Development
Week 6	The School Context
Week 7	The Family and Peer Context
Week 8	The Neighborhood Context
Week 9	Religious & Character Development
Week 10	Cultural Context

Readings:

Week 1 (Introduction to Adolescence)

- Csikszentmihalyi, M., & Schneider, B. (2001). *Becoming adult: How teenagers prepare for the world of work*. Basic Books. (CHAPTER 1)
- Eccles, J. (2009). Who am I and what am I going to do with my life? Personal and collective identities as motivators of action. *Educational Psychologist*, 44(2), 78-89.

Week 2 (Theories of Adolescent Identity & Motivation)

- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Bandura, A. (2006). Adolescent development from an agentic perspective. Self-efficacy beliefs of adolescents, 5, 1-43.

Week 3 (Neurobiological & Cognitive Development)

- National Academies of Sciences, Engineering, and Medicine. (2019). *The promise of adolescence: Realizing opportunity for all youth*. National Academies Press. (CHAPTER 2, Pages 37-59)
- Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain?. *Perspectives on Psychological Science*, 1(1), 59-67.

Week 4 (Self-Regulation Development)

- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational psychologist*, 25(1), 3-17.
- Umarji, O. (unpublished). Restorative Environments and Mindfulness.

Week 5 (Psychosocial Development)

- Harter, S. (2015). *The construction of the self: Developmental and sociocultural foundations*. Guilford Publications. (CHAPTER 3)
- Select one of the following:
 - Ritchey, K. (2014). Black identity development. *The Vermont Connection*, 35(1), 12.
 - Rivera-Santiago, A. (1996). Understanding Latino ethnic identity development: A review of relevant issues. *New England Journal of Public Policy*, 11(2), 4.

Week 6 (The School Context)

- Eccles, J. S., & Roeser, R. W. (2009). Schools, academic motivation, and stage-environment fit. *Handbook of adolescent psychology*, 1.

Week 7 (The Family and Peer Context)

- Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. *Handbook of adolescent psychology*, 2.
- Select one of the following:
 - Bell, B. T. (2019). “You take fifty photos, delete forty nine and use one”: A qualitative study of adolescent image-sharing practices on social media. *International Journal of Child-Computer Interaction*, 20, 64-71.
 - Reese, L., Balzano, S., Gallimore, R., & Goldenberg, C. (1995). The concept of educación: Latino family values and American schooling. *International Journal of Educational Research*, 23(1), 57-81.
 - Pomerantz, E. M., Ng, F. F. Y., Cheung, C. S. S., & Qu, Y. (2014). Raising Happy Children Who Succeed in School: Lessons From China and the United States. *Child Development Perspectives*, 8(2), 71-76.

Week 8 (The Neighborhood Context)

- McBride Murry, V., Berkel, C., Gaylord-Harden, N. K., Copeland-Linder, N., & Nation, M. (2011). Neighborhood poverty and adolescent development. *Journal of Research on Adolescence*, 21(1), 114-128.
- Boardman, J. D., & Saint Onge, J. M. (2005). Neighborhoods and adolescent development. *Children, youth and environments*, 15(1), 138.

Week 9 (Religious & Character Development)

- Chen, Y., & VanderWeele, T. J. (2018). Associations of religious upbringing with subsequent health and well-being from adolescence to young adulthood: an outcome-wide analysis. *American journal of epidemiology*, 187(11), 2355-2364.
- Select one of the following for your second reading:
 - Lambert, N. M., & Veldorale-Brogan, A. (2013). Gratitude intervention in adolescence and young adulthood. In *Research, Applications, and Interventions for Children and Adolescents* (pp. 117-128). Springer, Dordrecht.
 - Smith, C. (2003). Theorizing religious effects among American adolescents. *Journal for the scientific study of religion*, 42(1), 17-30.

Week 10 (Cultural Context)

- Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for information Science and Technology*, 62(8), 1435-1445.
- Heldman, C., & Wade, L. (2010). Hook-up culture: Setting a new research agenda. *Sexuality Research and Social Policy*, 7(4), 323-333.

Research Paper Prompts

Paper Option 1 – LEARNING AND MOTIVATION

Many parents face challenges with their adolescents', including engaging in risky behaviors, lack of academic motivation, and poor parent-adolescent relationships. We know that adolescents learn behaviors through various socialization and motivational processes. What kind of parenting advice would you give such parents based on the theories we have discussed? How would you help parents understand what their adolescent is going through and how they can help their adolescents thrive? Consider the perspectives of various theories, including bioecological theory, self-determination theory, expectancy-value, human values, and social cognitive theory (e.g., agency and self-efficacy) in explaining and supporting development. In your paper, explain both the theory behind what may be happening with such adolescents and practical suggestions on how to improve behavior.

Paper Option 2 – IMPACT OF SCHOOLING ON DEVELOPMENT

Adolescents spend a lot of their time in school and their development is heavily influenced by the school context. Discuss how parents, teachers, and/or peers, within the school context, influence various domains of development. You may touch upon multiple domains of development or focus on one domain in your paper. You may focus on any developmental period in adolescence and any type of schooling environment (e.g., late elementary, middle school, high school, starting college). Be sure to integrate various theories of learning and development into your discussion.

Paper Option 3 – POVERTY AND DEVELOPMENT

Poverty can impact many domains of development. Discuss how various aspects of poverty relate to one or more domains of development (e.g., identity, motivation, self-regulation, cognition, psychosocial). For example, how does poverty influence cognitive development or psychosocial development? Think about the context of poverty broadly, including the family and neighborhood context and the pathways by which poverty affects development of your selected domain(s).

Research Paper Rubric

	Outstanding (A+/A)	Very Good (A-/B+)	Good (B/B-)	Satisfactory (C+/C)	Unsatisfactory (C- or below)
Paper Content	Argument and ideas presented are very clear, insightful, and original and supported by resources or data	Argument and ideas presented are clear and insightful and supported by resources or data	Argument and ideas presented are mostly clear and supported by resources or data	Argument and ideas presented are somewhat clear and supported by resources or data	Argument and ideas presented are not supported by resources or data
Paper Relevance to Course Content	Makes many highly meaningful and relevant connections among course readings and other practices, research, and/or theory. Extends ideas presented in the course readings and discussion in thought-provoking ways	Makes many meaningful and relevant connections among course readings and other practices, research, and/or theory. Extends ideas presented in the course and discussion in interesting ways	Makes some meaningful connections among course readings and other practices, research, and/or theory. Extends ideas presented in the course readings and discussion	Makes a few connections among course readings and other practices, research, and/or theory. Begins to extend ideas presented in the course readings and discussion	Makes no meaningful or relevant connections among course readings and other practices, research, and/or theory. Does not extend ideas presented in the course readings and discussion
Paper Writing	Outstanding writing style, mechanics, and organization; length is appropriate for assignment and/or very in-depth analysis and discussion	Very good writing style, mechanics, and organization; length is appropriate for assignment and/or in-depth analysis and discussion	Good writing style, mechanics, and organization; length is appropriate for assignment and/or analysis and discussion	Satisfactory writing style, mechanics, and organization; length is somewhat appropriate for assignment and/or analysis and discussion	Unsatisfactory writing style, mechanics, and organization; length is inappropriate for assignment and/or analysis and discussion