**Graduate Programs—NEW COURSE PROPOSAL**

**DEPARTMENT: TEACHING AND LEARNING**

**RECOMMENDED COURSE IDENTIFICATION:**
- **PREFIX:** EDF
- **COURSE NUMBER:** 6138
- **LAB CODE (L or C):**

*(TO OBTAIN A COURSE NUMBER, CONTACT mjennings@fau.edu)*

**COMPLETE COURSE TITLE:**
Adolescence and Young Adulthood in Educational Psychology

**CREDITS:** 3 SEMESTER HOURS


**GRADING (SELECT ONLY ONE GRADING OPTION):**
- Regular **X**
- 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

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**
- Doctorate and SACS Certification

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

Please consult and list departments that might be affected by the new course and attach comments.

- Departments in the COE: CS&D, CE, CC&EI, EL&RM, ESE, ES&HP and T&L.
- Department in SCI: Psychology.
Email this form and syllabus to 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.
Title: Adolescence and Young Adulthood in Educational Psychology
Number: EDF 6138 (new course)
Credits: 3 semester hours
Prerequisites: None
Co-requisites: 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:

Recommended Reading:

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 (6th 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-)

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

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

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

**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).
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assigned Readings</th>
<th>Discussion and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1: Introduction</td>
<td>Introduction &amp; Foundations and Theoretical Perspectives</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2: Biological Foundations</td>
<td>Adolescence: Physical, Puberty, Health</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3: Cognitive Foundations</td>
<td>Adolescence: Cognitive Development</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4: Cultural Beliefs</td>
<td>Adolescence: Social, Emotional &amp; Moral Development</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5: Gender</td>
<td>Adolescence: Identity, Gender and Personality</td>
</tr>
<tr>
<td></td>
<td>Chapter 6: The Self</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Chapter 8: Friends and Peers</td>
<td>Adolescence: Peer &amp; Family Relationships</td>
</tr>
<tr>
<td></td>
<td>Chapter 7: Family Relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 9: Love and Sexuality</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Prepare for Examination I</td>
<td>Examination I</td>
</tr>
<tr>
<td></td>
<td>Prepare Research Questions</td>
<td>Research Consultation</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chapter 2: Biological Foundations</td>
<td>Early Adulthood: Physical, Puberty, Health</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 3: Cognitive Foundations</td>
<td>Early Adulthood: Cognitive Development</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 4: Cultural Beliefs</td>
<td>Early Adulthood: Social, Emotional &amp; Moral Development</td>
</tr>
<tr>
<td></td>
<td>Chapter 9: Love and Sexuality</td>
<td>Early Adulthood: Identity, Gender and Personality</td>
</tr>
<tr>
<td></td>
<td>Chapter 5: Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 6: The Self</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Chapter 11: Work</td>
<td>Early Adulthood: Career &amp; Family</td>
</tr>
<tr>
<td></td>
<td>Chapter 7: Family Relationships</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Chapter 10: Schools</td>
<td>Schools &amp; Education During Adolescence &amp; Early Adulthood</td>
</tr>
<tr>
<td></td>
<td>Chapter 8: Friends and Peers</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Chapter 12: Media</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Chapter 13: Problems and Resilience</td>
<td>Problems and Resilience</td>
</tr>
<tr>
<td>15</td>
<td>Prepare for Examination II</td>
<td>Examination II</td>
</tr>
<tr>
<td></td>
<td>Research Paper &amp; Presentation</td>
<td>Present and Submit Research Paper</td>
</tr>
</tbody>
</table>
Bibliography

Books:


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