

Parkland College

Psychology Courses

Social Sciences and Human Services Courses

4-1-2019

Psychology 208: Adolescent Development Syllabus Spring 2019

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Recommended Citation

Grison, Sarah, "Psychology 208: Adolescent Development Syllabus Spring 2019" (2019). *Psychology Courses*. 2.
https://spark.parkland.edu/psych_course/2

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Adolescent Development (Psy 208-001H) for Spring, 2019
Mondays & Wednesdays (face-to-face): 9-9:50 AM in Room D233
Mondays through Sundays (hybrid): Online at <https://cobra.parkland.edu/>

"So the first step out of childhood is made all at once, without looking before or behind, without caution, and nothing held in reserve." ~ Ursula K. Le Guin, *The Farthest Shore*

TEACHER CONTACT INFORMATION

Teacher: Sarah Grison, Ph.D. **E-mail:** sgrison@parkland.edu **Office:** Room D177 **Mailbox:** Room D180
Student Hours: Please drop by, call, FaceTime or Skype me: Mon 12-2:30 pm; Wed 10-12:30 pm; or make an appointment!
Cell (9 AM-9 PM ONLY): ___ - ___ - ___ (If texting please state name & class) **Skype:** sarahgrison **Twitter:** docgrison

COURSE SYLLABUS AND GENERAL COLLEGE SYLLABUS

Welcome to Adolescent Development! This Syllabus is your guide to success because it tells you what you will be learning, how you will earn grades, and all of the policies for our course, including attendance and make-ups. You can find this Syllabus by accessing our [Cobra Learning](#) course, then clicking on Content, then clicking on Syllabus at the top left. The [General College Syllabus](#) is a separate document that applies to all courses at Parkland College.

You are expected to read and know all of the information in this course Syllabus and in the [General College Syllabus](#). If you have a question about the course or about college policies, read these two documents first before you ask me. Otherwise, I will know you did not read them and I will tell you to read these documents so that you can answer your own question!

To give you the best learning experience, I may need to adjust the Syllabus or schedule slightly. Any changes would affect all students equally. Changes would be communicated to the class and posted in an updated syllabus on [Cobra Learning](#).

GENERAL EDUCATION GOALS AND COURSE LEARNING GOALS

The mission of Parkland College is to engage the community in learning. My goal is to use active learning to help you understand adolescent development, apply it to real life, and analyze and evaluate adolescents so you can reach three goals.

- 1. To reach the General Education goals of Reasoning and Inquiry you will need to show you have learned about the science of adolescent development.** All of us change over our lives across three interconnected domains: biological, cognitive, socio-emotional, which occurs in the specific cultures/environments in which we live. In this course, you will learn the science that explains how we change in these four domains in one specific developmental stage – adolescence. To reach the Reasoning and Inquiry goals, you must show through the graded activities that you: 1) understand the scientific method used in adolescent development research, 2) recognize the research methods used to investigate adolescent development, 3) apply, analyze, and evaluate adolescent development research, and 4) remember and understand scientific concepts about adolescent development, both within and across cultures.
- 2. To reach the General Education goals of Critical Thinking and Information Literacy you need to apply, analyze, and evaluate concepts in adolescent development.** Some of you may still be in adolescence and you want to understand yourselves. Others may want to have better relationships with adolescents in your life. Or you may plan to work with adolescents professionally. Whatever your reason for taking this class, you will learn to apply, analyze, and evaluate changes during adolescence based on your life, on cases of adolescents from real-life and from media, all of which will help you optimally support adolescents. To reach the Critical Thinking and Information Literacy goals, you must show through the graded activities that you can: 1) apply adolescent development concepts to new situations, 2) use critical thinking skills to analyze and evaluate cases about adolescent development, and 3) analyze and evaluate information about adolescents presented in the media.
- 3. To reach the General Education goals of Global Awareness and Communication you need to recognize diversity in adolescent development and communicate effectively about adolescence in written and verbal formats.** Although there are common aspects to adolescent development, the fact is that you each experienced this developmental stage in different ways depending on your culture, your home, school, and neighborhood environments, and your personal characteristics, such as ethnic identity, gender, sexual orientation, and more. You will learn to understand adolescent development across cultures and become aware of the tendency to stereotype, in order to avoid prejudice and discrimination. In addition, throughout all aspects of the course, you will learn to communicate about the diverse aspects of adolescent development by reading scholarly work, and through your own written work and verbal presentations. To reach these goals, the course activities will help you: 1) explain how adolescent development varies between people and across cultures, especially with respect to puberty, risk-taking, gender, sexual orientation, and psychological disorders, 2) improve your ability to read and understand scholarly material about adolescent development, and 3) show your written and verbal communication skills about adolescent development topics.

REQUIRED COURSE MATERIALS

The materials below are **required** because they help you achieve the General Education and Course Learning Goals.

Textbook: Santrock, J. W. (2016). *Adolescence (16e)*. McGraw Hill: NY. Our textbook can be purchased at the campus bookstore and is on reserve in the library. Please contact me as soon as possible if you have difficulties getting a textbook!

Cobra: A significant portion of our class work will be on [Cobra Learning](#). Please check [Cobra Learning](#) daily to get announcements, PowerPoint slides, assignments, and interactive materials that that will help you learn and get the best grade in this class. Access our [Cobra Learning](#) course and use your my.Parkland logon. Your default password (old password) is your birthday in MMDDYY format, but you can change it once you log in.

Email: I will use your stu.parkland.edu email to contact you so check your email daily at [My Parkland](#). Please do email me from your stu.parkland.edu account. You can download Outlook email and calendar to your desktop and smartphone for free and use your smartphone to check your email. Please use sgrison@parkland.edu to email me.

COLLEGE POLICIES

Class Description: Introduction to adolescence with emphasis on physical, social, and cognitive development. Examines changing relationships with family, friends, and peers, with an emphasis on identity formation. Prerequisite: PSY 101.

Prerequisite: ENG 101 placement.

Policies & Procedures: You are expected to read, understand, and adhere to all of [Parkland College's policies and procedures](#).

Students with Disabilities: If you have not yet registered with Accessibility Services, but believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the office at 217-353-2338 or accessibilityservices@parkland.edu.

If you are a student that is already registered with Accessibility Services and you have questions or concerns, please contact

- Kristen Stephens, Coordinator, Accessibility Services (U263) at 217-353-2337 or kstephens@parkland.edu
- Laura Wright, Coordinator, Accessibility Services (U265) at 217-351-2588 or lwright@parkland.edu

Title IX – Protections against Sexual Harassment, Violence and Misconduct and Accommodations for Pregnant

Students: Parkland College is committed to assuring a safe and productive environment for all students. The [General College Syllabus](#) contains information regarding protections against [sexual harassment, violence, and misconduct](#) and accommodations for pregnant students. For information about the rights of pregnant students and the accommodations available to them, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at mturner@parkland.edu.

Academic Honesty: In this class, all of your work is to be done individually – by you – and by you alone. Academic honesty is performing academic work without cheating, fabrication, plagiarism, or collaboration. It is very important that you read, understand, and adhere to the policies on Academic Honesty portion of the [Parkland College's policies and procedures](#). Infractions of academic integrity will be reported to the college and may result in a grade of zero for the assignment.

Student-Initiated Drops and Withdrawals: You may drop yourself from this class within the first week. In this case, the course does not appear on the transcript and you receive a full credit of tuition and fees. The deadline for this is the Sunday following the class start date, which is before **Sunday, 1/20/2019, at 11:59 pm**. To drop, log into my.parkland > Registration menu > Register and Drop Sections > follow the screen prompts.

You may withdraw from the class beginning on the Monday of the second week of class, and up to 5 p.m. on the last business day before the last week of instruction for the class, which is on **Friday, 5/3/2019, at 5 pm**. The course will appear on the transcript with a grade of W and there is no refund of tuition and fees. To withdraw, log into my.parkland > get the Request to Withdraw From Courses form or get it in person from Admissions and Records in U214. I will ask to talk with you about withdrawing before I sign the form. This is because many students do not understand that they can succeed in the course until they talk with me!

Instructor-Initiated Withdrawals: I can withdraw you from our class in two ways. First, at the census date, for our class, on **Monday, 1/21/2019**, faculty are required to state that you are still in attendance. If you have not attended up to that point, you will be withdrawn with no refund of tuition and fees and a grade of "W" will be recorded on your academic transcript. Second, after this census date, if you stop attending, I have the right to withdraw you at or before midterm, which is on **Friday, 3/8/2019**. In cases where you may have stopped attending class after midterm, you are responsible for withdrawing yourself from class (see the process above). In cases where you may have stopped attending class since midterm but you have NOT withdrawn yourself then a final grade will be submitted for you, even if that grade is an F.

COURSE EXPECTATIONS

Adult Content: Please be aware that this course, like all college courses, contains material that some students might find objectionable. We cover many aspects of adolescent development including physical changes during puberty, gender identity, sexual orientation and behavior, mental health disorders, stereotyping, prejudice, and discrimination, and other topics. All of the text and visual supports used in the class will help you learn about these topics. If you feel you are having an adverse reaction to the content, I encourage you to talk with me, either in my student hours, through email, text or via the phone, or even an anonymous message in my mailbox in D180. When you communicate with me, then I can support your needs.

Student Hours: It's important for me to get to know you, so part of your grade is based on your meeting with me during the student hours posted at the top of the syllabus. There is no need to email me about coming to student hours; just show up! However, if these days/times do not work, please contact me to set up another day/time. You can meet with me in my office, talk with me on the phone or via FaceTime, or Skype me.

Attendance: Attendance is required in this class, both for any face-to-face and online portions. This is because being in class daily and in the online environment in [Cobra Learning](#) on most days of the week helps you engage in the many activities we have so you can learn the material. Plus, you will earn points towards your grade for attending and participating in these activities. However, life may at times interfere with your ability to attend class or access materials online, so the grading policy below allows you to occasionally miss a class or some online activities without severe consequences on your grade. However, if you miss class often, habitually arrive late and leave early, or repeatedly miss online activities then you will miss points, which will result in a lower grade. If this starts to happen, please contact me immediately so that I can help you be successful.

Appropriate Conduct: All students are expected to show civil behavior, in face-to-face classes, in the online environment, and outside of class. Disruptive behavior is not acceptable and will not be tolerated. It is especially important to monitor one's tone while communicating online. Humor and sarcasm are easily understood when one can see another person's face, but this is not true in online settings. So, please be even more careful than usual to show respect in your written and verbal comments. I will do my best to adhere to these principles by modeling best teaching practices, treating everyone with respect, and being sensitive to our different sexes, genders, ethnicities, and religious and sexual preferences, etc. If anyone feels that the learning environment for our class is not respectful, please contact me as soon as possible and I will remedy the situation.

Make-up Policies: Because you can drop some graded activities there are no make-ups allowed. If you go over your allowed "drops" for the graded activities you may be allowed to make-up missed work, so contact me for more information. This is ONLY in the event of DOCUMENTED conflicts and/or emergencies, including, but not limited to: authorized athletic or scholastic events, religious observances, pregnancy, and associated medical conditions. If you are absent for more than one day due to an emergency, accident, illness or hospitalization, you or your family need to contact Dr. Marietta Turner, Dean of Students, at 217-351-2505, or via email at mturner@parkland.edu so that notifications can be sent to your teachers.

Test/Exam Conflict Policies: If you have a conflict with a test or exam, I expect you to contact me in advance to schedule other arrangements and to provide appropriate documentation of the conflict. In this special case where a student schedules a make-up test or exam due to a medical emergency or documented conflict, they may be given an alternate exam, which may be composed entirely of essay questions.

GRADING

You can show progress towards meeting the course learning goals by earning points in these graded activities.

GRADED ACTIVITY	POSSIBLE POINTS TO BE EARNED
1. Advising Meetings	50 pts max: 2 advising meetings x 25 pts each (NO DROPS)
2. Chapter Review Questions	60 pts max: 13 Chapter Review Qs x 5 pts each (DROP 1 LOWEST GRADE)
3. Attendance & Participation	75 pts max: 16 Weeks x 5 pts each (DROP 1 LOWEST GRADE)
4. Class Activities	60 pts max: 13 Class Activity Sheets x 5 pts each (DROP 1 LOWEST GRADE)
5. Online Discussions	60 pts max: 13 Discussions x 5 pts each (DROP 1 LOWEST GRADE)
6. Quizzes	130 pts max: 14 Quizzes x 10 pts each (DROP 1 LOWEST GRADE)
7. Media Project	80 pts max: 3 Presentations x 10 pts each & 1 Final Project x 50 pts (NO DROPS)
8. Case Study Project	160 pts max: 3 Drafts x 20 pts each & 1 Final Project x 100 pts (NO DROPS)
9. Tests	275 pts max: 4 Tests x 50 to 80 pts each (NO DROPS)
10. Final Exam	50 pts max: Final Exam x 50 pts (NO DROPS)
TOTAL	1000 pts max
BONUS POINTS	You will have opportunities to earn bonus points throughout the course

Advising Meetings: You earn points by having Advising Meetings with me in person (FaceTime, Skype, or over the phone is ok too). Just come to my office during my student hours (at the top of the syllabus). There's no need to schedule it first! The aim is for us to get to know each other and discuss your academic and professional goals so we can work together to achieve them. In this meeting I can help with scheduling your time, explaining concepts, test anxiety, discussing future classes, and more. The earlier in the term we do this meeting, the more helpful it will be! **So, to earn full points, you should meet with me ONCE before about Week 6 and ONCE again before about Week 12.** After these days, you may receive fewer points for completing the Advising Meetings. These are required meetings so the grades CANNOT be dropped.

Chapter Review Questions: Each chapter begins by reading the textbook. Answering the Chapter Review Questions (which are at the end of each numbered section) about the textbook material will help you understand and apply the concepts, which will improve your learning. To earn full points all answers must be answered correctly in your own words and using key terms and complete sentences. The Chapter Review Questions are due at the start of class on the day(s) shown on the schedule below. The lowest ONE Chapter Review Question grade will be dropped at the end of the term.

Attendance & Participation: Coming to class gives you opportunities to learn, so you earn points for Attendance and Participation. Indeed, I will give you many chances in class to actively work with concepts, by answering questions, discussing topics, and doing activities and demonstrations. You can earn full points by coming to class on time, participating, answering questions, and getting them correct. The lowest ONE week of Attendance and Participation grades will be dropped at the end of the term. Please see the Course Expectations section above for the policies if you need to miss class.

Class Activities: Because it is important to learn actively while in class and to develop writing skills, we also have Class Activity sheets for each chapter where you take notes on material, write about how the concepts apply to your life, give your opinion on topics, and explain the results of in-class activities and demonstrations. You can earn full points by completing all parts of the Class Activity sheets, explaining and applying the concepts correctly, and using good writing skills. All Class Activity sheets are due at the start of class on the day(s) shown on the schedule below. The lowest ONE Class Activity grade will be dropped at the end of the term.

Online Discussions: **Because this is a hybrid class, you will also be participating in online Discussions for each chapter.** This allows you to talk with your classmates about concepts and apply them to yourself, adolescents you know or work with, analyze adolescents from case studies, discuss how adolescents are portrayed in the media, and learn more about research in adolescent development. To earn full points, write a high-quality initial post for the Discussion Post topic by the day(s) on the schedule below and write all of the required high-quality replies to other students' Discussion Posts by the day(s) on the schedule below. The lowest ONE discussion grade will be dropped at the end of the term.

Quizzes: At the end of each chapter is a quiz on the material that makes sure that you can remember, understand and apply the concepts. The Quizzes are given in [Cobra Learning](#) and you will get multiple attempts to answer the multiple choice questions. **Making additional attempts at each quiz will earn you bonus points!** The first quiz is the Syllabus Quiz because it is important to read your teachers' syllabi so you know the rules of the course and what to expect. The lowest ONE quiz will be dropped at the end of the term. Quizzes are due by the day(s) on the schedule below.

Media Project: The Media Project will help you identify concepts about adolescent development and apply them to adolescents in the real world. Throughout the term you will be collecting examples of the concepts you learn, by photographing them in the real world or by taking screen-shots of examples from the media. Three times in the semester (once after each of the first three units: Physical Development, Cognitive Development, and Socio-Emotional Development) you will make an oral presentation to the class of the images you collected and explain what concepts are revealed in them. At the end of the semester, you will turn in a completed Media Project Portfolio with all of the images and descriptions for a final grade. These grades CANNOT be dropped. The Media Project due dates are listed on the schedule below.

Case Study Project: The aim of the Case Study Project is to help you conduct a scholarly analysis and evaluation of one adolescent's development. Throughout the entire semester, you will be working with one person who will be the focus of the project, to investigate their development in each of the domains. Three times in the semester (once after each of the first three units: Physical Development, Cognitive Development, and Socio-Emotional Development) you will turn in a rough draft of your analysis/evaluation of the case study based on the person's development in that one domain. At the end of the semester, you will turn in a completed scholarly paper, including citations of scholarly work, for a final Case Study Project grade. These grades CANNOT be dropped. The Case Study Project due dates are listed on the schedule below.

Tests: After a few chapters there will be a test on that material. **Tests may be in class or online** and may have multiple choice and/or short answer questions. Test grades CANNOT be dropped. Test dates are shown on the schedule below.

Final Exam: There is a final exam on all course material at the end of the term. **The final exam is held on campus** and may have multiple choice and/or short answer questions. This grade CANNOT be dropped. The final exam day/time is on the schedule below.

Bonus Points: There is NO extra credit assignment. However, bonus points are available during the course, for example by doing more than one attempt on quizzes, by doing review activities for tests, and by answering the surveys on [Cobra Learning](#). These will always be announced in class and/or on [Cobra Learning](#).

Calculating Grades: Letter grades are assigned based on the total points you have earned across all graded activities. Your points are added up, including Bonus Points, and divided by 1000 points. That percent grade is ALWAYS rounded up, and this gives your letter grade for the course. Below you can see the percent cutoffs for earning a specific letter grade.

For example, if you have 875 points across all activities and 18 bonus points you have 893 total points. The 893 total points are divided by 1000 points, which is .893. When this is rounded up it yields .90, which means you earned an A!

EX. 875 points + 18 bonus points = 893 total points/1000 maximum points = .893 = .90 = A

LETTER GRADE	PERCENT GRADE
A	1.00-.90 %
B	.89-.80 %
C	.79-.70 %
D	.69-.60 %
F	59 % and below

* *NOTE: Under certain unusual circumstances in a particular class, each of the students' total points may instead be divided by the maximum number of points earned by the top student(s) in the class (BEFORE bonus points were added).*

Grading Disputes: If you disagree about the grading of any answer on any activity, please feel free to give the information to me in writing. This lets me fully consider your thoughts and give them proper attention. Any disputes must be submitted to me within two weeks of receiving the grade in order to be considered. All submitted grading disputes will be carefully reviewed before they are returned to you.

RESOURCES TO HELP YOU SUCCEED IN COLLEGE

Center for Academic Success: CAS, in room D120, provides learning assistance to students in many ways. For example, CAS offers Academic Coaches who will teach you the best ways to study and be successful in your classes. CAS also offers help with reading, with writing assignments, tutoring for specific classes, and more. For more information, visit the [CAS website](#), call CAS at 217-353-2005 or 217-351-2441 or email CenterForAcademicSuccess@parkland.edu.

Counseling Services: The Counseling Services Office, in room U267, helps Parkland students with academic advising, career planning, and personal counseling (stress, anxiety, depression, etc). For more information, visit the [Counseling Services website](#) or call 217-351-2219.

Office of Accessibility Services: Accessibility Services (AS), in U260, facilitates equal access for students with disabilities by coordinating accommodations and support services and cultivating a campus culture that is sensitive and responsive to the needs of students. If you have questions about getting registered with the AS getting registered with the AS office, visit the [AS website](#), contact the office at 217-353-2338 or via email at accessibilityservices@parkland.edu.

Parkland College Library: The library, in the middle of X-wing, is a great place to study, make copies, print materials, use the 3D printer, borrow technology, do research, and work with friends. Librarians are available to assist and guide you in the library, on the [library website](#), or over the phone at 217-373-3839.

Tech Service Desk (Student Technical Assistance & Resources): The Tech Service Desk, in A184, can help with technical problems about your student e-mail, [Cobra Learning](#), wi-fi access, or my.parkland. For more information, please visit the [Tech Desk website](#). For virtual assistance, please e-mail TechHelp@parkland.edu or call the Tech Hotline at 217-353-3333.

Emergency Funds: If you have a financial emergency that is negatively affecting your ability to be successful in your schoolwork, please let me know. To apply for a small amount of Emergency Funding, you should also contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at mturner@parkland.edu.

Wesley Food Pantry: If you are experiencing problems with food insecurity, please let me know. The Wesley Food Pantry is available in room M138 at Parkland College to help you. You can access the pantry to get food on Wednesday from 11 am – 1 pm and on the 1st and 3rd Saturdays of each month, from 10 am-noon. Please bring your photo id and know how many people are in your household. For more information, see the [Wesley Pantry website](#).

Housing Assistance: If you are experiencing problems with housing insecurity, please let me know. Please also see the [Housing Assistance](#) handout for options on student-centered housing.

GENERAL COURSE SCHEDULE

Below is the General Schedule of events that shows what is due for each day of the week for ALL weeks of the course. I will let you know if I need to change the schedule to ensure the best learning experience. **This schedule will help you plan your studying across days, which leads to the best learning.**

GENERAL SCHEDULE FOR ALL WEEKS OF THE COURSE
<u>SUNDAYS</u>
<ul style="list-style-type: none">• Read the first two numbered sections of the Chapter in the textbook• Write answers to all Chapter Review Questions for these two sections (in the text at the end of each numbered section)
<u>MONDAYS</u>
<ul style="list-style-type: none">• Read all the remaining numbered sections of the Chapter in the textbook• Write answers to all Chapter Review Questions for these sections (in the text at the end of each numbered section)• Turn in Class Activities sheet from the PREVIOUS week at the start of class• Come to class, take notes, and complete the current week's Class Activities Sheet
<u>TUESDAYS</u>
<ul style="list-style-type: none">• Finish reading any remaining numbered sections of the Chapter reading in the textbook• Finish writing answers to all Chapter Review Questions for these sections (in the text at the end of each numbered section)
<u>WEDNESDAYS</u>
<ul style="list-style-type: none">• Turn in your written answers to all of the Chapter Review Questions at the start of class• Come to class, take notes, and complete Class Activities Sheet
<u>THURSDAYS</u>
<ul style="list-style-type: none">• Download the Chapter PPT slides from Cobra Learning and finish reviewing and taking notes on the slides• Finish writing answers to the Class Activities Sheet for the Chapter (these will be turned in on the NEXT Monday!)• Do Initial Discussion post on Cobra Learning
<u>FRIDAYS</u>
<ul style="list-style-type: none">• Do ALL required Discussion Reply posts on Cobra Learning• Take the Chapter Quiz on Cobra Learning (first attempt!)• Review your answers to Chapter Quiz on Cobra Learning and re-read textbook and PPT slides to prep for second attempt
<u>SATURDAYS</u>
<ul style="list-style-type: none">• Finish any remaining Discussion posts on Cobra Learning• Do Chapter Quiz on Cobra Learning (second attempt!)• ALL ACTIVITIES FOR THE WEEK CLOSE AT 11:59 PM CT

SPECIFIC SCHEDULE FOR EACH WEEK

Below is the Specific Schedule for each week of the course, including readings, projects, tests, and extra work. **Remember to do your first Advising Meeting before about Week 6 and the second before about Week 12.** I will let you know if I need to change the schedule to ensure the best learning experience. **The #1 key to success in this class is following the schedule!**

SPECIFIC SCHEDULE FOR EACH WEEK OF THE COURSE
PART 1: The Science of Adolescent Development and How Adolescents Develop Physically: Chapters 1 & 2
<u>Week 1 - Monday, 1/14/2019 through Saturday, 1/19/2019:</u>
<ul style="list-style-type: none"> • Chapter 1 - Introduction to Adolescent Development • Read Syllabus & take Syllabus Quiz in Cobra Learning (two attempts!) • Start collecting images & describing the concepts for Media Project Presentation 1 on <u>biological</u> development
<u>Week 2 - Sunday, 1/20/2019 through Saturday, 1/26/2019:</u>
<ul style="list-style-type: none"> • Monday, 1/21/2019 - Martin Luther King Day – NO CLASS. Do something nice for someone! • Chapter 2 – Puberty, Health, & Biological Foundations • Continue collecting images & describing the concepts for Media Project Presentation 1 on <u>biological</u> development
<u>Week 3 - Sunday, 1/27/2019 through Saturday, 2/2/2019:</u>
<ul style="list-style-type: none"> • Media Project – Do Presentation 1 on <u>biological</u> development on Mon, 1/28/2019 • Case Study Project – Work on the <u>biological</u> development of the person you are analyzing/evaluating • Complete Test 1 practice materials in Cobra Learning for bonus points • Test 1 on Chapters 1 & 2: Multiple Choice Questions and Short Answers due in Cobra Learning by Sat, 2/2/2019 • Complete Survey on Part 1 of the course in Cobra Learning for bonus points • No Discussion this week!
PART 2: How Adolescents Develop Cognitively: Chapters 3, 4, 5, & 6
<u>Week 4 - Sunday, 2/3/2019 through Saturday, 2/9/2019:</u>
<ul style="list-style-type: none"> • Chapter 3 – The Brain and Cognitive Development • Start collecting images & describing the concepts for Media Project Presentation 2 on <u>cognitive</u> development • Keep working on the Case Study Project on the <u>biological</u> development of the person you are analyzing/evaluating
<u>Week 5 - Sunday, 2/10/2019 through Saturday, 2/16/2019:</u>
<ul style="list-style-type: none"> • Chapter 4 – The Self, Identity, Emotion, & Personality • Continue collecting images & describing the concepts for Media Project Presentation 2 on <u>cognitive</u> development • Case Study Project – Turn in Draft 1 of your case study on <u>biological</u> development to Cobra Learning by Sat, 2/16/2019
<u>Week 6 - Sunday, 2/17/2019 through Saturday, 2/23/2019:</u>
<ul style="list-style-type: none"> • Chapter 5 – Gender • Continue collecting images & describing the concepts for Media Project Presentation 2 on <u>cognitive</u> development
<u>Week 7 - Sunday, 2/24/2019 through Saturday, 3/2/2019:</u>
<ul style="list-style-type: none"> • Chapter 6 – Sexuality • Continue collecting images & describing the concepts for Media Project Presentation 2 on <u>cognitive</u> development • Thursday, 2/28/2019 – Professional Development – NO CLASS. Your teachers get to learn! ;)
<u>Week 8 - Sunday, 3/3/2019 through Saturday, 3/9/2019:</u>
<ul style="list-style-type: none"> • Media Project – Do Presentation 2 on <u>cognitive</u> development on Mon, 3/4/2019 • Case Study Project – Work on the <u>cognitive</u> development of the person you are analyzing/evaluating • Complete Test 2 practice materials in Cobra Learning for bonus points • Test 2 on Chapters 3, 4, 5, & 6: Multiple Choice Questions and Short Answers due in Cobra Learning by Sat, 3/9/2019 • Complete Survey on Part 2 of the course in Cobra Learning for bonus points • No Discussion this week!
PART 3: How Adolescents Develop Socio-Emotionally: Chapters 8, 9, 7 & 13
<u>Week 9 - Sunday, 3/10/2019 through Saturday, 3/16/2019:</u>
<ul style="list-style-type: none"> • Chapter 8 – Families • Start collecting images & describing the concepts for Media Project Presentation 3 on <u>socio-emotional</u> development • Keep working on the Case Study Project on the <u>cognitive</u> development of the person you are analyzing/evaluating

SPECIFIC SCHEDULE FOR EACH WEEK OF THE COURSE

SPRING BREAK – ENJOY!!

Saturday, 3/16/2019 through Sunday, 3/24/2019

Week 10 - Sunday, 3/24/2019 through Saturday, 3/30/2019:

- Chapter 9 – Peers, Romantic Relationships, & Lifestyles
- Continue collecting images & describing the concepts for Media Project Presentation 3 on socio-emotional development
- Case Study Project – Turn in Draft 2 of your case study on cognitive development to [Cobra Learning](#) by Sat, 3/30/2019

Week 11 - Sunday, 3/31/2019 through Saturday, 4/6/2019:

- Chapter 7 – Moral Development, Values, & Religion
- Continue collecting images & describing the concepts for Media Project Presentation 3 on socio-emotional development

Week 12 - Sunday, 4/7/2019 through Saturday, 4/13/2019:

- Chapter 13 – Problems in Adolescence & Emerging Adulthood
- Continue collecting images & describing the concepts for Media Project Presentation 3 on socio-emotional development

Week 13 - Sunday, 4/14/2019 through Saturday, 4/20/2019:

- Media Project – Do Presentation 3 on socioemotional development on Mon, 4/15/2019
- Case Study Project – Work on the socio-emotional development of the person you are analyzing/evaluating
- Complete Test 3 practice materials in [Cobra Learning](#) for bonus points
- Test 3 on Chapters 8, 9, 7 & 13: Multiple Choice Questions and Short Answers due in [Cobra Learning](#) by Sat, 4/20/2019
- Complete Survey on Part 3 of the course in [Cobra Learning](#) for bonus points
- No Discussion this week!

PART 4: How Culture & Environment Impact Adolescent Development: Chapters 12, 10, & 11

Week 14 - Sunday, 4/21/2019 through Saturday, 4/27/2019:

- Chapter 12 – Culture
- Case Study Project – Turn in Draft 3 of your case study on socio-emotional development to [Cobra Learning](#) by Sat, 4/27/2019

Week 15 - Sunday, 4/28/2019 through Saturday, 5/4/2019:

- Chapter 10 – Schools
- Media Project – Turn in FINAL Media Project Portfolio with all developmental sections to [Cobra Learning](#) by Sat, 5/4/2019

Week 16 - Sunday, 5/5/2019 through Saturday, 5/11/2019:

- Chapter 11 – Achievement, Work & Careers
- Case Study Project - Turn in FINAL Case Study Project with all developmental sections to [Cobra Learning](#) by Sat, 5/11/2019

Final Exam Week

Friday, 5/10/2019 through Thursday, 5/16/2019:

- Complete Test 4 practice materials in [Cobra Learning](#) for bonus points
- Test 4 on Chapters 12, 10 & 11: Multiple Choice Questions and Short Answers due in [Cobra Learning](#) by Mon, 5/13/2019
- Complete Final Exam practice materials in [Cobra Learning](#) for bonus points
- **FINAL EXAM is in our classroom on WEDNESDAY, 5/15/2017, 8 AM – 10 AM**
- Complete Survey on Part 4 of the course for bonus points
- **ALL ACTIVITIES FOR THE COURSE CLOSE on THURSDAY, 5/16/2019 AT 11:59 PM CT**