**ISSUES IN ADOLESCENT DEVELOPMENT**

**EPSY 5403-503 (online)**

**Fall 2012**

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**Required Course TextbookS:**

Ferguson, A. A. (2001). *Bad boys: Public schools in the making of black masculinity.* Ann Arbor, MI: University of Michigan Press.

Kindlon, D., & Thompson, M. (2000). *Raising Cain: Protecting the emotional life of boys.* New York, NY: Random House.

Lesko, N. (2001). *Act your age! A cultural construction of adolescence.* New York, NY: RoutledgeFalmer.

**Course Description:**

**University Catalog Description**: Current issues in adolescent development in an educational context and culture, including self, family, peers, school and work relationships. Gender differences within culture, race and class examined. Current dilemmas explored using critical theory and action research.

**Course Objectives:**

1. To understand the nature of developmental issues in adolescence and how these interact with the education system.
2. To develop a critical perspective on the role of education in identity construction.
3. To critique and evaluate the way that education operates on individuals from diverse ethnic and cultural backgrounds.
4. To critique and evaluate the role of education in gender and sexual identity development and formation.
5. To crucially evaluate the interaction of educators’ personal characteristics, behaviors, and teaching style with the identities and issues of students in adolescence.
6. To understand the construction of adolescence in modern western culture, and the influence such constructions have on the educational environment.
7. To understand and implement the critical research process in the education system.

**Mode/Style of Teaching:**

The teaching style for this class is a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more solid base of knowledge than would otherwise be possible.

**Attendance Policy:**

Because this is an online course, attendance is completed through logging into D2L (<http://oc.okstate.edu>) and participating in the online discussions. Students are expected to log in at least three times per week. Students are also expected to read ***every*** post to the discussion board as part of the collaborative learning process in the class. It is vital that if you fall behind in weekly assignments, you contact the instructor immediately. The further behind in assignments you get, the more difficult it is to design a plan for you to get caught up in the course, so be sure to maintain good communication, even if you are having trouble completing assignments.

**Course Assignments:**

1. **Introduction Post:** In the first week, you will post an introduction to tell your classmates about yourself, who you are, your background, and what experiences you bring with you to the class. This simple exercise is meant to build a sense of community among the class and help everyone feel more comfortable in course discussions. Feel free to share your educational information (major, year, etc.), career goals, as well as any personal information you feel comfortable telling your classmates about yourself so they will know you a bit better in this online classroom environment. Introductions are worth 30 points.
2. **Discussion Questions:** Each week there are discussion questions posted. These will help you to further your understanding of the text and think about the information presented in different ways. Each discussion question response needs to be 2 to 3 paragraphs in length. You may only respond to questions that have not been responded to until all questions have responses posted to them. All questions must be answered in the week, and you must respond to an unanswered question unless all questions are already answered. **Posts are due by 11:59PM on Wednesday.** Discussion question posts are worth up to 5 points each.
3. **Peer Responses:** You are also expected to respond to the posts of your classmates. This is part of the process described as cooperative learning. As part of your attendance requirement in this course, you will be reading all of the posts your classmates write. Then, respond to the posts that are most interesting to you, and to which you feel you have something to add. Your peer response should be more than a simple agreement or disagreement, but should extend what your peer posted, add something from your own understanding or experience, or add additional information to what they have posted. You may not post a peer response to the same question as you posted your discussion question post and receive credit for that peer response. This process allows more learning than would occur with any individual posting their own knowledge, or with any person learning individually, because it becomes a process of reciprocal, interactive, community learning. Remember to be respectful and professional in your peer responses. Peer responses should be a minimum of 1-2 paragraphs in length. Peer response posts are worth up to 5 points each, **and are due by Friday at 11:59PM**.
4. **Course Project:** This course includes a semester-long course project on a topic of your choice. This project involves a comprehensive literature review and original data collection on a critical question in education related to adolescent development. You are encouraged to consider filing an IRB application before collecting any data to allow you to present your work at the OSU Graduate Research Symposium, ONTOP, SWPA, APA, AERA, or another professional conference, or to work toward publication. This project is a structured experience involving steps toward the final project as detailed in a separate handout. Additionally, you may choose a data collection method of your choice (for example, quantitative or qualitative research, based on your strengths). This project will culminate in an APA style paper that you will submit to peer review with your peers in the class to simulate the experience of professional peer review, and finally turn in as a final course project. The entire course project is worth a total of 400 points.
5. **Subject Matter Expert:** You will sign up for a week in which you will serve as a subject matter expert. In most cases, it will be logical for you to be a subject matter expert in the same topic you select for your course project. For this week, you will select two articles or chapters of a typical length, or one longer article, to distribute to your classmates. You will distribute this to the class by the Saturday before your week at 12:00PM (noon) to allow time for others to read the materials. Then, you will post some discussion topics and/or discussion questions, and facilitate discussion over those topics by contributing information from your expertise, asking critical questions, and encouraging deep thought on critical issues in adolescent development. This experience is worth a total of 100 points.
6. **Course Evaluations**: You will complete two anonymous course evaluations, one around the middle of the semester, and one at the end of the semester. These are intended to assess the quality of the course, ease of access, the quality of the textbook and supplementary materials, as well as quality of instruction and instructor. For completing these surveys, you will receive 20 points (10 for each). To receive credit, you will send an email to your instructor to inform him you have completed the survey, as they are completely anonymous.

**Grading Structure/Requirements:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

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| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Introduction Post | 30 points |
| Discussion Questions | 225 points |
| Peer Reponses | 225 points |
| Course Project | 400 points |
| Subject Matter Expert | 100 points |
| Course Evaluations | 20 points |
| **TOTAL POINTS** | **1000 points** |

Final grades are calculated on the following scale: 900-1000 = A, 800-900 = B, 700-800 = C, 600-700 = D, and < 600 = F.

**LATE WORK POLICY:**

Late work is unacceptable in graduate work. However, if you find that you are falling behind in your coursework, it is extremely important that you immediately contact your instructor! Do not wait until you have fallen far behind – as soon as you know there is any problem, immediately contact the course instructor.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and forming a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, stop by, whatever you need to do to get in contact!

**Course Calendar:**

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| --- | --- | --- | --- | --- |
| **Week** | **Readings** | **Content** | **Assignments** | **Due Dates** |
| 1  8/20/12 | Lesko: Intro, 1 & 2  Article: “The acquisition of a child by a learning disability” | Constructions of Adolescence | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 2  8/27/12 | Lesko: 3, 4, & 5 | 3 Discussion questions  3 Peer Responses  Project Part 1 | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM * Project Part 1 due by Sunday at 11:59PM |
| 3  9/3/12 | Lesko: 6, 7 & 8 | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 4  9/10/12 | Ferguson: pp. 1-100 | Ethnicity in Education | 3 Discussion questions  3 Peer Responses  Project Part 2 | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM * Project Part 2 due by Sunday at 11:59PM |
| 5  9/17/12 | Ferguson: pp. 101-236 | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 6  9/24/12 | Articles: “Banal multiculturalism and its opaque racism”  “Youth participatory action research as critical pedagogy” | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 7  10/1/12 | Kindlon & Thompson: Chapters 1-6 | Imagining Gender in Education | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 8  10/8/12 | Kindlon & Thompson: Chapters 7-12 | 3 Discussion questions  3 Peer Responses  Project Part 3 | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM * Project Part 3 due by Sunday at 11:59PM |
| 9  10/15/12 | Articles: “Lip gloss and ‘goin with’: Becoming teens”  “Constructing teen pregnancy as a problem”  “Toward a genderful pedagogy and the teaching of masculinity”  “A feminist reframing of bullying and harassment”  “Becoming a gendered body” | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 10  10/22/12 | Selected Articles | Critical Issues in Education | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 11  10/29/12 | 3 Discussion questions  3 Peer Responses  Project Part 4 | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM * Project Part 4 due by Sunday at 11:59PM |
| 12  11/5/12 | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 13  11/12/12 | 3 Discussion questions  3 Peer Responses  Project Part 5 | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM * Project Part 5 due by Sunday at 11:59PM |
| 14  11/19/12 | None | **Thanksgiving Break** | Practice gratitude, enjoy the break | None |
| 15  11/26/12 | Selected Articles | Critical Issues in Education | 3 Discussion questions  3 Peer Responses  Project Part 6 | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM * Project Part 6 due by Sunday at 11:59PM |
| 16  12/3/12 | 3 Discussion questions  3 Peer Responses | * Discussion Question posts due Wednesday by 11:59PM * Peer Responses due by Friday at 11:59PM |
| 17  12/10/12 | **Finals Week** | N/A | **Final Paper (Project Part 7) Due** | **All work due by 12/10/12 at 5:00PM** |

**Possible Changes to the Syllabus:**

“This syllabus is your contract for production in the course. If changes are made to it they will be posted on Desire 2 Learn. No changes increasing requirements will be made as they might adversely affect your grade.”

**Additional Information and Resources:**

**Academic Integrity:** “I will respect OSU’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.” Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned.  Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University.  You have the right to appeal the charge.  Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, [academicintegrity.okstate.edu](applewebdata://87CC91E0-1DEA-45C4-B616-8134158E7C0A/academicintegrity.okstate.edu).

Refer to the Contents Section for these additional course documents:

1. Oklahoma State University Syllabus Attachment Fall, 2012

<http://osu.okstate.edu/acadaffr/aa/syllabusattachment-fall.htm>

2. Oklahoma State University Office of the Registrar Enrollment Guide Fall, 2012.