

## **CHFD 3700: ADOLESCENT DEVELOPMENT**

*Spring, 2007*

Instructor: Lynda Henley Walters  
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Classroom: 208 Dawson  
Time: 12:30-1:45 Tuesday, Thursday

Textbook: Cobb, N. J. (2007). Adolescence: Continuity, change, and diversity (6th. ed.). Mountain View, CA: Mayfield.

### **OBJECTIVES**

1. To understand basic human development during the adolescent years.
2. To understand the nature and effect of relationships with peers and parents.
3. To understand the transactional nature of human development and social relationships during the adolescent years.
4. To gain familiarity with research on adolescent development and relationships.

### **OUTLINE OF CLASSES**

#### INTRODUCTION AND FOUNDATIONS

*Chapters 1 and 2*

Tuesday, Jan 9	Introduction
Thursday, Jan 11	Web Training, Historical Overview
Tuesday, Jan 16	Theories of Adolescence
Thursday, Jan 18	Theories (Lifespan) <i>Quiz - History</i> <i>Quiz - Theory</i> <i>Quiz - Lifespan</i>

PHYSICAL AND SEXUAL DEVELOPMENT  
Chapters 3 and 6

Tuesday, Jan 23	Physical Development <i>Quiz - Puberty</i>
Thursday, Jan 25	Reproductive Development
Tuesday, Jan 30	Sexual Development <i>Quiz - Sexual Development</i>
Thurs, Feb 1	Sexual Orientation <i>Quiz - Sexual Orientation</i>
	Gender Identity <i>Quiz - Gender Role</i>
Tuesday, Feb 6	Catch-up

**Exam 1**

COGNITIVE DEVELOPMENT  
Chapters 4 and 10

Thursday, Feb 8	Intelligence in Adolescence Quiz - Intelligence PAPER DUE - Observation of Physical Development
Tuesday, Feb 13	Foundations of Cognitive Development in Adolescence Quiz - General Cognitive
Thursday, Feb 15	Cognitive Development, Early Adolescence
Tuesday, Feb 20	Cognitive Development, Later Adolescence Quiz - Formal +
Thursday, Feb 22	Egocentrism: Personal Fable and Imaginary Audience Quiz - Egocentrism
Tuesday, Feb 27	Implications of Cognitive Development Quiz - Social Understanding

**Exam 2**

## PSYCHOSOCIAL DEVELOPMENT

*Chapters 5 and 11*

Thursday, March 1	The Self <i>Quiz - Self</i>
Tuesday, March 6	Identity Development: Erikson <i>Quiz - Identity</i>
	Identity Development: Marcia Berzonsky <i>Quiz - Identity Status</i>
Thursday, March 8	Identity: Gender

March 12 - March 16      **SPRING BREAK**

Tuesday, March 20	Identity: Ethnicity <i>Quiz - Ethnic Identity</i>
	Intimacy and Identity <i>Quiz - Intimacy</i>
Thursday, March 22	Moral Development: Kohlberg <i>Quiz - Moral Kohlberg</i>
Tuesday, March 27	Moral Development: Gilligan <i>Quiz - Moral Gilligan</i>

### **Exam 3**

## PARENT AND PEER RELATIONSHIPS

*Chapters 7 and 8*

Thursday, March 29	Relationships with Parents <i>Quiz - Parent</i>
Tuesday, April 3	Parenting Adolescents
Thursday, April 5	Autonomy, Individuation, and Connectedness
Tuesday, April 10	Peers <i>Quiz - Peer Group</i>

Friendships  
*Quiz - Friend*

Thursday, April 12

Groups

Tuesday, April 17

Peer Pressure, Imaginary Audience, Self-Consciousness

SCHOOLS AND RISK  
Chapters 9 and 12

Thursday, April 19

School

Tuesday, April 24

Risk in Adolescence

Thursday, April 26

Catch-up

**Exam 4 ends**

Thursday, May 3, 12:00-3:00

### **Basis for Class Grade**

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Paper	10% Observation of physical development
Debate 1	10%
Debate 2	10%
Class Participation	10%

### **Distribution of Grades**

A	94%
A-	90-93%
B+	87-89%
B	84-87%
B-	80-83%
C+	77-79%
C	74-77%
C-	70-73%
D	60-69%
F	≤ 59%

## **Minute Papers**

Reflections on the class. Might be description of your response to something that happened in class. Could be a brief discussion of something that is important to you that is related to something that was discussed in class. Etc.

## **Observation Paper**

Paper should be about 3 pages long, typed, double-spaced.

### Physical Development

Describe the setting, including day, place, and time. Note the length of the observation.

Describe behaviors of adolescents observed.

Describe bodies and guess ages (are all adolescents in the group the same age?)

## **Attendance Policy**

It is important to have everyone's participation in class discussions, and that is not possible if you do not attend. Only three absences will be excused. Every absence after 3 will result in a one-point reduction in your class participation grade.

## **Academic Honesty**

All academic work must meet the standards contained in "A Culture of Honesty"

(<http://www.uga.edu/ovpi/honesty/ah.pdf>). Students are responsible for informing themselves about those standards before performing any academic work.

All work is expected to be your own work. Also, it is important for you to become familiar with methods of citing the resources you use. Improper use of resources constitutes plagiarism.