

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: TEACHING AND LEARNING

COLLEGE: EDUCATION

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX EDF COURSE NUMBER 6138  
 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [M.JENNING@FAU.EDU](mailto:M.JENNING@FAU.EDU))

**COMPLETE COURSE TITLE:**

ADOLESCENCE AND YOUNG ADULTHOOD IN EDUCATIONAL PSYCHOLOGY

**EFFECTIVE DATE**

(first term course will be offered)

FALL 2015

CREDITS<sup>2</sup>: **3 SEMESTER HOURS**

TEXTBOOK INFORMATION: **ARNETT, J.J. (2013). ADOLESCENCE AND EMERGING ADULTHOOD: A CULTURAL APPROACH. (5TH ED.). UPPER SADDLE RIVER, NJ: PEARSON-PRENTICE HALL**

GRADING (SELECT ONLY ONE GRADING OPTION): **REGULAR**  **SATISFACTORY/UNSATISFACTORY** \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:** Focus is on human development from puberty through young adulthood, including physical, cognitive, social, emotional, and moral development to enable teachers to more effectively understand and assist student learning in secondary and higher education.

**PREREQUISITES \***: NONE

**COREQUISITES\***: NONE

**REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\***: SAME AS EDF 6126

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**  
 DOCTORATE AND SACS CERTIFICATION

Faculty contact, email and complete phone number: Carol Meltzer, [meltzer@fau.edu](mailto:meltzer@fau.edu), 561-385-5736 (syllabus) and Alyssa Gonzalez-De Hass, [agonzale@fau.edu](mailto:agonzale@fau.edu), 561-799-8515 (course content).

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

Departments in the COE: CS&D, CE, CC&EI, EL&RM, ESE, ES&HP and T&L.  
 Department in SCI: Psychology.

<p><b>Approved by:</b></p> <p>Department Chair: <u>Barbara R. Ridener</u></p> <p>College Curriculum Chair: <u>Pat R. Plow</u></p> <p>College Dean: <u>Victoria J. Brister</u></p> <p>UGPC Chair: <u>[Signature]</u></p> <p>Graduate College Dean: <u>[Signature]</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p><b>Date:</b></p> <p><u>9/2/14</u></p> <p><u>9/24/14</u></p> <p><u>9/24/14</u></p> <p><u>10/8/14</u></p> <p><u>10-15-14</u></p> <p>_____</p> <p>_____</p>	<p><b>1. Syllabus</b> must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></p> <p><b>2. Review Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/DefinitionCredit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/DefinitionCredit_Hour_Memo_2012.pdf</a></p> <p><b>3. Consent</b> from affected departments (attach if necessary)</p>
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Department of Teaching and Learning  
College of Education  
Florida Atlantic University

<b>Title:</b>	Adolescence and Young Adulthood in Educational Psychology
<b>Number:</b>	EDF 6138 (new course)
<b>Credits:</b>	3 semester hours
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None

**Catalog Description:** Focus is on human development from puberty through young adulthood, including physical, cognitive, social, emotional, and moral development to enable teachers to more effectively understand and assist student learning in secondary and higher education.

**Connection to Conceptual Framework:** As reflective decision-makers students will make informed decisions and provide evidence of being capable professionals by demonstrating ethical behavior while critically examining the role of developmental theory, from adolescence through young adulthood and its application to educational contexts.

**Required Textbook:**

Arnett, J.J. (2013). *Adolescence and Emerging Adulthood: A Cultural Approach*. (5<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson-Prentice Hall.

**Recommended Reading:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

**Guidelines Used in Developing Course Objectives:**

Association for Childhood Education International Standards (ACEI)  
Interstate Teacher Assessment and Support Consortium Teaching Standards (INTASC)

**Course Objectives:**

Students will be able to:

1. Describe how changes in physical development, including changes in physical shape, size, characteristics, health, and appearance of the body impact student behavior and the classroom environment (INTASC 1, 2, 7, 8), (ACEI 1.0).
2. Discuss how changes in cognitive development, including acquisition of skills in thinking, reasoning, problem-solving, attention, and memory, as well as developmental changes in language impact adolescent and young adult behavior and the classroom environment (INTASC 1,2,7,8), (ACEI 1.0).
3. Describe how changes in personality and social development, including self-understanding, interpersonal skills, and the formation of attachment, friendships, and intimate relationships impact student behavior and classroom environment (INTASC 1, 2, 7, 8), (ACEI 1.0).
4. Comprehend and evaluate various aspects of human development, including morality, gender roles, personality, and cognition from puberty through young adulthood (INTASC 1, 2, 7, 8), (ACEI 1.0).
5. Effectively apply developmental principles through specific teaching and classroom management techniques (INTASC 1, 2, 7, 8), (ACEI 1.0, 3.1).
6. Recognize the importance of various sociocultural influences, including parents, teachers, peers and the media, as well as their impact on how adolescents fit in and function in school and the broader society (INTASC 10), (ACEI 5.2).
7. Evaluate the importance of design strategies for facilitating parent and community involvement that continuously improves the educational experiences of adolescent students (INTASC 10), (ACEI 5.2).
8. Conduct research using educational and psychological databases and demonstrate the ability to review relevant literature by creating an abstracted bibliography paper on effective teaching practices in his or her identified interest in human development (INTASC 9), (ACEI 5.1).

**General Guidelines and Requirements**

**Examinations (100 points per examination, total of 200 points maximum):** Students are required to read, analyze and apply all assigned material in the text, lessons and discussions as measured by the class instructor.

**Research Paper and Presentation (100 points maximum):**

- **Research Paper:** Conduct a review of literature in your specific area of interest that is related to the content studied in this course (instructor preapproval is required). Papers previously submitted to meet requirements in other courses will not be accepted. This paper will be evaluated according to criteria detailed in the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.).

- **Research Presentation:** In addition to submitting a paper, each student is required to present relevant research findings to the class using a PowerPoint format. Failure to present research findings will result in a 20 point deduction from your research paper grade.

**Class Participation (50 points maximum):** Regular class participation is expected and is calculated into your final grade. Participation is defined as thoughtful and considerate discussion on class content as evaluated by the instructor.

**EDF 6138 Grading Scale (A to D-)**

<b>Grades Are Based On:</b>	<b>Max Points</b>	<b>A (93)</b>	<b>A- (90)</b>	<b>B+ (86)</b>	<b>B (83)</b>	<b>B- (80)</b>	<b>C+ (76)</b>	<b>C (73)</b>	<b>C- (70)</b>	<b>D+ (66)</b>	<b>D (63)</b>	<b>D- (60)</b>
Exams (2)	200	186	180	172	166	160	152	146	140	132	126	120
Paper and Presentation	100	93	90	86	83	80	76	73	70	66	63	60
Participation	50	46	45	43	41	40	38	36	35	33	31	30
<b>Total Points</b>	<b>350</b>	<b>325</b>	<b>315</b>	<b>301</b>	<b>290</b>	<b>280</b>	<b>266</b>	<b>255</b>	<b>245</b>	<b>231</b>	<b>220</b>	<b>210</b>

**FAU Grading Scale (A to D-)**

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>
Point Range	93-100	90-92	86-89	83-85	80-82	76-79	73-75	70-72	66-69	63-65	60-62
Quality Points*	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67

**Quality Points for 1 semester hour\***

## **Policies**

### **Minimum Passing Grade:**

The minimum grade required to pass this course is B (290 points or no less than an 83% average).

### **Late Work:**

Student work not turned in by the deadline, without an approved extension from the instructor, is subject to a 5 point deduction each day after the due date.

### **Examinations:**

Mid-term and final examinations are required. Rescheduling requires prior approval and documentation. Rescheduled examination MUST be completed within one week of the scheduled date. Absences are excused for approved medical reasons or a death in the immediate family.

### **Incomplete Grades:**

Incomplete grades are reserved for students who can demonstrate a passing grade in the course but have not completed all the required work because of exceptional circumstances.

### **Attendance:**

According to University policy, "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance". Reasonable accommodations are made for religious observances (FAU Catalog, Academic Policies and Regulations).

### **Students with Disabilities:**

In compliance with The Americans with Disabilities Act (A.D.A.), students who required special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca in the Student Support Service Building (SU 80) in room 133 (561-297-3880); in Davie, LA 203A (954-236-1222); in Jupiter SR 117 (561-799-8585) and follow all OSD procedures (FAU Catalog, Academic Policies and Regulations).

### **Classroom Etiquette:**

During on-campus classes, FAU policy on cell phones: "In order to enhance and maintain a productive atmosphere for education, personal communication devices such as cellular telephones are to be disabled in class sessions" (FAU Catalog, Academic Policies and Regulations).

### **Code of Academic Integrity:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see <http://www.fau.edu/academic/registrar/catalog/> (FAU Catalog, Academic Policies and Regulations).

## Outline

Weeks	Assigned Readings	Discussion and Assignments Due
1	Chapter 1: Introduction	Introduction & Foundations and Theoretical Perspectives
2	Chapter 2: Biological Foundations	Adolescence: Physical, Puberty, Health
3	Chapter 3: Cognitive Foundations	Adolescence: Cognitive Development
4	Chapter 4: Cultural Beliefs	Adolescence: Social, Emotional & Moral Development
5	Chapter 5: Gender Chapter 6: The Self	Adolescence: Identity, Gender and Personality
6	Chapter 8: Friends and Peers Chapter 7: Family Relationships Chapter 9: Love and Sexuality	Adolescence: Peer & Family Relationships
7	Prepare for Examination I Prepare Research Questions	<b>Examination I</b> Research Consultation
<b>Break - No Class</b>		
8	Chapter 2: Biological Foundations	Early Adulthood: Physical, Puberty, Health
9	Chapter 3: Cognitive Foundations	Early Adulthood: Cognitive Development
10	Chapter 4: Cultural Beliefs	Early Adulthood: Social, Emotional & Moral Development
11	Chapter 9: Love and Sexuality Chapter 5: Gender Chapter 6: The Self	Early Adulthood: Identity, Gender and Personality
12	Chapter 11: Work Chapter 7: Family Relationships	Early Adulthood: Career & Family
13	Chapter 10: Schools Chapter 8: Friends and Peers	Schools & Education During Adolescence & Early Adulthood
14	Chapter 12: Media Chapter 13: Problems and Resilience	Media Problems and Resilience
15	Prepare for Examination II Research Paper & Presentation	<b>Examination II</b> Present and Submit Research Paper

## Bibliography

### Books:

- Arnett, J.J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. New York, NY: Oxford University Press.
- Aronson, J. & Steele, C.M. (2005). Stereotypes and the fragility of academic competence, motivation, and self-concept. In A.J. Elliot & C.S. Dweck's (Eds.). *Handbook of competence and motivation* (pp. 436-456). New York: Guilford Press.
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage Publications.
- Cooper, C.R. (2011). *Bridging multiple worlds: Cultures, identities, and pathways to college*. New York: Oxford University Press.
- Emmer, E.T., Evertson, C.M. & Worsham, M.E. (2006). *Classroom management for middle and high school teachers*. Boston: Pearson/Allyn & Bacon.
- Furlong, A. (Ed.). (2009). *Handbook of Youth and Young Adulthood: New Perspectives and Agendas*. New York: Routledge.
- Gibbs, J.C. (2010). *Moral development & reality: Beyond the theories of Kohlberg and Hoffman*. Boston: Allyn & Bacon.
- Hastings, P.D., Utendale, W.T., & Sullivan, C. (2007). The socialization of prosocial development. In J.E. Grusec & P.D. Hastings (Eds.), *Handbook of socialization: Theory and Research* (pp.638-664). New York: Guilford Press.
- Kaplan, P.S. (2004). *Adolescence*. Boston: Houghton Mifflin.
- Kroger, J. (2007). *Identity development: Adolescence through adulthood* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Lerner, R.M. (2002). *Adolescence: Development, Diversity, Context, and Application*. Upper Saddle River, NJ: Prentice Hall
- Lerner, R.M., Steinberg, L. (Eds.). (2009). *Handbook of Adolescent Psychology, Individual Bases of Adolescent Development*. Hoboken, NJ: Wiley & Sons.
- Moshman, D. (2011). *Adolescent Rationality and Development: Cognition, Morality, and Identity* (3<sup>rd</sup> ed.) New York: Psychology Press.
- Swanson, D.P., Edwards, M.C., & Spencer M.B. (Eds.) (2010). *Adolescence: Development During a Global Era*. Burlington, MA: Academic Press.
- Tennant, M. (2006). *Psychology and Adult Learning*. (3<sup>rd</sup> ed.) New York: Routledge.



**Journals:**

*American Psychologist*  
*Child Development*  
*Contemporary Education*  
*Educational Researcher*  
*Journal of Educational Psychology*  
*Journal of Educational Research*  
*Journal of Experimental Education*  
*Journal of Personality & Social Psychology*  
*Journal of Research in Childhood Education*  
*Journal of Social Psychology*  
*Journal of Youth and Adolescence*  
*Personality and Social Psychology Bulletin*  
*Psychological Bulletin*  
*Psychological Record*  
*Review of Educational Research*

**Search Engines:**

Google      <http://www.google.com>  
Yahoo      <http://www.yahoo.com>

**Contact Information:**

To be completed by instructor