

Utah State University
Department of Family, Consumer & Human Development
Fall 2016 MWF 10:30 a.m. Main 326

General Information:

Course Name: **Youth & Adolescence**

Course Number: FCHD 3570

Text: Santrock, J. (2016). *Adolescence* (16th ed.). New York: McGraw Hill.
I-Clicker radio controlled voting device (either version is fine). Available at the USU Bookstore.

Instructor: **Troy E. Beckert Ph.D. (797-1570) FL 219**

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Office Hours: **Monday** 9:30 a.m.-10:20 a.m. or by appointment

Teaching Assistant:

Myles Maxey (Myles.Maxey@aggiemail.usu.edu)

Course Description:

This course will explore the various theories regarding youth and adolescent biological, cognitive, social, and emotional development. We will address current issues involving youth and adolescent growth and development. We place emphasis on the processes of typically developing youth.

Course Objectives:

1. Students will develop knowledge of basic theoretical views and research associated with late childhood through adolescents.
2. Students will understand the role of theory in working with young people and in conducting research in the area of youth and adolescent development.
3. Students will be familiar with the major life tasks and transitions in late childhood through adolescence.
4. Students will understand the role of context and culture relative to youth and adolescent development.
5. Students will reflect upon how the media and popular culture portray late childhood and adolescents.
6. Students will discuss practical applications and potential barriers to helpful intervention.

Course Structure:

The course format will consist of lecture and discussion. Students will have additional opportunities for cooperative grouping. In order to contribute to the discussions, ***reading assignments should be completed prior to each class.*** **REGULAR CLASS ATTENDANCE IS ESSENTIAL.** Because of the distraction to others, electronic devices are only permitted in the classroom for note taking. That means that cell phones are to be turned off or turned to “silent” and laptops, tablets, etc. are not to be used for social media etc. (please see me if you feel you need an exception).

Evaluation Methods:

Participation:

Points will be awarded based on tracked *I-Clicker* responses on each day the clickers are used in class. Full points will be granted for 75% compliance each day. The total days will be averaged two times during the semester (25 points possible each half of the semester).

Movie Reaction Paper:

Students are to choose a popular movie to view that displays the lives of adolescents. This assignment requires *students to convey the knowledge gained in the course* about adolescent development through the portrayal of youth and adolescents in the movie. Students can examine how popular media depict the myths, misconceptions, stereotypes, and exaggerations about young people. (See guidelines below)

Topic Papers (3):

Following in-class discussions of specific topics relevant to late childhood and adolescent development, students will individually write a two-page paper answering a question prompt from the instructor. Each paper is to be typed, double-spaced, and comply with the APA format used in this class.

Examinations:

There will be four tests (including the final). Each test consists of 50 multiple-choice, true-false, and matching questions. Examinations are related to major objectives of the class and have content representative of the text, readings, and lectures. Although knowledge is cumulative, questions for each test (including the 4th test) will only come from material related to that section. You will need a blue SCANTRON sheet to complete tests.

Grading:

Grades for the course are a composite of participation and performance on Tests, Topic Papers, and the Movie Reaction Paper. **Note: Opportunities for individual "Extra Credit" do not exist.**

Point Distributions:

Participation	50
Movie Reaction Paper (1 @ 100 points)*	100
Topic Papers (3 @ 25 points each)*	75
Exams (4 @ 100 points each)	400

TOTAL

625 pts.

*Late assignments will receive reduced or no credit. You are to turn your papers in electronically via CANVAS prior to the beginning of class (10:30 a.m.). I will accept papers delivered after the start of class and on the due date prior to 3:30 p.m. for credit, however, 5% will be deducted from the score. Papers delivered after 3:30 on the due date and until 3:30 p.m. on the following day will receive a 10% deduction. Papers turned in after 3:30 on the day following the due date or papers sent electronically via email at any time will not receive credit (No points will be awarded).

The total of all scores will be utilized in a grading scale to arrive at the final grade for the course.

The following scale will apply:

93-100%	= A	74-76.99%	= C
90-92.99%	= A-	70-73.99%	= C-
87-89.99%	= B+	67-69.99%	= D+
84-86.99%	= B	60-66.99%	= D
80-83.99%	= B-	below 60%	= F
77-79.99%	= C+		

Course Policies:

Attendance

Students are expected to attend class. No student will be excused from any assignment. If a student is unable to complete the class attendance requirements according to university policy, it is her/his responsibility to withdraw from the class (I will take into consideration any unusual circumstances). Students are expected to be present for all examinations at the appointed hour. Make-up exams are not feasible except in the most extreme circumstances. If there are any questions or concerns, please contact the instructor.

Honor Code Policy

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

<http://www.usu.edu/studentservices/studentcode/article6.cfm>

Students with Special Needs

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Grievance Process

Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code:

<http://www.usu.edu/studentservices/studentcode/article7.cfm#secVII1>

Emergency Preparedness

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of a fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.